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Submitted and Defended by:
Rima SETTI
Exploring Peer Tutoring as an Alternative Learning Strategy to

Teacher-Centered Approach in Higher Education:

The Case of Second-Year Master Students of English at

Mohamed Kheider University of Biskra

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Board of Examiners :

Mrs.	Sakina BENCHAREF	MAB	Biskra	President
Dr.	Ahmed BASHER	MCA	Biskra	Supervisor
Mrs.	Rime BEKHOUCHE	MAB	Biskra	Examiner

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Declaration

I, Setti Rima, do hereby solemnly declare that the work I presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University of Biskra, Algeria.

Certified:

Miss: Rima SETTI

Master Student, Section of English

Dedication

I dedicate this work to

My mother, Oumhani, who is my number one supporter and the

source of my motivation and joy in this world.

My father, Abdallah, who is my pillar of strength

My little two nephews, Ibrahim & Zakaria

My brothers, Amine, Fahd, & Mehdi

My friends who have always been there for me

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Abstract

Classrooms often operate with teacher-centered learning. In this latter, the teacher controls all the aspects of learning and teaching, leaving little or no room for the learners to be involved in their learning. The use of this traditional method has received criticism for numerous reasons, such as disregarding learners' learning needs and learning styles, excluding open-inquiry, implementing passive learning, neglecting cognitive and meta-cognitive development, and encouraging teacher-dependency and rote learning. For these reasons, researchers in the field of education proposed a shift from teacher-centered learning to student-centered learning. One of the learning strategies included in student-centered learning is peer tutoring. Accordingly, the present study aimed at exploring peer tutoring as an alternative learning strategy to the teacher-centered approach. Furthermore, it sought to gather students' opinions and attitudes about teacher-centered learning and peer tutoring. This study hypothesized thatimplementing peer tutoring in EFL classes can be an effectivealtetnative to the teacher-cenetedapproach. To achieve the intended aims and confirm or reject the hypothesis, a qualitative research approach was adopted using a case study. To gather the data a semi-structured questionnaire was used as a data collection method. The population of this study was second-year Master students of English at Mohamed Kheider university of Biskra, which consisted of 216 students out of which 32 students were taken as a sample. The findings revealed that, unlike the teacher-ceneterdapproach, peer tutoring is an effective method to retain information, promote deep learning, reinforce learning, and increase students' material content comprehension. Thus, it can be concluded that the research hypothesis previously stated was confirmed. Therefore, teachers should consider implementing peer tutoring into their classes.

Key words: Teacher-centered approach, Student-centered approach, Peer tutoring.

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

et al: et alia (And others)

i.e.: id est (In oder words)

p: Page

PT: Peer Tutoring

para: Paragraph

RQ: Reasearch Question

S/he: She or he

SCL: Student-Centered Learning

TCA: Teacher-Centered Approach

&: and

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General Introduction

Introduction

Educators have always sought to search for the ideal method to implement in the classroom for effective teaching and learning. Nevertheless, many classrooms still follow a teacher-centered approach, even though it has been criticized over the years. In teacher-centered learning, teachers are in charge of learning; hence, they transmit knowledge to the learners who passively receive knowledge. The teacher is the ultimate authority; s/he structures the activities, chooses the teaching materials and decides what will be learned and how it will be learned. However, during the last few decades, research in learning found that learners learn best when they are actively engaged with the course material through discussion, problem-solving, case studies, role plays, and other methods. This research discovery led to the emergence of student-centered learning; moreover, it led to a shift from teacher-centered learning to student-centered learning.

In student-centered learning, learners move from passive receivers of information to active participants in their learning. Teachers avoid the direct transmission of knowledge; instead, learners try to make sense of what they are learning by relating it to previous knowledge and discussing it with others. They are autonomous, independent, and responsible for their learning path. Student-centered learning includes many instructional methods that put the learner at the center of his/ her learning, one of which is peer tutoring. Peer tutoring is a form of active learning, in which learners with a similar social grouping who are not professional teachers help each other learn and learn themselves by teaching. Peer tutoring helps learners improve their academic achievements, develop a positive attitude towards learning, enhance their interpersonal skills, and finally provide them with the opportunity to develop their cognitive processes and meta-cognitive skills.

1. Statement of the Problem

The teacher-centered approach is a method of teaching which is rooted in behaviorism. Behaviorism defines learning as nothing more than the acquisition of new observable behaviors and excludes the role of the mind and its abilities. Hence, in teacher-centered learning learners' minds are regarded as empty vessels to be filled in with the teacher's knowledge, which indicates that the learners' only role in such case is to passively receive teacher's knowledge and reproduce it when necessary. Behaviorism has

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been criticized by several learning theories and replaced by other learning theories over the decades, yet most classrooms still operate with teacher-centered learning and have not yet adopted more modern learning approaches that acknowledge the role of the mind in learning and the role of the learner in learning.

We have observed that cognitive skills and meta-cognitive skills are disregarded in teacher-centered classrooms, and their development is not a primary learning objective. Moreover, we have noticed that most learners are more prone to lose attention, lose interest, and become demotivated in a teacher-centered environment. Furthermore, we have observed that teacher-centered learning does not allow learners to contribute to their learning, and construct meaning and reach conclusions on their own. Instead, it was only based on the transmission of knowledge from the teacher to the learner who passively receives the teacher's knowledge and reproduces it to succeed academically.

Finally, we have noticed that when learners do not play an active role in their learning, they tend to retain information less, and their learning tends to be superficial. In this respect, the present study suggested peer tutoring as an alternative learning strategy to teacher-centered learning to address the previously mentioned issues.

2. Aims of the Study

This study aimed to explore peer tutoring as a learning strategy and as an alternative to the teacher –centered approach. More specifically, it aimed to:

1. Identify the most dominant teaching approach in our English department according to the opinions of EFL students.

2. Determine the effectiveness of peer tutoring on learners and learning.

3. Identify which learning/teaching method is preferred by students.

4. Draw teachers' attention and awareness on how PT works as a learning strategy.

Research Questions

This research was carried out in order to answer the following questions:

RQ1: How oftenare learners' learning styles met in teacher—centeredlearning?

RQ2: What are the students' attitudes towards teacher-centered learning?

RQ3: What are the main benefits of peer tutoring?

RQ4: Through which method of instruction do learners retain information longer?

RQ5: How can the implementation of peer tutoring be an alternative to the teacher-ceneted approach?

3. Research Hypothesis

This study was designed to test one main hypothesis:

- Implementing peer tutoring in EFL classes can be an effectivealtetnative to the teacher-ceneted approach.

5. Significance of the Study

This research highlighted the impact of the currently used traditional pedagogy on today's learners with reference to our educational system. Moreover, it invited all teachers in general and Algerian teachers in particular to put aside all their practices related to yesterday's pedagogy and embrace a more modern learning pedagogy that places the learner at the center of his/her learning to create an environment conducive to effective learning where learners can meet their needs.

6. Research Methodology

Since this study aimed to explore peer tutoring as an alternative learning strategy to the teacher-centered approach, a qualitative research approach was adopted using a case study as a research design. In order to answer the research questions and confirm or reject our hypothesis, a semi-structured questionnaire wasused as a data collection method.

To carry out this research, we selected Master Two EFL students at the University of Mohamed Kheider of Biskra, Algeria for the academic year 2019-2020 as a population because they have more experience and knowledge about the research topic. The population consisted of 216 students out of which 32 were taken as a sample through simple random sampling.

7. Structure of the Dissertation

This dissertation consists of two parts: the theoretical part and the practical part. It is divided into three chapters. The first two chapters deal with the theoretical background of the study. They provide an overview of the previous studies that tackled the present research problem, whereas the third chapter consists of the fieldwork, data analysis, and discussion of the findings.

Chapter One

Teacher-Centered

Approach

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Introduction

Chalk-and talk, also known as teacher-centered learning is the primary teaching approach in Algeria starting from primary schools until higher educational levels. The term teacher-centered learning is somewhat self-explanatory; the teacher is the center of the learning and teaching process. In a typical teacher-centered classroom, the teacher is the ultimate authority figure who is in charge of setting classroom rules, choosing the material of teaching, setting punishments and rewards, allowing and choosing learners' intervention, and so forth.Learners in a teacher-centered approach are regarded as empty vessels and blank slates who passively fill in their minds with information transmitted from the teacher who is the knowledge holder. This is rooted in behaviorism, which disregards the role of the mind and its cognitive abilities and considers learning as the acquisition of new observable behaviors based on environmental conditions.

During the last few decades and based on ongoing educational research, the teacher-centered approach has been replaced by the learner-centered approach in different parts of the world. The learner-centered approach puts learners at the center of their learning. In other words, learners are actively involved in their learning, and they are responsible for their learning. They are knowledge seekers who act asarchaeologists digging for treasures of knowledge. However, the shift from teacher-centered to learner-centered does not eliminate the teacher.

Instead, a learner-centered education facilitates a more collaborative way for learners to learn. The teacher acts as a facilitator and an instructor who provides feedback and answers questions when needed. Learners choose how they want to learn, and why they want to learn that way. Besides, learners answer each other's questions and give each other feedback, using the instructor as a resource when needed, simultaneously creating a dynamic, vivid, and energetic learning environment.

1.1 Definition of the Teacher-Centered Approach

The teacher-centered approach is a method of teaching that relies on the behaviorist theory which is based on the idea that behavior changes are caused by external stimuli according to (Skinner, 1974). In the teacher-centered classroom, the teacher spends most of the time presenting the day's planned and structured content to the class by lecturing,

reading aloud, demonstrating concepts or issuing instructions using handouts, the whiteboard, and the data show, which makes the former the most dominant source of information (Peyton, More&Young, 2010). In a typical teacher-centered classroom, all questions which are raised by learners, if any, are answered directly by teachers without learners' involvement. In designing the class activities, teachers control every single learning experience. Subject matter gains primacy over that of the learner sticking to the syllabus or lesson plan (Peyton et al.,2010). Since the teacher holds the ultimate authority and knowledge is transmitted directly to the learners, the latter are passive and respond to environmental stimuli; hence, the learners' role is to absorb what is being presented and take notes (Serin,2018).

1.2 Behavioral Learning Theory

Learning theories are a set of rules and principles that explain how learners can acquire, retain, and recall new information. One of those learning theories is behaviorism. According to Funderstanding (2011), "Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions" (para.1). In relation to behavioral learning theory, Durwin and Reese-Weber (2008) pointed out:

> Behavioral learning theory proposes, simply, that learning leads to a change in an individual's behavior. This school of thought has its roots in operant conditioning, which proposes that an individual's behavior is the result of two environmental stimuli: antecedents and consequences. Antecedents are stimuli or situations that signal that a behavior is expected, whereas consequences are stimuli that either strengthen the likelihood that the behavior will occur again or reduce the future occurrence of the behavior. For example, a typical classroom interaction would involve a teacher asking a question (antecedent), a student providing a response (behavior), and the teacher offering feedback (consequence). Behavioral learning theory is equated with teacher-centered instructional approaches in which teachersserve as dispensers of information and structure the learning environment to help students progress from simple to more complex skills (p.369).

Teacher-centered instruction heavily relies on the behaviorist theory which isbased on the idea that behavior changes are caused by external stimuli.

1.3 Teacher -Centered Instructional Method

1.3.1 Instructional Methods

Instructional methods refer to the techniques or approaches that the teacher uses to bring the learner in contact with the content to be learned. The methods used in any learning situation areprimarily dictated by the learning objectives decided upon by the course developers (Hancock, 2005). In many cases, a combination of methods is used to intensify the learning experiences (Hancock, 2005).

1.3.2. Direct Instruction

Rafi (2015) stated that **"Direct instruction is the primary teaching strategy under the teacher-centered approach, in that teachers and professors are the sole supplier of knowledge and information"** (para3). In general, the term direct instruction refers to instructional approaches that are structured, sequenced, and led by teachers, and the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are "directing" the instructional process or instruction is being "directed" at students (Education Reform,2013). In this method of instruction, the teacher might play one or all of the following roles:

Formal Authority	Expert	Personal Model
Formal Authority teachers are in a position of power and authority because of their exemplary knowledge and status over their students. Classroom management styles are traditional and focus on rules and expectations.	Expert teachers are in possession of all knowledge and expertise within the classroom. Their primary role is to guide and direct learners through the learning process. Student are viewed solely as the receptors of knowledge and information ("empty vessels.")	Teachers who operate under the "Personal Model" style are those who lead by example, demonstrating to students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher's process.

Figure 1.1. Direct instruction (Rafi,2015).

In direct instruction ,the teacher can occupy three roles: the knowledge holder, the learning guide, and the ultimate authority .On the other hand , learners play a passive role. Learners are either receptors of information or observers who copy the teacher's actions.

1.3.3. Using the Direct Instruction Method

Most teaching strategies are most effective when used at the appropriate time and with the appropriate content. Direct instruction strategies involve "teaching knowledge acquisition involving facts, rules, and action sequences" (Borich, 2010, p. 223). There are several occasions where direct instruction can be the most appropriate method for teaching. As reported by Borich (2010) direct instruction strategies are most useful when:

1. The teacher's purpose is to disseminate information not readily available from software, texts, or workbooks in appropriately sized pieces direct instruction is helpful. In this case a teacher would take large pieces of information from texts or workbooks and break it down into easier to understand pieces.

2. Learners show a lack of interest in the material from texts or workbooks direct instruction can boost learners' curiosity and attentiveness. In this case the teacher can mix in interesting supplemental or introductory information with the dry facts, by showing the application of the material to future schoolwork or world events, and by illustrating with questions and answers that the material is neither easy nor previously mastered.

3. During a time of review. Research shows that review and active learner practice are highly effective ways for learners to reach the greatest levels of mastery learning.

1.3.4. Disuse of the Direct Instruction Method

There are times when direct instruction is *not* appropriate. For example, when learners are learning material other than facts, rules, and action sequences, an inquiry and problem strategy is more effective (Borich, 2010). In addition to the material to be learned over a long span of time, including objectives at the cognitive domain of analysis, synthesis, and evaluation should be taught using indirect instruction. Some common indirect instruction strategies are: advance organizers, induction and deduction, examples and non-examples, questions (contradictions, passing responsibility to the class, etc.), learner ideas, learner self-evaluation, and group discussion (Borich, 2010).

1.3 Role of the Teacher and the Learner in a Teacher-Centered Environment

Teachers play a vital role in their leaners' education in the classroom. Theyserve many roles from the begning of the lesson until the end of the lesson for the purpose of educating their learners. The latter, also play a specific role in the learning process.

1.4.1. The Role of the Teacher

In a teacher-centeredenvironment, the teacher is placed at the center of the learning process and learners put all of their focus on the teacher (Muganga, 2019). Knowles (1984) describes teacher-directed learning as having responsibility for what will be learned, how it will be learned, when it will be learned and if it has been learned. According to Jansen (2005, p. 4), the role of the teacher is to:

   a. Provideretrospect of prior lessons.
   b. Summarizecontent and goal of the lesson.
   c. Provideinstruction in interaction with students.
   d. Regulateguided practice.
   e. Use independent, individual seatwork.
   f. Provide feedback during lesson.
   g. Provide whole class feedback in final stage of lesson.
   h. Conclude lesson with summary of lesson content.

The following figure provides a brief explanation and description of the teacher's role in a teacher-ceneteredapproach thatis previously mentioned by Jansen (2005):
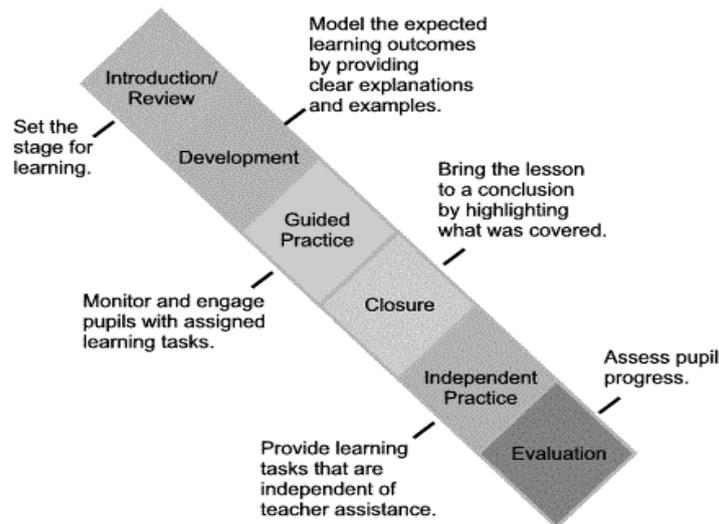
Figure 1.2. TheRole of the Teacher (Jansen,2005)

In relation to the teacher's role in teacher-centered learning, Hancock, Bray and Nason (2003) stated that:

> The teacher (a) is the dominant leader who establishes and enforces rules in the classroom; (b) structures learning tasks and establishes the time and method for task completion; (c) states, explains and models the lesson objectives and actively maintains student on-task involvement; (d) responds to students through direct, right/wrong feedback, uses prompts and cues, and, if necessary, provides correct answers; (e) asks primarily direct, recall-recognition questions and few inferential questions; (f) summarizes frequently during and at the conclusion of a lesson; and (g) signals transitions between lesson points and topic areas (p. 366).

In a teacher-centered approach, teachers direct the entire learning process through lesson explanation, frequent summarization, and asking questions. Teachers are the authority figures who set the classroom rules. They are the power holders; they choose the learning method, the content to be learned, and the tasks to be used.

1.4.2. The Role of the Learner

In a teacher-centered classroom, learners passively receive information. The learner spends most of his time sitting in the desk, listening, taking notes, giving brief answers to questions that the teacher asks, or completing assignments and tests (Sawant & Rizvi

,2015). The learner works individually on assignments, and cooperation is discouraged (Sawant & Rizvi ,2015). According to Durwin and Reese-Weber (2008) once learners have learned the material after instruction has taken place, they have the chance to develop through four structured types of practice:

1. **Controlled practice**: the teacher leads learners through examples, providing immediate corrective feedback. This stage requires careful monitoring to prevent learners from learning incorrect procedures or concepts. Rather than simply giving the right answers, effective teachers provide feedback, telling learners what they have done correctly, prompting them for clarification or improved answers, and reteaching when necessary.
2. **Guided practice**: learnerspractice on their own while the teacher provides reinforcement and corrective feedback.
3. **Independent practice**: learners move to practice knowledge or skills with about 85% to 90% accuracy. Homework is an example of independent practice.
4. **Distributed practice**: a process of spreading out practice over a period of time.

1.4   Teacher-Centered Curriculum

Teacher-centered curriculum refers to a body of assumptions about the purposesof education, beliefs about knowledge, learners, and learning observable in teacher behaviors and classroom practices (Pinnegar& Erickson,2010). Teacher-centered curriculum embraces an orientation toward education as a venue for socializing learners toward enacting their roles in society through mastery of particular skills and traditional values (Pinnegar& Erickson,2010). Beliefs associated with teacher-centered curriculum focus on specific knowledge, including official curriculum and core curriculum. From this orientation, knowledge becomes a commodity transmitted from teachers to learners who are presumed to be receptive vessels. Teacher-centered curriculum is most effectively and efficiently transmitted through methods that impose curricular order and is characterized by pedagogical methods that presume teacher as authority, learning through repetition, and learning as a quantifiable outcome (Pinnegar& Erickson,2010).

1.5　Teacher-Centeredness's and Assessment

Most formal approaches to learning require an implementation of assessment for probing students'perfromance. The choice, nature, and form of assessment depends on the learning objectives, the purpose of assessment, and the course's nature (Rabehi,2020).

1.6.1. Definition of Assessment

The word assessment has many definitions. In relation to education, the term assessment, according to Education Reform (2015), refersto "a wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students" (para.1).Assessment allows teachers to have insights into what learners know and do not know at the outset, setting the direction of a course, simultaneously informing learners about what they do know and what they do not know about the subject*(Falchikov, 2006).*Furthermore, assessment isan effective data source about learner's accomplishments offering teachers insights on the practicality of their instructing methods*(Falchikov, 2006).*

1.6.2. Summative Assessment and TCA

Assessment can take a wide variety of forms in education, such as formative, summative, diagnostic, ipsative, synoptic, dynamic, work integrated and criterion-referenced assessment (Rabehi,2020). Each type of assessment is used depending on the purpose of the assessment, learning objectives, and the course's nature (Rabehi,2020).The teacher-centered approach relies on summative assessment as stated by Vavrus (2011)" Teacher-centered methods involve the mass transmission of information from teachers to students through lectures; notes or handouts that require memorization; and summative assessments, such as standardized tests…" (para.3). According to Education Reform (2015):

> Summative assessment is a type of assessment that is used at the end of a unit, course, semester, program, orschoolyear. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine if learners have learned what they were expected to learn during the defined instructional period (para.7).

Summative assessment is limited to the end of a specific instructional period. It is used to evaluate whether learners have acquired the knowledge they were supposed to acquire, which indicates that summative assessment has a high point value.

1.6.3. Advantages of Summative Assessment

In regards to the advantages of summative assessment which is used in teacher-centered classrooms, Broadbent, Panadero and Boud (2017) pointedout that summative assessment is useful for:

1. Providing teachers and learners with information about the retention of information.
2. Evaluating the effectiveness of teaching programs.
3. Measuring progress towards improvement goals.
4. Making course-placement decisions, among other possible applications.

1.6.4. Disadvantages of Summative Assessment

Since summative assessment is used at the end of a unit, course, semester, school year, it has been criticized for promoting "teaching to the, test". It makes tests the primary source of motivation for the learners to learn and a major concern for the teachers who are either preparing learners to pass mandated standardized tests or dictating most of their teaching for the sake of tests (Reddy, 2019). Another disadvantage of summative assessment is late rectification, learners will not be aware of their learning gaps and make self-corrective actionsuntil the end, so there is no chance to recover as the results are at the end (Reddy, 2019).

In summative assessment, nothing is done in advance to identify hindrances or challenges in the instruction method; therefore, instructional issues are not identified until they surface and become critical. Lastly, summative assessment is judged for its inaccuracy of reflecting learning. Many learners get nervous or tense due to pressure for exams and being aware that this is his or her only chance to perform well and move to the next phase of learning, which could negatively affect their performance and bury their actual abilities (Reddy, 2019).

1.7. Learning Style in TCA

Cristillo (2010) argued that 'Teacher-centered pedagogy is associated with top down, hierarchal pedagogy and for reinforcing passive learning, rote memorization and hindering the development of higher-level cognitive skills." (p.38) According to Lim, Tang, and Kor (2012), rote learning or also known as "Drill and Practice" "is a method of instruction characterized by concepts of systematic repetition" (p. 1040). Drill and practice is a disciplined and repetitiousexercise. Asan instructional strategy, it promotes the acquisition of knowledge or skill through systematic trainingby multiple repetitions, practices, and engages in a rehearsal in order to learn or become proficient. The drill and practice method is rooted in the theory of behaviorism. It focuses on the repetition of stimulus- response practice that leads to the strengthening of habits (Lim et al., 2012).

1.8 Academic Culture in TCA

Aacademic culture refers to the behviours, values, and attitudes that are shared by people who study or work in universities. It has a great impact on the development of knowledge creation (Sarmadi, Nouri, Zandi, &Lavasani ,2017).

According to Sawant and Rizvi (2015), "classroom culture is competitive and individualistic in a teacher -centeredparadigm" (p.6).This phenomenon is sometimes called individualistic learning; it isclassfidied as a traditional form of learning (Sawant & Rivizi,2015). Learners study alone and complete their own assignments while trying to learn the presented subject matter. Tests and quizzes measure each learner's progress, and letter grades or percentages are given for both assignments and tests. In this type of setting, learners may become competitive with each other for the best grades and for recognition (Sawant & Rivizi,2015).

1.9 The Overall Advantage of TCA

The teacher-centered approach has certain advantages to offer for the teacher, the learner, and learning in general. In a teacher-cenetedapproach, teachers may feel less nervous, embarrassed, or tongue-tied. Moreover, the teacher can be an effective model of the target language and can manage the students to speak more in English because teachers can set the criteria when students want to communicate in the class (Nagaraju, 2013). This approach is suitable for large classes. It takes a shorter time to do the class activities,

learning materials can be well prepared, the classroom remains orderly, and learners are quiet; furthermore, the approach is appealing to different types of learners such as learners who are introverts and learners who have an auditory, visual, or audio-visual learning style (Varatta ,2017).

1.10 Drawbacks of the TC Approach

The teacher-centered pedagogy has been described by researchers in education as traditional and old-fashioned for failing to meet current education requirements and implementing different instructing aspects that negatively affect both learners and learning.

1.10.1 Teacher Dependency

Knowles (1984) describes teacher-directed learning as having responsibility for what will be learned, how it will be learned, when it will be learned and if it has been learned; thus, teacher-centered learning fosters a culture whereby the learner does not outgrow his dependency on the teacher. A teacher-centered learning environment does, by definition, neither facilitate nor empower a learner's autonomous study-skills and subsequently lifelong learning skills (Trilling & Fadel, 2009). One of the main goals of modern pedagogy by contrast is to create strong self-directed learners.

1.10.2 Non-Facilitation of Higher Cognitive and Meta-Cognitive Skills

Teacher-ceneted learning overlooks cognitive and meta-cognitive processes and skills (Kompa,2014). Higher cognitive skills include abilities like synthesis,analysis, evaluation (Anderson & Krathwohl, 2000), interpretation,critical thinking and self-regulation (Schraw & Robinson, 2011). On the other hand, meta-cognitive skills include the questioning about the justification and validity of arguments, not just the given reasons themselves. Teacher-centered learning most often does not address the importance of open inquiry which can occur at any stage of the learning process (Barrows, 1992).

1.10.3 Monopolized and Limited Assessment

Learners who undergo a teacher-centered learning are only being assessed by the teacher; hence, critical assessment of oneself and others is not an intrinsic part of teacher-centered learning(Barrows & Wee, 2007).Assessments are in many cases, only carried out as summative evaluations and they rarely address qualitative issues of the learner's

progress. In contrast to the previously mentioned traditional grading system, multi-perspective assessment is advocated, for it is a strategy in which the teacher, learners and peers provide collective input to determine the level of knowledge developed by a learner in addition to focusing on the learner's performance as a problem-solver, researcher and team player (Barrows & Wee, 2007).

1.10.4 Passive Learning

Control has been a priority in teacher-centered classrooms for that reason; teacher-centeredness has received criticism for favoring passive students rather than active ones in the classroom (Freiberg, 1999). Passive learning is a form of learning that relies on information transmission from a teacher to a learner with little two-way interaction. As the learner is required to absorb rather than act on knowledge, they are considered 'passive' rather than 'active' (Drew, 2019).On this account, learners are not responsible for their own learning; they quietly absorb information and knowledge without typically engaging with the information received or the learning experience;they are rarely allowed to interact with others, share insights, or contribute to a dialogue(Drew, 2019). Rodriguez (2018) argues that passive learning can be boring and unrelatable, the learner receives no or little feedback from the teacher which presents fewer opportunities to assess learner's comprehension who are more likely to shy away from voicing a misunderstanding.

In contrast to passive learning, active learning is recommendedby recent research, which is an approach that places a greater degree of responsibility on the learner than passive approaches. Learners engage in classroom activities that promote critical engagement with course materials. Activities may include text analysis, collaborative writing, various forms of discussion or problem solving; thus, active learning engages students in two aspects – doing things and thinking about the things they are doingRodriguez (2018).

1.10.5 Learning by Heart

Mugangua (2019) argues that teacher-centeredness promotes for rote learning instead of meaningful learning. He stated that "While western countries have begun to adopt student--centered methods at all levels of education, much of the developing world continues to rely mainly upon teacher-centered learning, which is based upon rote learning and memorization" (para.1). Rote learning according to Oxford (2017), refers to "learning

or memorization by repetition, often without an understanding of the reasoning or relationships involved in the material that is learned." Rote learning is criticized for preventing a deeper understanding of the subject, discouraging interaction or social skills in the classroom, disconnecting new and previous knowledge (Day, 2015). On the other hand, meaningful learning involves understanding how all the pieces of an entire concept fit together. It is active, constructive, and durable. It encourages understanding not memorization and relates prior knowledge to new information (Oxford Learning, 2017).

1.10.6 Classroom Climate

A traditional learning environment operates under the boundaries of a fixed routine, the teacher and the learners are physically present the former dominates the classroom instruction and the latter shows engagement via speech and body language if permitted whereas student-to-student interaction is limited if not completely absent.Bryner (2007) has argued that "Students want more interactive classes and prefer activities that involve interaction with teachers and peers" (para.4). Research in education suggests that positive, productive learning environments are key to students' academic, emotional and social success in school, according to (Loveless, n.d) "Positive learning environments should offer a climate of safety, where risk-taking is encouraged, there is open authentic conversation, trust and respect are fostered, and positive interaction is the norm" (para.1).

1.10.7 Disregarding Learning Styles

As early as 334 BC, Aristotle said that "Each child possessed specific talents and skills" (Reiff, 1992, para.4) as he noticed individual differences in young children. In that context ,Hoerner (2013) discussed that there are seven learning styles which are:visual,aural,verbal, physical, logical, social,and finally solitary.He also argued that every learner has or prefers a certain style .Some learners are social, they prefer to learn with others;other learners are physical,they prefer using their body, hands ,and sense of touch ,and so forth. When learning styles coincide with the learning context in order to facilitate the acquisition of new knowledge and its integration with previous information, academic success can be achieved more naturally (Hoerner, 2013).

To reach this match, it is required from teachers to adapt their styles and strategies to their learners' learning preferences (Hoffmann, Stover &Donis, 2017). Since teacher-

centered learning focuses on telling, memorization, the recalling of information, passive reception of knowledge, and finally asking and answering questions, the approach does not target the needs, requirements and interests of the learners and when teaching styles conflict with students' learning styles, often the result is limited learning or no learning (Brown, 2003).

1.10.8 Excluding Open Inquiry

Inquiry can be defined as a seeking for truth, information, or knowledge -- seeking information by questioning. According to Manuel (2017), *"*Teacher-centered learning most often doesn't address the importance of open inquiry" (para.5). Teacher -centered learning focuses on mastery of content, with less emphasis on the development of skills and the nurturing of inquiring attitudes. With the teacher focused on giving out information about "what is known", learners are the receivers of information, and the teacher is the dispenser. Much of the assessment of the learner is focused on the importance of "one right answer"; furthermore, teacher-centered learning is more concerned with preparation for the next level and in-school success than with helping a learner acquire the ability to learn throughout life(Manuel ,2017).

Traditional classrooms tend to be closed systems where information is filtered through layers to learners and the use of resources is limited to what is available in the classroom or within the school. In contrast, the inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more learner-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Learners are more involved in the construction of knowledge through active involvement, themore interested and engaged learners are by a subject or project, the easier it will be for them to construct in-depth knowledge of it; as a result, learning becomes almost effortless (Manuel ,2017).

When it comes to Inquiry classrooms, they are open systems where learners are encouraged to search and make use of resources beyond the classroom and the school. Teachers who use inquiry can use technology to connect students appropriately with local and world communities which are rich sources of learning and learning materials. They

replace lesson plans with facilitated learning plans that account for slight deviations while still keeping an important learning outcome in focus. They meet on-target questions with, "How do you suggest we investigate that question?" (Polman & Pea,2000).

Teachers often discount the fact that when they are giving talks or lectures to learners, the learners, if engaged, are applying listening and observing skills using their senses. If teachers focus more on "how we come to know" by presenting evidence and information and encouraging learner questioning, then talks can even become powerful inquiry models for learners (Polman & Pea,2000).

1.10.9 Implementation of the Traditional Lecture Approach

The traditional lecture approach has been commonly used for many years in higher education because it provides a convenient and expeditious mode to impart knowledge and introduce basic principles to large classes of learners (Whetten & Clark, 1996). Using the traditional lecture method, professors can present a large amount of material in a relatively brief amount of time (Miner, Das, & Gale, 1984). While the traditional lecture method is still predominant, some studies have shown that learners fail to retain as much material after the class has been completed in comparison to classes taught in an active environment (Eynde& Spencer, 1988).

Another drawback of this method appears to be a lack of learners 'attention, which many educators have observed in their own classes (Dorestani,2005). Therefore, it is not uncommon for some learners to drift off to sleep, for others to talk among themselves, and for some students to play games or send messages on their laptop computers and phones during class (Michel, Cater& Varela,2009). Moreover, the traditional lecturing method often promotes passive and superficial learning and fails to stimulate learner's motivation, confidence, and enthusiasm. As a consequence, the traditional lecture model can often lead to learners completing their education without skills that are important for professional success (Sawant & Rizvi, 2015).

Advantages	Disadvantages
1. The lecture can be used in any size class and <u>is often the only option in large classes.</u>	1. The lecture is a <u>teacher-centered,</u> which does <u>not</u> allow for differences in student learning styles or rates
2. <u>A well-presented lecture</u> can be <u>motivating to the students</u> and inspire them <u>to pursue a topic on their own.</u>	2. <u>Minimal student participation</u> (promotes passivity in students).
3. The instructor has total control over what occurs in class	3. Learning from lectures depends on the students' abilities to take notes.
	4. Because the lecture is teacher-centered, it tends to promote one-way communication

Figure 1.3. The Advantages and Disadvantages of Lectures (Fullam, 2015)

The lecture approach can be an advantageous and disadvantegous methodof instruction. It is effective for large classes; it puts the teacher in position of control over what happens in class; it can be a source of motivation for learners to proceed with the topic(s) that were tackled in the lecture. However, as lectures are teacher-centered, not all learners's learning styles can be met, communicationis limited, and passive learning is promoted.

1.11 A ParadigmShift: From Teacher-centeredness to Learner-centeredness

During the last few decades, teacher-centered teaching style has been replaced by learner-centeredteaching style in higher education (McCombs &Whisler, 1997; Weimer, 2002). Based on a great deal that has been learned about learning in the last thirty years some of today's educators suggest that colleges and universities should consider a paradigm shift. This shift involves moving from the teaching-centered paradigm, where the instructor is the primary information giver and the primary evaluator, to a learning-centered paradigm .Itsmain focus is on : what knowledge and abilities learners actually have acquired, what they actually know, and what they are competent to actually do, where the instructor is the facilitator and coach, learning together with learners(Weimer,2002).

1.11.1. Learner -Centered Learning

Learnercenterdness is the perspective which focuses on the learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners" (McCombs &Whisler, 1997, p.9). Learner-centeredinstruction is most suitable for the more autonomous, and more self-directed learners who not only participate in what, how, and when to learn, but also construct their own learning experiences (Weimer,2002). The learner-centered approach is rooted in constructivist philosophy of teaching (Brown, 2008; McCombs & Whistler, 1997; Weimer, 2002, and Schuh, 2003). In constructivism, the learners are learning by doing and experiencing rather than depending on the teachers' wisdom and expertise to transmit knowledge (Brown,2008).

1.11.2. Teacher-Centered vs. Learner-Centered Paradigm

In a traditional classroom, learners become passivelearners, or rather just recipients of teacher's knowledge and wisdom. They have no control over their own learning (Duckworth ,2009). Teachers make all the decisions concerning the curriculum, teaching methods, and the differentforms of assessment. Duckworth (2009) asserts that teacher-centered learning actually prevents learners' educational growth. In contrast, in a learner--centered classroom, learners are actively learning and they havegreater input into what they learn, how they learn it, and when they learn it. This means that learners takeresponsibility of their own learning and are directly involved in the learning process. Learner-centered-teaching style focuses on how learners learn instead of how teachers teach (Weimer, 2002, & Wohlfarth, 2008). In a learner-centered classroom, teachers abandon lecture notes and power point presentations fora more active, engaging, collaborative style of teaching (Wohlfarth, 2008).

The following figure by Huba and Freed (2000) explains the differences between a teacher-centerd paradigm and a learner-centered paradigm in terms of teachers' and learners' roles,the procedure and purpose of assessment, classroom culture, the concept of learning, and the emphasis of questions.

Teacher-Centered Paradigm	Learner-Centered Paradigm
Knowledge is transmitted from professor to students	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts
Professor's role is to be primary information giver and primary evaluator	Professor's role is to coach and facilitate Professor and students evaluate learning together
Teaching and assessing are separate	**Teaching and assessing are intertwined**
Assessment is used to monitor learning	**Assessment is used to promote and diagnose learning**
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors
Desired learning is assessed indirectly through the use of objectively scored tests	**Desired learning is assessed directly through papers, projects, performances, portfolios, and the like**
Focus is on a single discipline	Approach is compatible with interdisciplinary investigation
Culture is competitive and individualistic	Culture is cooperative, collaborative, and supportive
Only students are viewed as learners	Professor and students learn together

Figure1.4. Comparison of Teacher-Centered and Learner-Centered Paradigms (Huba& Freed, 2000)

1.11.3.A shift from Teacher-Centered to Learner-Centered Approach

To maximize high standards of learning, motivation and achievement for all learners – for both learners and their teachers, the educational system of the future must embrace a learner – centered perspective (Lal,2018). Moving from a teacher-centered approach to a learner-centered approach requires certain modifications on different levels to assure a successful transition of responsibility from the teacher to the learner; however, Lal (2018) argues that a foundational shift from a traditional education to a learner-centered education does not eliminate the teacher.

A learner-centered education facilitates a more collaborative way for learners to learn. The teacher acts as a facilitator, providing feedback and answering questions when needed and acts as an instructor who moves around the classroom and checks in with learners 'progress and productivity (Lal,2018). Learner--centered education focuses on the learners' desire and ability to acquire knowledge; hence, the learner chooses how they want to learn, why they want to learn that way and learners answer each other's questions and give each other feedback, using the instructor as a resource when needed. It, in return,

makes the class designed to meet their needs rather than the material the teacher hopes to cover (Lal,2018). In order toachieve learner-centered teaching, Weimer (2002) proposed five areas that needed to change. These areas are: the choice of content, the instructor's role, responsibility for learning, the process of assessment and finally the balance of power. They are as follows:

a. The choice of content

Traditional instruction seeks to "cover" the content of the course which has led, according to Weimer (2002), to a neglect of ensuring that the course objectives are being met. It has also led to erroneously equating a good course with a rigorous course, rather than a course in which learners learn. In consequence, when faced with an unmanageable amount of course content, learners' resort to memorization rather than conceptualization, using a "binge and purge" approach to examinations and in such environment the successful learner is the one who has mastered the ability to reproduce information required by the teacher, too often at the lower levels of knowledge (Weimer,2002).

To resolve the previously mentioned issues, Weirmer (2002) suggests that college instructors should use the course content not as an end in itself, but as a means of aiding learners to learn how to learn. The skills to be developed include: study skills, time management, the ability to express oneself orally and in writing. Weimer (2002) emphasizes that the guidance of the professor is needed to help learners use the course concepts to acquire skills of critical thinking and problem-solving, producing learners who are mature, self-regulating learners with sophisticated learning skills who are flexible problem solvers and who can select, organize, and use information appropriately in new situations.

b. The instructor's role

In traditional classes, most of the learning activities are carried out by the teacher who chooses and organizes the content, interprets and applies concepts, evaluates learners' leaning, while the learner's efforts are focused on recording the information. Weirmer (2002) argues that in the learner-centered classroom the roles of the learner and teacher of necessity change, so that the teacher changes from the "sage on stage" to the "guide on the side" who views learners not as empty vessels to be filled with knowledge but as seekers to be guided along their intellectual development journey. No longer is the learner

expected to be a passive absorber of information; instead the learner is the center of the educational enterprise who learns by doing and being involved in the learning process.

c. Responsibility for learning

Weimer (2002) argues that in a learner-centered setting, the responsibility for learning naturally shifts from the teacher to the learner ;however, neither the teacher nor the learner are adept to make that shift .The onus is on the faculty to redesign and conduct the course in a way that requires learners to hold up their end of the educational contract. Faculty should follow through on consequences instead of making adjustments to accommodate learners' failure to accomplish agreed upon expectations of the course. Weimer (2002) describes the rules as external motivators that do not encourage the learner's curiosity or develop responsible, mature learners who are intellectually curious or motivated to delve deeper into the subject.

Moreover, Weimer (2002) describes the learners of today as learners who are incapable to function without structure and imposed control and having little or no commitment to learning. Their concern is to get grades, and when this does not happen the blame is on the teacher. Learner-centered methods of content delivery such as problem --based learning, debates, presentations, research-lead learning allow learners to control their learning since they require learners to take responsibility for their learning by being actively involved in the learning process instead of passively receiving information from the lecture.

d. The process of assessment

Learner-centered teaching's concern is learning; therefore, evaluation in a learner-centered classroom is not just to generate grades but more importantly to promote learning (Weimer, 2002). In a learner-centered, classroom course objectives and learning goals are clearly stated and learners are taught to assess their own work and that of their peers by asking critical questions in a constructive manner. Furthermore, the learner is given many opportunities to practice the theoretical and practical skills he or she is expected to learn and preform (Weimer, 2002).

There are several evaluation methods that the teacher can use in a learner-centered classroom to evaluate and assess the learner; however, the methods of evaluation depend

on the course objectives and practices employed (Weimer, 2002). An example of learner-centered evaluation method that promotes learning, feedback from a variety of activities which included, cooperative learning, in-class pair discussion, guided inquiry and projects, was used to give chemistry learners learning opportunities and the finding of each case allowed for evaluation of its effectiveness (Weimer, 2002).

e. The balance of power

Most, if not all, decisions about the course are made by the teacher who determines the content, the schedule, the conditions for learning, the attendance policies, and the evaluation process, which is exactly what learners expect (Weimer, 2002). According to Weimer (2002), the learners of today's colleges are tentative and anxious instead of confident, empowered, and self-motivated. She recommends that instructors should start sharing power with learners such as, allowing them to create policies for how learner participation will be evaluated, giving them a variety of assignments to choose from, encouraging them to make decisions and contributions to the to the course.

Weimer (2002) argues that the sharing of power is beneficial for both the learner and the teacher, if learners are engaged, involved and connected with a course they are motivated to work harder in that course, they are energetic, enthusiastic, better communicators, and confident. As for the teachers, they will no longer struggle with passive, uninterested, disconnected learners instead the learner's energy will motivate and encourage the teacher to prepare more, risk more, and be rewarded more by the sheer pleasure of teaching. Additionally, power sharing prevents the adversarial relationship that too often comes to characterize the teacher-class relationship, the teacher-versus learner distinction blurs because they are no longer powerless, and they are much less likely to resist the teacher's requirements.

Conclusion

A fair description of the teacher-centered approach would be old-fashioned, sterile and non-flexible. The teacher-centered approach is criticized by researchers in education and scholars for several reasons one of which is not creating an environment in the classroom to develop critical thinking, problem-solving skills, analysis, synthesis, evaluation, interpretation and self-regulation. Moreover, the approach completely

overlooks the learners' needs to learn by disregarding the different learning styles and focusing only on visual or audio-visual learning styles; consequently, teaching styles conflict with learners 'learning stylesresulting in limited learning or no learning.

Furthermore, the approach encourages learning or memorization by repetition, often without an understanding of the reasoning or relationships involved in the material that is learned instead of promoting meaningful learning that involves understanding how all the pieces of an entire concept fit together. Assessment in a teacher-centered classroom is summative which is used at the end of a unit, course, semester, school, which means that the learner will not be aware of his or her learning gaps and misconceptions until it is too late. Therefore, the learner cannot make self-corrective actions so there is no chance to recover as the results are at the end.

Another failure of the teacher-centered approach is heavily relying on lecturing, which according to research, causes learners to fail to retain as much material after the class has been completed in comparison to classes taught in an active environment; in addition to that, learners tend to lose attention, daydream, interact with others in traditionallectures. When it comes to the learners 'role and characteristics in a teacher-centered environment, the learners are described as passive, isolated, teacher-dependent, uninterested, disconnected who have no say on what they learn, how they learn it and why they are learning it because the teacher is the only power holder and decision maker.

Given the significance of the need to improve teaching approaches, another approach has been developed within the past thirty years which is the learner-centered approach that came as a replacement to the teacher-centered approach. Simply put, the learner-centered approachfocuses on the learners and their development rather than on the transmission of content; it addresses the balance of power in teaching and learning, moves toward learners actively constructing their own knowledge, and puts the responsibility for learning on the learners who learn information by systematically examining the subject and critically assessing the situation.

Chapter Two

Peer Tutoring Strategy

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Introduction

During the past twenty years, educators have turned to alternative strategies to enhance learning and improve the traditional educational system. One of these strategies is peer tutoring. Peer tutoring is a form of active learning and a popular model of academic support. Learners are trained to provide individual or group instruction and assistance on course content to their peers, simultaneously learning themselves by teaching. Peer tutoring involves the sharing of thoughts, knowledge, and experience between the tutors and tutees. Learners learn by explaining their ideas to each other and by being involved in activities in which they can learn from their peers. In studies on universities providing a range of different learning experiences for learners, in particular where a peer tutoring program has been implemented, it has proven to be a productive experience and valuable resource for both tutors and tutees.

2.1 General Overview on Peer Tutoring

During the latter half of the twentieth century, there has been a growing awareness about the beneficial effects of peer tutoring in western countries. After ongoing research about peer tutoring, researchers found that not only does peer tutoring function as a financial solution for universities struggling with a lack of teachers and large number of students, but also as an effective tool to improve learning in many areas. In this respect, this chapter attempts to give a big picture about the essential elements of peer tutoring.

2.1.1 Defenition of Peer Tutoring

According to Merriam-Webster (2020), the term "peer" refers to people who have the same abilities or people from the same age, same status, and same grade. Earlier, peer tutoring was linked to children whose objective was the transmission of knowledge acting as the teacher's surrogates. Hence, most of the term's definitions regarded peer tutoring as "an approach in which one child instructs another child in material on which the first is an expert and the second is a novice." (Damon & Phelps,1989, p.11). In contrast, a more modern definition and conception of peer tutoring involves "people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching." (Topping, 1996, p.4).

2.1.1.1 Other Termenologies for Peer Tutoring

The term peer tutoring has several terminologies. It can be known as peer education, peer teaching, child-teach-child, peer learning, partner learning, and learning through teaching. Moreover, peer tutoring is a type of peer recourse programming that has common features with youth engagement, peer helping, youth services, peer mediation, cooperative learning, and peer leadership (Kalkwoski,2014). Peer tutoring is also called one approach to peer cooperation, along with cooperative learning and peer collaboration. However, it should be noted that peer collaboration differs from peer tutoring. In peer collaboration, learners start at roughly the same levels of competence when they collaborate to solve tasks that neither could do before(Kalkwoski,2014). Finally, a more descriptive term than peer tutoring is proposed by Swengel (1991, p.704), which is "mutual instruction."

2.1.1.2 The Concept of Learning in Peer Tutoring

Learning is the process of employing and manipulating objects, experiences, and conversations to construct mental models of the world (Dewey, 1938; Piaget, 1989; Vygotsky, 1986). Peer learning is used in different contexts and disciplines in several countries. Basically, it is described as a method of moving from independent to interdependent or mutual learning. Learners help each other learn; consequently, offering them significantly more practice than traditional teaching and learning methods in taking responsibility for their own learning and, more generally, learning how to learn.(Boud,2001).

Peer learning ought to be mutually beneficial and involve the sharing of thoughts, knowledge, and experience between the participants (Boud,2001). Learners learn by explaining their ideas to each other and by being involved in activities in which they can learn from their peers. They develop skills in working collaboratively with others, organizing and planning learning activities, giving and receiving feedback and evaluating their own learning (Boud,2001). Hence, in peer learning, learning is reciprocal. Learners learn with and from one another, usually within the same class or group.

2.1.2 Who May Be Described as a Peer?

In general, a peer denotes an individual of the same social class, while peer groups are a type of social group that consists of individuals who share similar social standing, interests, and are in the same age proximity (Falchikov,2002).However, when teaching by peers was introduced into higher education, peers were taken to be learners at a similar educational level and age. Currently, the term peer is used to describe different relationships in the context of learning and teaching, and the extent to which learners are indeed peers differs across the range of possible peer tutoring applications (Falchikov,2002).

Whitman (1988) classified the relationships between the tutor and the tutee based on the degree of similarities and differences between the partners and set different types of peer tutoring used in higher education. The two main classifications of peer tutoring involved near--peers and co--peers. Near-- peers refer to undergraduates teaching assistants, tutors, and counselors, who are more advanced than the learner. On the other hand, co- peers refer to workgroup members, partners who are of the same level.

2.1.3 History of Peer Tutoring

Peer tutoring has been a part of our lives since hunter-gathering times. "Tutorial instruction, parents teaching their offspring how to make a fire and to hunt and adolescents instructing younger siblings about edible berries and roots, was probably the first pedagogy among primitive societies" (Jenkins & Jenkins ,1987, p.64). In western civilization, Wagner (2005), traces the historical background of peer tutoring back to Greece, in the first century A.D where Aristotle used archons or student leaders to aid fellow learners comprehend the principles of religion and philosophy being taught.

Later, peer tutoring appeared in Germany, a few European countries, and finally in America in 1990.The first systematic and organized use of peer tutoring in the world is linked to Andrew Bell. In 1787, Bell went to Madras, India, to teach in an orphan school but due to a shortage of teachers, he applied a "monitorial" plan that overcomes that shortage by having advanced learners teach those who were younger or struggling. When he returned to London he published a description of his Madras system in "An Experiment in Education (1797)", but his ideas had little recognition inEngland until they were adopted by Joseph Lancasterin a school opened at Southwark in 1801.It would be specific

to say that Bell was the innovator and Lancaster the developer and disseminator of the peer tutoring systems (Wagner,2005).

2.1.3.1 Peer Tutoring and Social Constructivism

The concept of learning through peer tutoring is rooted in social constructivism. Social constructivism is a learning theory that was developed by the Russian psychologist Lev Vygotsky in 1978, who believed that learning takes place primarily in social and cultural settings, rather than solely within the individual (Hofmann & Asmundson,2017).The learning theory suggests that learners learn primarily through interactions with their peers, teachers, and parents, whereas teachers stimulate and facilitate conversation by harnessing the natural flow of conversation in the classroom. Furthermore, the theory suggests that successful teaching and learning highly depend on interpersonal interaction and discussion, with the primary focus on the learner's understanding of the discussion (Hofmann & Asmundson,2017).

According to social constructivism, learners should be actively engaged in constructing meaning through cognitive accommodation and/or assimilation instead of applying a stimulus/response process. Cognitive accommodation refers to the process in which people modify their existing schemas or create new schemas as a result of new information or new experience, whereas cognitive assimilation refers to the process of making sense of something new that we encountered by relating it to things that we already know (Hofmann & Asmundson,2017).

Social constructivism focuses on the role of the learners to produce and generate learning where learners coach peers through social interaction within their zones of proximal development. The latter according to Mcleod (2019), refers to the difference between what a learner can do independently and what he or she can realize with guidance and support from a skilled partner. This social constructivist philosophy which posits that learning is the result of social negotiation within a cultural context, with language as the primary enabling tool, has been recently developed, introducing the notion of cognitive apprenticeship. The learners access expertise through mentors, whose role is to facilitate rather than teach, and the objective of learning is to solve realistic and practical problems in an authentic setting Mcleod (2019).

For a peer tutor, this setting is a very realistic human setting. Learners engage in activities 'on-the-job' rather than through the didactic teaching of abstract concepts. The argument is that learners are better equipped to approach non-familiar problems and produce solutions that are appropriate to a given culture. Peer tutoring is aligned with these aspects of social constructivist theory by enhancing social negotiation with the student tutor and tutee, where knowledge construction is promoted through communication and dialogue, which is helpful for the tutees (Clarkson & Luca, 2002).

2.1.4 Objectives of Peer Tutoring

Peer tutoring has different objectives. According to Falchikov (2002), the main objectives of peer tutoring are to:

- Encourage criticalthinking.
- Improvemetacognitiveskills.
- Encourage learners to reflect on their own experience, to analyze their roles as tutors, and evaluate their own performance.
- Aid learning by incorporating conflict and disagreement into peer tutoring schemes.
- Empower learners and increase learners' autonomy.
- Improvelearners' communication skills.
- Improve their composition and literature   reviewing skills.

2.2 Types of Peer Tutoring

There are two types of peer tutoring. Incidental peer tutoring and structured peer tutoring (Marieswari,2016). Incidental peer often takes place at school, during school, or after school. If children are playing, studying, cooperating, and one guides another, it may be described as incidental peer tutoring. For instance, when a learner asks his or her classmate to help him or her with an English task or asks for advice about presentations, we have cases of incidental peer tutoring. On the other hand, structured peer tutoring is used for specific subjects in specific areas and follows a well-structured plan set by the teacher. The latter is experienced, able to plan, and familiar on how to combine tutors and tutees appropriately to achieve high learning outcomes (Marieswari,2016).

2.3 Peer Tutoring Models

There are different techniques to structure peer tutoring for learners. The common characteristic of all the models is that learners take on responsibility for aspects of teaching and for evaluating the success of their peer or peers. Whichever model is selected the emphasis is on the learner's needs, responsibility, and leadership (Lakshmi, 2015). According to Lakshmi (2015, p.31) there are seven models of peer tutoring:

- **One-to-one tutoring:** in this model, tutees and tutors are matched together in pairs. It is suitable for intensive one-on-one help in a specific area and specific sessions can be designed to support the tutees' needs. If possible, the tutor and tutee should work together consistently throughout the year. According to Lakshmi (2015), this is the most effective form of tutoring which can benefit both the tutee and tutor

- **Floater tutoring:** it is suitable for an entire class with few tutors. Tutors roam the classroom and help learners who are experiencing difficulties with their work. In this model, it is crucial for tutee teachers to provide direct and clear instructions for tutors to use while they float in order to limit confusion about their tasks. Another structure to this model is to create groups in which tutors are responsible for their own group of tutees. Groups allow tutors to focus their attention on smaller groups of learners and on specific tasks (Lakshmi, 2015).

- **Whole class, one schedule tutoring:** it is designed for tutoring that is built into the class curriculum and schedule. In this model, the whole class tutors together at the same time every week. The allotted time allows the teacher to observe the learners' tutoring and provide coaching; moreover, it creates a build-in time for reflection, communication, and for training. Advantages of this model include the learner's recognition of effective tutoring behaviors, opportunities to provide feedback to their classmates, and feeling supported while developing new skills (Lakshmi, 2015).

- **Small group instruction:** there are two possible variations of this model. The first variation may be used for learners with learning disabilities who need further practice with skills. Hence, part of their independent seatwork time

might be devoted to tutoring. In the second variation, the entire class participates but on a rotating basis. While the teacher works with one instructional group, a second group is engaged in peer tutoring, while the rest of the class participates in independent seatwork of other cooperative groups. Groups rotate daily or weekly, to all and each group to engage in all activities (Lakshmi, 2015).

- **Mutual peer tutoring:** this model supports the idea that peer tutoring is not limited to a learner teaching another learner with lower ability or knowledge. Instead, peer tutoring can be structured so that same ability and age partners scaffold each other's higher- order thinking and learning. In this model, peers engage in a more complex learning process that exceeds the memorization of facts to thinking how those facts are related to each other and to what they already know. This process requires the mutual exchange of explanations, justifications, speculations, hypotheses, conclusions, and other high-level discourse. Mutual peer goes beyond stating facts and presenting knowledge; it forces changes in the cognitive system so learning can happen (Lakshmi, 2015).

- **Cross-aged tutoring:** in cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. The tutor is approximately two or more years older than the tutee and usually from the same school (Lakshmi, 2015).

- **Home-based tutoring:** in this model, parents or siblings serve as tutors. Preliminary data shows that parents can serve as effective tutors for their children (Lakshmi, 2015).

2.3.1 Selection of Peer Tutoring Models

peer tutoring models are flexible and can be adjusted to meet the learning needs of the learner or the class. The selection of the appropriate peer tutoring model is dictated by the academic task, which is based on the content and goals of learning. Once learners develop an understanding of the procedures, groups or pairs can be adjusted depending on the activity, setting, or desired learning outcomes (Hott & Wallker, 2012).

2.4 Instructor's Role in Peer Tutoring

The shift from having absolute control to sharing the responsibility of creating an active learning environment does not mean to abandon teacher guidance and responsibility (Bombardelli, 2016). The role of the teacher in peer tutoring is to prepare, support, supervise, and moderate. Moreover, he or she is responsible for preventing discipline issues and meeting learners 'various needs, which requires proactive thinking and actions instead of reactive ones. The teacher prepares learners with the competencies they need before tutoring others; furthermore, he or she must set the boundaries for the learners' role in the classroom and clearly communicate those boundaries for the learners to ensure active precipitation (Bombardelli, 2016).

According to Ching and Chang-Chen (2011), when it comes to the implementation of peer tutoring programs in higher education the instructor is required to: provide tutors with information and resource materials so they can improve their tutoring skills, facilitate training and offer follow-up support for the tutors. Besides, the instructor ought to formally address numerous aspects that concern the implementation of the peer tutoring programs: (a) structure of the tutor-tutee interactions required to teach the skills and knowledge, (b) specifying short-and long-terms objectives, (c) selection of the tutoring schedule, (d) selection of qualified tutors, (e) selection of materials for training in teaching skills. For peer tutoring to be successful it is vital that the instructor possesses good supervisory and organizational skills as he or she has the task of planning, scheduling, and implementing tutor training and tutoring sessions (Ching &Chang-Chen, 2011).

2.4.1 Preparing Learners for Peer Tutoring

Many learners think that their role in learning is to assimilate what the teacher says or what they read or extract from the internet. Some see that their role is just to absorb information. Hence, before thinking about implementing peer tutoring and training learners to act as peer tutors, we must try to make them ready for learning in a way that is different from the traditional (Falchikov,2002). Topping (1996, p.31) stated that:

> Many students are deeply conservative and have formed ingrained habits of superficial and rote learning. They may lack any spontaneous interest in active and interactive learning, let alone in personal responsibility for their own learning

outcomes. Arguably this is largely the result of years of conditioning by the educational system.

Several changes are necessary to prepare learners for a different method of learning. Learners need to change how they see themselves, their perspective of the nature of knowledge and learning. However, the shit from a teacher-centered to a learner-centered whereby power and responsibility for learning are transmitted from the teacher to the learner may be difficult. Both parties will need to be convinced of the advantages of such a transition. To convince learners about peer tutoring, it is logical that they should be made aware of the rationale behind the suggested changes (Falchikov, 2002).

Moreover, learners need to be aware of the benefits that are likely to result from participation, the characteristics of the new method, and what is expected of both their teachers and themselves. Because learners need to be persuaded to try a different way of learning and to start seeing themselves in a different light, it would be useful to reach these changes by looking to theories of persuasion and attitude change (Falchikov, 2002).

2.5 Learners' Role in Peer Tutoring

In peer tutoring, learners practice teaching in a micro-teaching setting during part of school time following a specific role taking. In other words, someone plays the role of the tutor while another or others play the role of the tutee(Bombardelli, 2016). Peer tutors offer help, give instructions, hold review sessions, organize study groups, give individual attention to learners, and immediate feedback. Additionally, they are expected to think of appropriate teaching methods to convey their topic, research and prepare appropriate materials including online platforms, and to learn methods to monitor the performance of their tutees (Bombardelli, 2016).

On the other hand, peer tutees are also expected to be responsible for their own learning; they have to attend meetings with tutors having first attended class and read the assignments, brining all required and relevant materials with them, including handouts, and class or reading notes. Tutoring is a learner-centered activity; both learners and peer tutors ought to play an active role in creating and fostering a collaborative learning relationship, sharing responsibility for much of their own learning experience (Bombardelli, 2016).

2.6 Selecting Peer Tutors and Tutees

There are specific criteria used to select peer tutors and peer tutees to ensure a successful implementation of a peer tutoring program. The selection of the appropriate criteria depends on the goal to be reached, it can be academic achievement, or special experience and skills. Ursachi (2019) argued that the most common method of forming groups or dyads, involves ranking learners from the highest performing to the lowest performing learners for the particular subject or activity. The list is then cut in half and pairs are formed by matching the top performing learners with the first lowest performing learners, the second highest performing learners with the second lowest performing learners, and so forth.

To form heterogenous groups, the number of learners in each group ought to be determined. The list of learners can then be numbered from one to the required number of individuals in a group and then repeated until the whole class is included. Besides, Ursachi suggested that teachers should be aware of which learners can be most helpful, they should be mindful of the differing learners' personalities, needs, and preferences when selecting peer tutors and tutees(Ursachi, 2019).

Furthermore, Lakshmi (2015, p. 70) suggested specific factors based on which peer tutors and peer tutees are selected. When it comes to peer tutors, the following factors are to be considered:

- Academic achievement
- Teacher / Counsellorrecommendation
- Expressedinterest
- Leadership qualities
- Dependability
- Course activity
- Availability
- Qualities that include: willingness, patience, dedication, assertiveness, and the ability to lead and instruct.

On the other hand, when it comes to selecting peer tutees, teachers should choose learners who have demonstrated need in a specific subject and who may struggle in

learning in a whole group setting. Nevertheless, learners with extremely bad behavior or attendance issues should be avoided while establishing a peer tutoring program. The teacher ought to choose tutees that are not threatened by instruction delivered from peers instead they are able to respect and accept it (Lakshmi, 2015).

2.7 Peer Assessment

In peer assessment, learners of the same class, grade the performance or work of their peers based on clear, explicit, and relevant criteria. Feedback given by learners may also be considered as a form of peer assessment. Similarly, to self-assessment, in peer assessment, marks may be awarded by learners or discussed with teachers. Marks may or may not be used for formal grading purposes (Falchikov, 2002).

Learners' participation in assessment can be extensive or peripheral. It can change from a single simple decision taken by leaners, such as choosing the submission date of a certain, assignment, to involvement in the whole process. When learners are involved in the entire assessment process, teachers and learners need to agree on the criteria based on which work or performance will be judged. Once criteria have been determined, peer or self -assessment may the follow (Falchikov, 2002).

2.8 Peer Feedback

Peer feedback means that feedback is given from one learner to another learner. Learners participate in reflective criticism of the performance or work of other learners using previously determined criteria and supply feedback to them. Feedback allows learners to take an active role in the management of their own learning; moreover, learners develop that appreciation of what is considered as high-quality work in the discipline or subject area (Liu & Carless, 2006).

2.9 Principles for Effective Tutoring

Topping (2017, p. 20) stated different principles for an effective tutoring, which are:

- **Balance support and challenge.** Tutoring is meant to be supportive, to help tutees with their struggle to understand. However, tutors should not provide tutees with the right answer or simply show them how to do something. Although, it might seem helpful but it will only promote mechanical learning

instead of actual understanding. Understanding the process of how to find the right answer is the most important part about tutoring; therefore, tutoring should be more than repeated drill and practice.

- **Explore understanding.** Tutors need to discover what tutees already know and what they think they know but it is actually false. The tutor ought to explore deep understanding and make sure that tutees can use what they know in different contexts.

- **Avoid lectures.** Do not give tutees long, complicated explanations. The key is to be concise and precise. If necessary, explain again briefly, but in different words. Do not emphasize what no to do, instead give positive instructions of what to do.

- **Check for errors.** When you notice an error, try to intervene positively instead of just saying "no!". First, hint to your tutee that you think he or she made an error then encourage them to find the error. If the learner fails to locate the error, give them a clue.

- **Promote self-correction.** When the learner finds the error, talk to him or her about the nature of the error. In what way is it wrong, why is it wrong, and how can it be corrected. Through this discussion, you provide the tutee with the opportunity to self-correct, which serves both their learning and confidence.

- **Ensure correct correction.** Tutors do not know everything. Hence, there is a risk that they will not notice the errors made by the tutees. Even worse they might consider some answers as wrong when they are actually correct. In such cases where there are "right answers", it is helpful that the tutor has some master source of reference.

- **Praise.** Embarrassment about publicly giving and receiving praise should not be a problem. Praise tutees about their increasing independence, their self-correction actions, and their success in particular problem-solving tasks. At the end of the session, give praise for the whole session and write some praise on any record of the session.

- **Summarize and review.** At strategic points during the tutoring session, and certainly at the end of it, ask the tutee to summarize or review the main points that they have learned. Have a final discussion about the main points but do not cram into too many main points.

- **Listen.** Give the tutees enough time to explain their difficulties and needs. Do not presume the difficulty and try to interrupt the tutee because you think you know what the difficulty is.

- **Question.** Ask questions that are open-ended and encourage the tutee to talk instead of asking for facts and one-word answer. The questions asked should make the tutees apply, analyze, predict, classify, synthesize, justify or evaluate what they are learning. Additionally, the questions should reveal the tutees' understanding and challenge their misconceptions.

- **Pause for thinking aloud.** The tutor should not expect the tutees to respond to a question instantly. Give the tutees time to think and encourage them to share what they are thinking all the time to find out where how and where they are going wrong.

- **Training.** If possible, train tutors and tutees together. Tell them what to do and demonstrate what they have to do. Observe what they are doing and give extra praise and coaching if needed.

2.10 Tutor Training

2.10.1 Primary Components of Tutor Training

Training is one of the fundamental methods in which learners may be assisted to become efficient peer tutors. Tutoring can be seen to originate from the task of the classroom lecturer or teacher, and may be mistaken for a form of teaching. However, it is necessary to know and remember that tutoring is different from teaching, in that tutors are in most cases less experienced and less well-qualified than teachers (Falchikov,2002). This dissimilarity is particularly marked in the context of peer tutoring, and participants need to experience some training before they may be able to act effectively. In the process of tutor training, it is important to consider three groups of factors, each of which have implications for the nature of tutoring. These are: (a) structural factors which refer to the

learner's abilities, (b) affective factors which refer to emotional, attitudinal, and motivational factors, (c) learning or environmental factors (Falchikov,2002).

In that context, Lakshmi (2015) argued that training is an integral part of peer tutoring programs and an essential procedure for the success of peer tutoring. Moreover, he stated that: "Training is an ongoing process that begins before the tutor starts tutoring and continues for the devotion of the experience. Ongoing training helps tutors be effective and learn as much as possible themselves, and feel supported." (p.28). Furthremore,he listed and explained three primary components of tutor training:

A. Initial training / orientation

- Subjectspecific training
- General tutoringskills

B. On- the job training and coaching
C. Ongoing training reflection

- Individualreflection
- Group / structuredreflection

A. Initial training / orientation: during the initial tutor training, tutors learn both subject-specific information and expectations, and general tutoring skills and strategies (Lakshmi 2015). At the very least, tutors need skills in the following areas:

- How to help tutees without doing their work for them.
- How to be positive and encouraging.
- How to provide positive reinforcement.
- How to encourage risk-taking.
- How to ask questions and interact socially.

According to Lakshmi (2015), Initial tutor training and orientation should include:

- Tutor's task-what will they be responsible for doing during tutoring session.
- What tutees can expect to see when they walk in.
- Expectations teacher has for the tutors.
- Subject -matterreview.
- A general picture of what the tutees are like, where they are developmentally.

- Opportunity for the tutors to ask the teacher questions.
- Anything else the teacher thinks is important.

B. On-the job training and coaching: when it comes to the on-the job training and coaching, the trainer actually attends the tutoring sessions. The trainer is required to:

- Observe the tutors while they are tutoring.
- Give the tutors hints and suggestions if they need help.
- The trainer should only intervene when it is necessary
- The trainer can take tutors aside after the incident to coach
- To notice and record areas that the tutors are generally having trouble with, so these things can be addressed during regular training sessions.
- Point out and praise positive things the tutors are doing.

The following figure is a checklist proposed by Lakshmi (2015) for trainers to use in the process of observing the tutor during the tutoring session:

Tutor's behavior	Notice and record	Intervene	Comments
Helping the tutee	How was he/she helping?	No	After session, tell tutor what you noticed
Doing tutee's work	How was he/she doing tutee's work?	Yes	Suggest an alternative way to help
Encouraging	How was he/she encouraging?	No	After session, tell tutor what you noticed.

Discouraging	How was he/she discouraging?	Use judgment	Remind tutor why it is important to be positive and encouraging.
Acting responsibly	How was he/she acting responsibly?	No	After session, tell tutor what you noticed.
Goofing around/acting inappropriately	How was he/she goofing around?	Yes	Remind tutor that he/she is a role-model; suggest other ways to behave.
Asking the tutee good questions	What questions?	No	After session, tell tutor what you noticed.
Attentive to tutee/situation	How was he/she attentive?	No	After session, tell tutor what you noticed.
Seems unsure of what he/she is supposed to be doing	What he/she is or seems unsure about?	Yes	Ask if he/she is clear about what he/she is doing. Offer suggestions.
Generally doing a good job	How was he/she doing a good job?	No	After session, tell tutor what you noticed.

Figure 2.1. Teachers' Observation Checklist During Tutors' Training
(Lakshmi, 2015, p. 79)

C. Ongoing training reflection: as for reflectionit involves consciously thinking about our experiences, actions, reactions, and feelings, and then interpreting or analyzing them in order to learn from them. Tutor reflection allows tutors to think about and process their experiences, so they can learn better from what they are doing. It ought to be continuous so as to introduce new tutoring methods and strategies, as well as reinforce methods and skills that have been previously introduced (Lakshmi ,2015). There are two types of refelection according to Lakshmi (2015):

- Individual reflection: tutors ought to have a tutoring journal on which they write on regularly, at least once a week. The journals can be collected by tutors' supervisors at reflection sessions.

- Group /structured reflection: group reflection sessions allow tutors to share their success and challenges, and to listen to what their peers have to say about tutoring. During group reflections, tutors can tackle topics such as:

Tutoringskills and methods:

- How to help the tutees instead of doing their work for them.

- How to use questions in a productive way.

- How to get tutees to listen (building relationships, earning respect…).

- Active listening and non-verbal communication.

- Dealing with awkward situations (for example, when neither the tutor nor the tutee knows the answers).

- Empathy.

- Being a responsible role-model.

- Learning styles.

- Awareness of who the tutees are developmentally (what was it like to be that age? How do they learn? Why do the teachers do the things they do learners of that age?).

The tutor's experience :

- What am I learning through peer tutoring?

- Using each other as resources / Collective problem-solving.

- Tutoringskills and methods.

2.10.2 Peer Tutor Training Steps

It is pivotal that tutors be properly trained. Just because they might be honor learners or adults does not mean they are effective instructors. Without training leaners will rely on personal experience. According to (Topping 1988; Rekrut, 1994; Ellery, 1995), effective tutor training ought to include, but not limited to the following steps:

- Give tutors an overview of program structure, procedures, and goals.
- Familiarizetutorswith curriculum.
- Assess tutors' skills and comprehension before assigning them to a tutee. It is important that tutors have mastered the material enough to effectively teach it.
- Give tutors background information about their tutees, but be careful not to disclose unnecessary personal information.
- Model instructional techniques you would like tutors to emulate, emphasizing interpersonal management, and content skills. After this, switch roles with them and give them a chance to practice these techniques with your supervision.

- Teach tutors to recognize the appropriate time to demonstrate skills to tutees, and the right time to provide tutees with feedback.
- Make sure tutors are able to recognize areas where their tutees need extra help.
- Convey to tutors how valuable praise, encouragement, feedback and reinforcement are to the success of the tutee.
- Ensure tutors are trained in a specific error correction procedure. It should be quick, simple, consistently applied, and non-stressful for both tutor and tutee.
- Train tutors to keep accurate records, as this is used in the assessment of the tutee and the evaluation of the program overall.
- Provide tutors with ongoing monitoring and supervision throughout the course of their tutoring experience.
- Make sure tutors know who to talk to when they have any questions or concerns.
- Encourage and praise peer tutors. They need to know they are doing a good job.

2.11 Implementation of a Peer Tutoring Program

Topping (2001) suggested ten step -by- step guidelines to increase the chances of a successful implementation of a peer tutoring program.

Step1: Define the tutoring context.

Before implementing peer tutoring, take into consideration if your classroom arrangement is useful for pair and group work. Moreover, consider classroom supports such as rules and procedures, systems of reinforcement, and expectations. Support from other staff members and administration ought to be taken into consideration as well.

Step 2: Define the objective

Defining the objectives is the most important part of planning a peer tutoring program. Objectives provide the framework for all the following decisions that will be made. An example of objectives can be what you want learners to be better able to master, what you want both tutee and tutor to achieve in terms of goals.

Step 3: Define the curriculum area

Choosing the content area is based on the objectives of learning. This may result out of the need for improvement in one or more areas for different learners. Peer tutoring

can be used for problem-solving or behavioral monitoring for specific learners who need additional help in those areas.

Step 4: Select and match participants

The selection and matching of peer tutors and tutees depend on the needs and personality of both the tutor and tutee. Peer tutoring pairs can be interchanged or switched according to need and capacity level as the content changes focus.

Step 5: Identify the tutoring technique and the student contact specifics

The instructor ought to ask himself or herself specific questions to determine and limit the peer tutoring techniques, the particulars on the contact that will take place between tutors, and the duration and frequency of the tutoring sessions. Those questions are :

- Will I use a packaged technique?
- Will tutoring be scheduled or spontaneous?
- Where and when will they meet?
- What will be the frequency and duration of tutoring sessions?

Step 6: Select the tutoring materials

Instructors ought to choose the appropriate tutoring materials that serve the peer tutoring process and fulfill the needs of the learners. Most teachers use the materials provided by the school which is one of the advantages of peer tutoring because of its minimal cost.

Step 7: Train the tutor

Training all tutors in peer tutoring methods is vital. Training needs to be executed by the supervising teacher in the context for which tutoring will occur.

Step 8: Monitor the tutoring process and assess student learning

Instructors ought to directly monitor groups to determine if pairs are getting along and if they are focusing on the tasks. Self-reporting forms and checklists can be formed to provide learners with the opportunity to discuss conflicts that appear during peer tutoring

sessions or to discuss difficulties. Additionally, the teacher can embed tests of content-area materials within the tutoring session as a procedure to evaluate the learner's learning.

Step 9: Evaluate the program

Evaluating the peer tutoring program is based on the learner's gains. The instructor can gather all materials, including student-self reports and observational data, to determine if desired progress is reached. Moreover, the instructor can use a pretest and a posttest to look for any significant changes in learners' achievements in the addressed content area.

Step10: Provide feedback

Tutors and tutees need feedback on their performance. The instructor can use peer-rating forms and meet with both the tutor and tutee individually to discuss both positive and negative experiences. Learners should also receive feedback about their improvements in scores or achievement gains.

2.12 Benefits of Peer Tutoring

There are numerous studies that have been undertaken about the benefits of peer tutoring all over the years. Some of which are stated below:

Kalkowski (1995) indicated that peer tutoring was beneficial for both the tutor and tutee. Learners showed improvements in academics, discipline, social behavior, self-esteem, peer relation, subject attitudes, and school attendance. The most remarkable improvements were for short, structured programs designed to teach lower-level skills. Kalkowski found tutees were less frighten by peer tutors than adults. As a result, tutees felt less vulnerable when questioning and exploring, which allowed more complex higher-order thinking.

Peers and learners share a similar discourse, allowing for better understanding. Thomas (1994) and Roscoe and Chi (2007) identified tutor-tutee discourse as important to both participants' learning, providing tutees with increased attention, feedback and opportunity to discuss and challenge their learning. "Like minded" discussion can allow tutor and tutee to "think in their own ways". As Damon and Phelps (1989) put it, in peer tutoring the tutor is not distant from the tutee in terms of authority or knowledge; nor does the peer tutor have any special claims to instructional competence. Such differences affect the nature of discourse between tutor and tutee because they place the tutee in a less

passive role. Being closer in status and knowledge, the tutee in a peer relation feels freer to express opinions, ask questions, and risk untested solutions. The interaction between tutor and tutee is more balanced and more vivid.

Annis (1983) found that preparing the tutor to instruct also supported the tutors' learning, over and above the effect of tutoring itself. Benware and Deci (1984) suggested that preparation to teach involves more 'active learning', rather than the 'passive learning' that occurs in response to extrinsic motivation such as testing. They compared a group who was prepared to tutor a student, with a group who learnt the same information, but solely to pass a test. The former group scored higher on questions testing conceptual understanding but worse on questions testing rote learning; indeed, students expecting to tutor felt compelled to understand the text conceptually, rather than just rote-learn its content, and suggested that, in preparing to explain ideas to others, their understanding was "reorganized". Previous findings were corroborated by Topping (1998).

Peer tutoring develops cognitive processing and meta-cognitive skills. Sternberg's (1986) theory of intelligent performance identifies components that might be enhanced during peer tutoring. The meta-cognitive skills of planning, monitoring, evaluating and the associated use of declarative, procedural, contextual knowledge. The cognitive process of perceiving, differentiating, selecting, storing, inferring, applying, combining, justifying, and responding. Just preparing to be a tutor has been found to develop cognitive processing in the tutor by increasing attention and motivation for the task and necessitating a review of existing knowledge and skills. Consequently, existing knowledge is transformed by reorganization, involving new associations and a new integration. The act of tutoring itself involves further cognitive challenges, particularly with respect to clarification, simplification, and exemplification.

To conclude, peer tutoring has proven to be beneficial for both the tutor and tutee as learners showed development in different areas. Tutees were less intimidated by peer tutors, which allowed them to question and explore, resulting in complex higher-order thinking. Furthermore, learners understood better when peers instructed because of discourse similarity between the two parties. Additionally, learners developed in academics, discipline, social behavior, self-esteem, peer relation, subject attitudes, and school attendance. Last but not least, peer tutoring promoted conceptual understanding instead of rote learning.

Conclusion

Peer tutoring is a pragmatic strategy of promoting learning in educational settings. Several studies have shown that peer tutoring develops higher-order thinking, cognitive processing, meta-cognitive skills, comprehension, self-esteem, social behavior, subject attitudes, comfortability in learning, and conceptual understanding. However, as learners are conditioned by the educational system to see themselves as information absorbers, it is crucial to prepare them for learning in a way that is different from the traditional before introducing them to peer tutoring and training learners to become peer tutors. After persuading learners to adopt a new learning method, peer tutors, tutees, the peer tutoring model are selected based on specific criteria. Each participant has a particular role to play, including the teacher, to ensure a successful implementation of a peer tutoring program.

Chapter Three

Data Analysis and

Interpretation

Table of Contents

Introduction

The current chapter seeks to provide a clear description of the research approach adopted for this study, and the data collection methods used to gather the necessary data. Besides, the data obtained from conducting this study that attemptes to explore peer tutoring as an alternative strategy to the teacher-centered approach will be displayed with a detailed analysis. Furthermore, a discussion of the findings will be presented. Finally, this chapter provides the conclusions drawn in this research study.

3.1 Research Approach

The present study aims mainly to explore peer tutoring as an alternative to the teacher-centered approach, particularly in higher education. It also seeks to highlight the advantages of peer tutoring as well as the disadvantages of teacher-centered learning. Thus, the research approach adopted to carry out this study is the qualitative research approach because it serves the nature of this research. Moreover, this kind of research approach was opted for because it is well suited to answer the research questions and ensure the realization of its aims.

3.2 Data Collection Methods

The nature of the research study dictates on the researcher what research approach and research design as well as data collection methods s/he should use. For the sake of accomplishing the present study, a semi-structured questionnaire was used as a data collection tool because it is suitable for the nature of this study.

3.2.1 Students' Questionnaire

3.2.1.1 Aim

The students' questionnaire was addressed to Master Two students of English language at Biskra University. We designed it to collect information about students 'opinions attitudes, and experiences with peer tutoring and teacher-centered learning.

3.2.1.2 Structure and Content

This questionnaire included two sections that in turn included a number of questions. Since this questionnaire is semi-structured, the questions were a combination of

both close-ended questions and open-ended questions. The first type of questions (yes/no questions and multiple choice) targeted to collect short and direct answers; whereas, the second type of questions targeted to collect longer answers with more details about the present issue through justifying answers and setting the reasons behind them. The questionnaire was designed as follows:

Section One: Teacher-Centered Approach (contains 12 items)

This section was designed to explore which learning approach is currently adopted in our university (item1) and the extent to which students are dependent on the teacher for their learning (item2); moreover, it sought to discover what role do the learners play in their learning (item3). Furthermore, the fourth and fifth items of this section were devoted to investigate students' views of course objectives and assessment in general. Later, the sixth and seventh items sought to discover on what learners depend on for their academic success, and the frequency of their involvement in learning. As for the eighth and ninth items of this section, they were designed to explore the connection between teachers' teaching styles and learners' learning styles, and the effect of teachers' teaching styles on students. In addition, this section examined students' attitudes towards asking the teachers for clarifications (item 10) and their opinions about the classroom atmosphere (item11). The last item of this section was included to discover students' preferable method of interaction in learning and the reasons behind that preference.

Section Two: Peer Tutoring (contains 11 items)

This section was designed to explore whether or not students experienced peer tutoring before (item13), and how they found that experience (item14). Moreover, this section aimed to gather students' opinions regarding the reinforcement of their learning through peer tutoring (item15). As for the sixteenth, seventeenth, and eighteenth items of this section, they sought to discover students' attitudes towards sharing, communication, discourse relatability, and comfortability in receiving information. Later, the nineteenth item in this section was designed to explore the method in which learners retain information longer. Furthermore, this section explored students' views about cognitive development in peer tutoring (item 20), social and professional development in peer tutoring (item 21), as well as their opinions about challenges that could occur in peer

tutoring (item 22). Finally, the last item in this section was included to unveil students' favored instruction method and the reasons behind that preference.

3.3.1.3 Data Collection Procedures for the Questionnaire

The questionnaire was distributed to Master Two English students from both divisions: applied linguistics as well as civilization and literature. The distribution of the questionnaire was online via Google Drive application after designing it using Google Forms application. Finding enough students and checking that they are Master Two English students at Biskra University was not an easy task. Furthermore, the results were displayed by using the Microsoft Excel program**.**

3.4 Population and Sampling

The population of this study was Master Two students of English language at Mohamed Kheider University of Biskra, Algeria for the academic year 2019/2020. It consisted of 216 students. 32 students were taken as a sample through simple random sampling to carry out this study.

3.5 Analysis of theStudents' Questionnaire

Section One: Teacher-Centered Approach

Item 1. In a usual classroom setting, who do you see as the center of the whole learning and teaching process?

Option	Respondents	Percentage
a. The teacher	17	53%
b. The learner	3	9%
c. Both	12	38%
Total	**32**	**100%**

Table 3.1: The Center of the whole Learning and Teaching Process
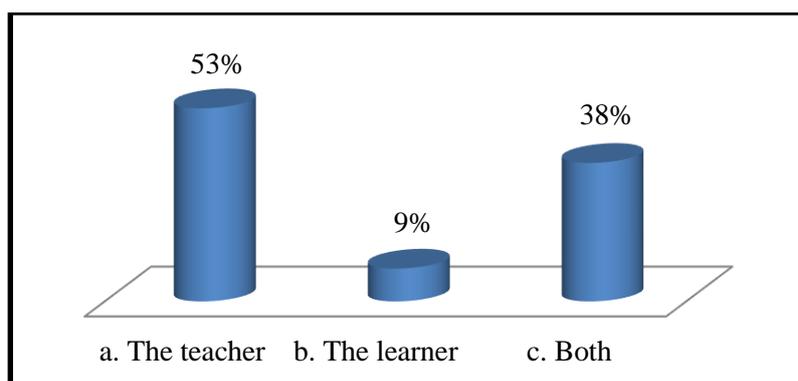
Figure 3.1: The Center of the whole Learning and Teaching Process

The aim of the question was to enquire about who the learners see as the center of the learning and teaching process. We observe from the table above that out of thirty-two (32) participants, seventeen participants (17) with a rate of (53%) see the teacher as the center of the whole learning and teaching process, whereas twelve participants (12) with a rate of (38%) see both the learner and teacher as the center of the whole learning and teaching process. Meanwhile, three participants (3) with a rate of (9%) see the learners as the center of the whole learning and teaching process. We notice that most participants see the teacher as the center of the learning and teaching process while very few participants see the learner as the center of the learning and teaching process. The results indicate that teacher-centered learning is the most dominant teaching approach.

Item 2. How much are you dependent on the teacher for what will be learned, how it will be learned, and when will it be learned?

Option	Respondents	Percentage
a. Somewhat dependable	19	59%
b. Very dependable	12	38%
c. Not at all dependable	1	3%
Total	**32**	**100%**

Table 3.2 The Degree of Students' Learning Dependency on the Teacher
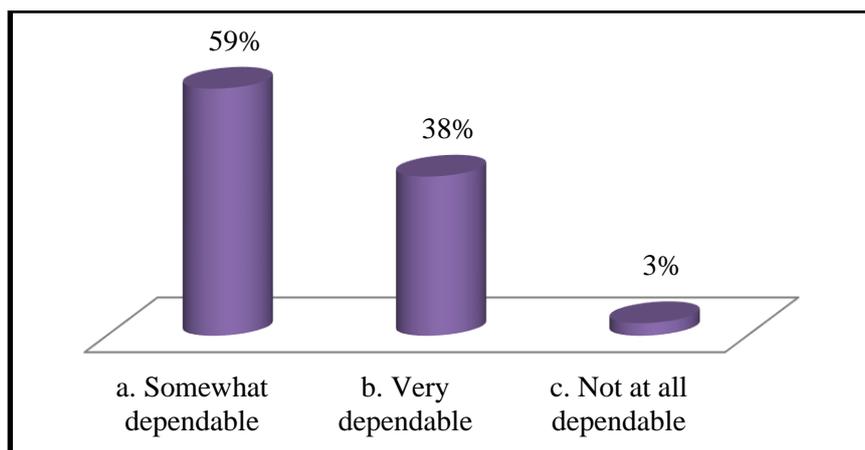
Figure 3.2 The Degree of Students' Learning Dependency on the Teacher

The purpose of the question was to unveil the extent to which learners are dependent on the teacher for their learning. As it is displayed in the table, out of thirty-two (32) participants, nineteen (19) participants with a rate of (59%) are somewhat dependable on the teacher, while twelve participants (12) with a rate of (38%) are very dependable on the teacher. On the other hand, only one participant (1) with a rate of (3%) is not at all dependable on the teacher. The results show that learners are not responsible for their own learning; nor are they autonomous and self-directed. They are teacher-dependent. The teacher is the one who decides what will be learned, how it will be learned, and when it will be learned.

Item 3. How would you describe your role in your learning in class?

Option	Respondents	Percentage
a. Passive	5	16%
b. Active	5	16%
c. It depends	22	70%
Total	32	**100%**

Table 3.3: Students' Description of Their Role in Class
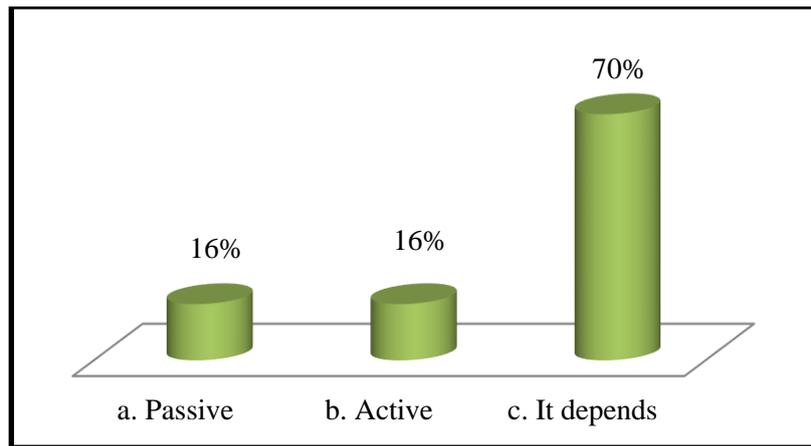
Figure 3.3: Students' Description of Their Role in Class

The objective of the question was to reveal whether or not learners are involved in their learning. As shown in the table above, out of thirty-two participants, twenty-two (22) participants with a rate of (70%) chose it depends whereas options (a) and (b) showed identical results of five participants (5) with a rate of (16%). Based on the results above, we can conclude that learners do not play an active role most of the time, instead their roles depend on different factors.

Please, explain

This sub-question was designed to obtain more details about why learners see themselves in a specific role. The participants who described their roles as passive revealed that they do not have the chance to be active because the teacher dominates the entire learning/ teaching process. Moreover, they revealed that classroom activities and tasks that require their involvement are not available. Other participants revealed that they expect the teacher to be the provider of knowledge and source of information. As for the participants who opted for active, some indicated that they are only active in group and pair work because they are allowed to discuss, ask questions, and interact. Besides, some participants revealed that being active is relevant to their interest in the subject being taught. On the other hand, the participants who opted for it depends revealed that their role depends on the nature of the module and activities, the class's general atmosphere, their interest in the subject, and the teacher's attitude and method of teaching.

Item 4. According to your learning experience, the primary course objective has been to (You may choose more than one answer)

Option	Respondents	Percentage
a. Master the content	2	6%
b. To develop higher cognitive and meta -cognitive skills	1	3%
c. Prepare you for the test	3	10%
d. Cover as much content as possible	3	10%
e. More than one objective	18	56%
f. All of them	5	15%
Total	**32**	**100%**

Table 3.4: The Primary Course-Objectives
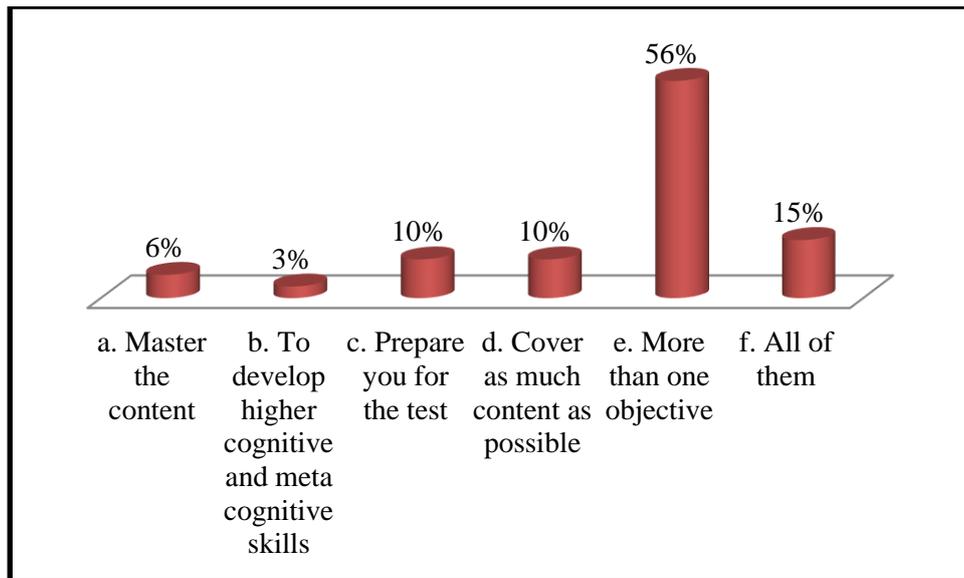
Figure 3.4: The Primary Course-Objectives

This question aimed to gather students' opinions about the objectives of the course based on previous experience. According to the percentages illustrated in the figure above, 56% of participants chose more than a one- course objective. 15% of participants chose all course objectives. On the other hand, 10% of participants think that the objective of the course has been to cover as much content as possible. Another 10% of participants think that the objective of the course has been to prepare them for the test. Whereas, 6% of

participants think that the course objective has been to master the content. However, 3% of participants think that the objective of the course has been to develop higher cognitive and meta-cognitive skills. The results above show that cognitive and meta-cognitive skills are not the main course objectives.

Please, justify

This follow- up question was developed to obtain more information about learners' choices. Some participants think that coursers are just a means to get marks, a degree and graduate. Other participants think that they are taught for the test, and they are not encouraged to develop skills or do more research. On the other hand, some participants think that finishing the program and rushing to cover as much content as possible is the teacher's ultimate course-objective. The following are some of the participants' justifications:

- What is included in tests and exams is the same of what we have had in class, we are not encouraged to develop skills or do further research.
- I just want to explain my point, if they want us to master the content, they would try different strategies, more practices. Unlike our teachers saying hurry up we are late or sum up many important points in one lecture.
- We all are aiming at getting a degree let's be honest. I am just learning doing my best to get good marks and get the degree than the job I'm wishing for.
- Because it is the key purpose of any learning process, students learn to develop their skills and most importantly to pass tests and exams effectively.
- It feels like teachers are rushing to end the syllabus. So, at some point it appeals to us as if they do not care about our understanding. They make us stress over the unfinished lectures.
- Their ultimate goal is to finish the program regardless everything else.

Item 5. What is assessment to you?

Option	Respondents	Percentage
a. A primary motive to learn	4	13%
b. A means to measure learning	18	56%
c. A means to get grades	10	31%
Total	**32**	**100%**

Table 3.5: Students' View of Assessment
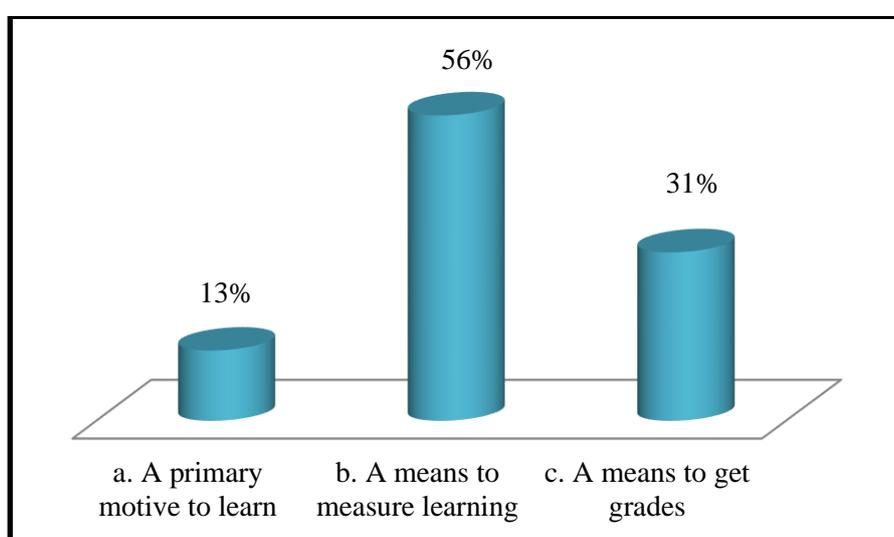
Figure 3.5: Students' View of Assessment

As far as this question is concerned, its primary aim was to investigate how learners view assessment. As the table statistics display, the majority of participants (18) with a rate of (56%) view assessment as a means to measure learning. However, ten (10) participants with a rate of (31%) view assessment as a means to get grades. Finally, only four (4) participants with a rate of (13%) view assessment as a primary motive to learn. Therefore, we deduce that most Master two students view assessment as a means of measuring learning.

Please, explain

According to the justifications provided by the participants explaining their views about assessment, some participants are encouraged and motivated by assessment to learn and participate in class. Others see assessment as a technique used by the teacher to

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evaluate their' progress, knowledge, and learning gaps. However, some participants expressed that assessment does not measure learning; it is only grade oriented. Hence, assessment for them is merely a grading procedure, the teacher's only objective of assessing, the purpose behind memorizing lessons, a ticket to pass to the next year. The following are some of the participant's explanations:

- Even though the current educational system forces you to see assessment as a means to get grades, I personally see it as a means to measure my learning. Assessment is a way for me to identify any knowledge gap I have or any misconceptions I had from the presented content so I can fill in the gaps and correct any confusion.
- The only assessment we receive is during exams and it is not that important since it doesn't measure your learning.
- In learning across all levels and fields assessment is the key for the betterment and the enhancement of learning experience. Learners will foster their and seek to correct mistakes and master the items they were assessed on.
- In educational spheres, assessment is regarded as a well-methodical procedure used to meticulously measure what a person is able or expected to do given the appropriate instruction.
- It is a means to get grades because once the test is over, we no longer hold the learned information.

Item 6. According to you, your academic success depends on:

Option	Respondents	Percentage
a. Your ability to memorize and reproduce teacher's information	6	19%
b. Your ability to understand	26	81%
Total	**32**	**100%**

Table 3.6: What Students' Academic Success Depends On
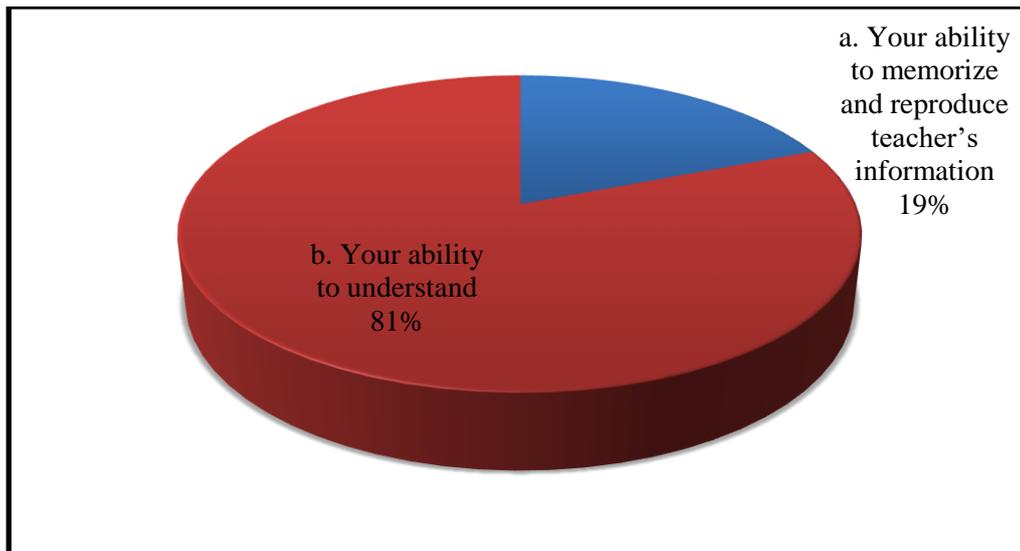
Figure 3.6: What Students' Academic Success Depends On

This question probed whether learners rely on their ability to understand or their ability to memorize to succeed academically. A total number of twenty-six participants (26) with a rate of (81%) opted for the ability to understand, whereas only six participants (6) with a rate of (19%) opted for the ability to memorize and reproduce teacher's information. These statistics indicate that most participants' academic success depends on comprehension not memorization.

Please, explain

In this follow-up question participants provided explanations about their choices. The participants who opted for memorization and reproducing teacher's information reported that it is in their nature to memorize. On the other hand, the participants who opted for the ability to understand reported that they highly prefer understanding over memorization and the reproduction of teacher's information because understanding is essential and durable. However, the majority of them reported that even though they rely on the ability to understand they are obliged to memorize and reproduce the teacher's information. The following are some of their answers:

- I usually try to understand what I'm learning then reproduce it in my own way, but some teachers fail to grasp anything but their writings.
- Academic success in our context highly depends upon rendering back teacher's info.

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- In fact, it should be the ability to understand but the way teachers assess it obliged us to memorize.

- Most of tests and exams rely mainly on what we studied in the lectures.

- Many teachers like to see that their literal words are repeated in student's exam sheets and they give good marks according to that. So as a student who likes to get good marks I memorize and repeat what the teacher said. Sometimes I like to put my ideas and extra info I learnt somewhere else but most teachers are not in favor of this.

- The sad fact is that in our academic institution the key to success and to be a good student is to memorize and reproduce. Yet, understanding the element I'm learning even if I don't get a score or pass the test makes me satisfied because the goal from learning is to learn not to just get a good score.

Item 7. How often are you allowed to interact with others, share insights, and debate?

Option	Respondents	Percentage
a. Always	17	53%
b. Never	1	3%
c. Rarely	14	44%
Total	**32**	**100%**

Table 3.7: Frequency of Students' Interaction, Sharing Insights, and Debating
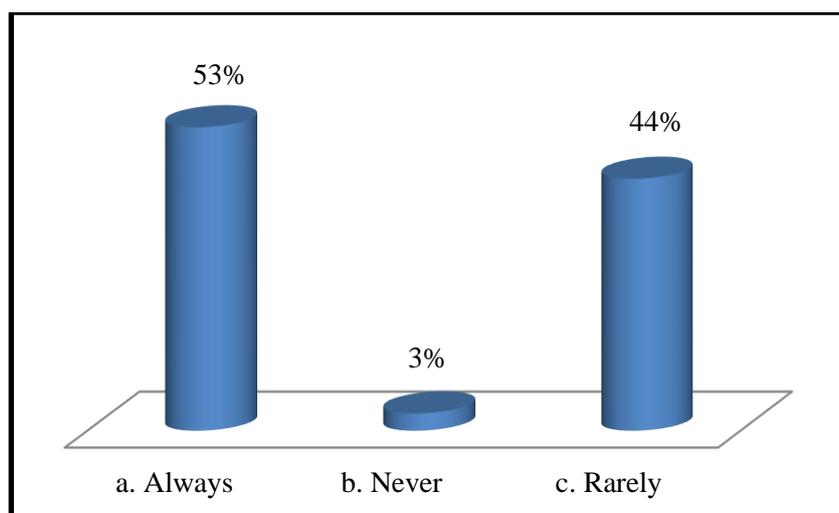
Figure 3.7: Frequency of Students' Interaction, Sharing Insights, and Debating

This question sought to identify the frequency with which learners are allowed to interact with others, share insights, and debate. The table above indicates that seventeen (17) participants with a percentage of (53%), are always allowed to interact with others, share insights, and debate. However, fourteen participants (14) with a percentage of (44%) stated that they are rarely allowed to interact with others, share insights, and debate. On the other hand, only one participant (1) with a percentage of (3%) stated that he or she is never allowed to interact with others, share insights, and debate.

Item 8. How often do the teachers' teaching styles coincide with your learning style?

Option	Respondents	Percentage
a. Always	6	19%
b. Never	2	6%
c. Rarely	24	75%
Total	**32**	**100%**

Table 3.8: The Connection between Students' Learning Styles and Teachers' Teaching Styles
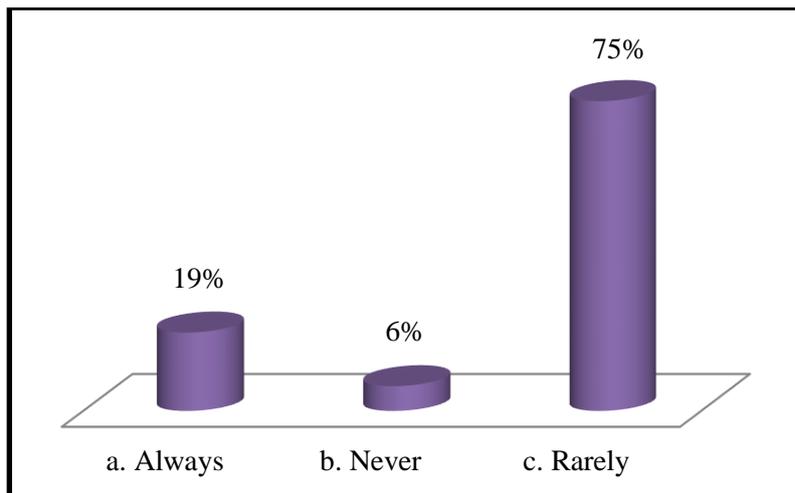
Figure 3.8: The Connection between Students' Learning Styles and Teachers' Teaching Styles

This question sought to identify the frequency with which teachers' teaching styles match with learners' learning styles. The figure above reveals that the majority of participants (75%) learning styles rarely coincide with the teachers' teaching styles. While 19% of participants stated that their learning styles always coincide with the teachers' teaching styles. However, 6% of participants stated that their learning styles never coincide with teachers' teaching styles. Based on the results above, we conclude that learns' learning styles are not often met.

Item 9. Do you lose attention, talk with others, use your phone, and daydream during lectures or tutorial session?

Option	Respondents	Percentage
a. Yes	30	94%
b. No	2	6%
Total	**32**	**100%**

Table 3.9: Students' Responses about whether or not They Lose Attention, Talk with Others, Use Their Phones, and Daydream During Lectures or Tutorial Session
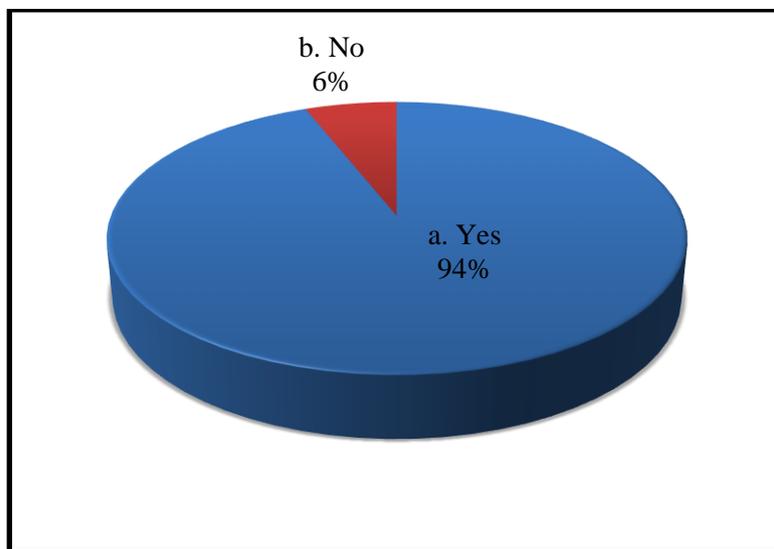
Figure 3.9: Students' Responses about whether or not They Lose Attention, Talk with Others, Use Their Phones, and Daydream During Lectures or Tutorial Session

The aim of the question was to determine whether students lose attention, talk with others, use their phones, and daydream during lectures and tutorial sessions. The table

above shows that out of thirty-two participants (32), thirty participants (30) with a rate of (94%) do lose attention, talk with others, use their phones, and daydream during lectures and tutorial sessions. Meanwhile, only two participants (2) reported that they do not lose attention, talk with others, use their phones, and daydream during lectures and tutorial sessions.

If yes, is it because

Later in this question, participants were asked to explain their choice. As the table below displays, twenty-one participants (21) with a percentage of (70%) revealed that the teacher's teaching style is not interesting. Whereas, five participants (5) with a percentage of (17%), revealed that they are not involved in the learning processes. On the other hand, four participants (4) with a rate of (13%) revealed that the content is not appealing to them. These results indicate that the teacher's teaching style is the main reason behind students' loss of attention, interacting with others, using their phones, and daydreaming.

Option	Respondents	Percentage
a. You are not involved in the learning process	5	17%
b. The content is not appealing to you	4	13%
c. The teacher's teaching style is not interesting	21	70%
Total	**32**	**100%**

Table 3.9.1: Students' Justifications for Choosing yes
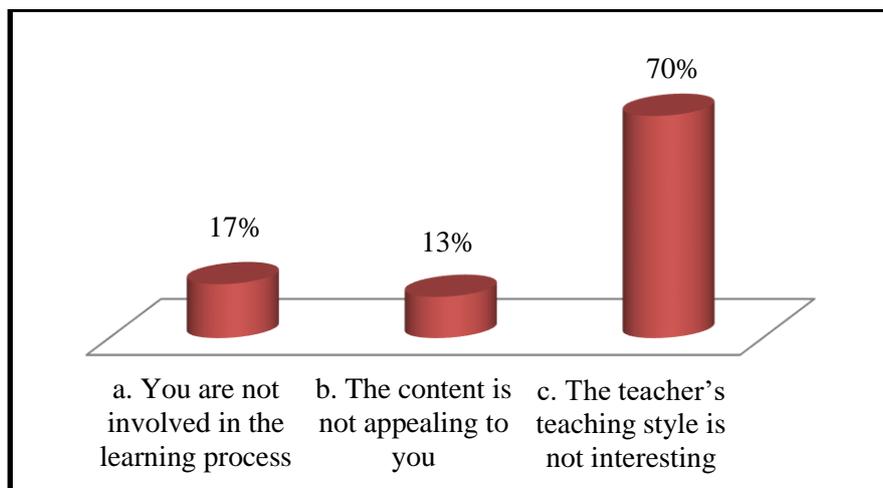
Figure 3.9.1: Student's Justifications for Choosing Yes

Item 10. Do you shy away from voicing a misunderstanding to the teacher?

Option	Respondents	Percentage
a. Yes	25	78%
b. No	7	22%
Total	**32**	**100%**

Table 3.10: Students' Shyness from Voicing a Misunderstanding to the Teacher
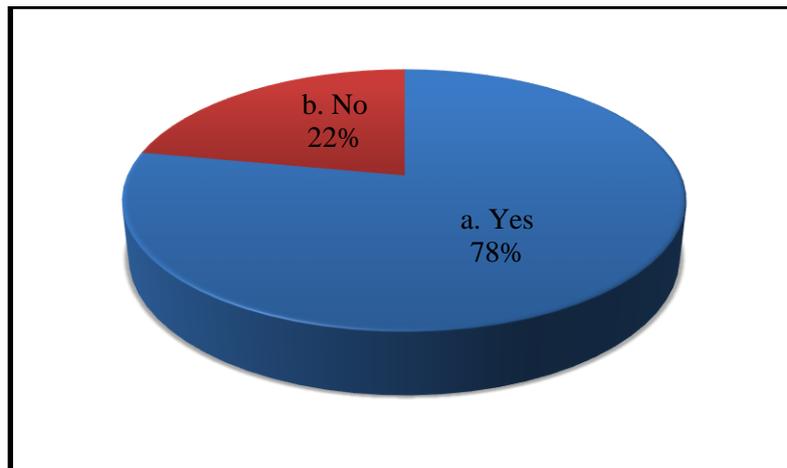
Figure 3.10: Students' Shyness from Voicing a Misunderstanding to the Teacher

This question was asked to investigate if students would shy away from informing the teacher about something they did not understand. As it is displayed in the table, out of thirty-two participants (32), twenty -five participants (25) with a rate of (78%) revealed that they do shy away from voicing a misunderstanding to the teacher, whilst seven participants (7) with a rate of (22%) revealed that they do not shy away from voicing a misunderstanding. The results show that communicating a misunderstanding to the teacher is a significant problem for the students.

Please, explain

In this sub-question participants were asked to explain their responses. As for the participants who stated that they do not shy away from voicing a misunderstanding, they described asking the teacher for clarification as a typical attitude. Furthermore, others reported that they prefer to ask the teacher for clarification to remove any ambiguity or contradictions. In contrast, most participants expressed that they shy away from voicing a

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misunderstanding because they are mainly afraid of the teacher's reaction. Besides, some participants stated that asking the teacher for clarification might seem as a challenge to the teacher or the teacher might just complain about it. The following are some of the participants' justifications about why they shy away from voicing a misunderstanding to the teacher:

- Yes, because I try to make a distance between me and the teacher and try get help from friends or do a research and gain answers by myself.
- They'd complain that they've explain this concept.
- It can be understood wrongly.
- Being afraid of others' reaction, teachers' reactions.
- I don't interact in the classroom because I' m too shy and I fear from teacher's reaction.
- The way they react to you is problematic.
- Sometimes, teachers do no welcome that.
- Some teachers do not appreciate when you challenge them or ask too many questions.
- Some teachers' reactions and way of treating students in such case, makes me think twice before I say or point out to a misunderstanding.
- I fear his reaction. I couldn't get rid of this habit since I was young.
- Because some teachers do not pay attention and skip quickly to the next point in order to finish as early as possible.

Item 11. How would you describe the classroom atmosphere?

Option	Respondents	Percentage
a. Boring	6	19%
b. Energetic and motivating	0	0%
c. It depends	26	81%
Total	**32**	**100%**

Table 3.11: Students' Description of Classroom Atmosphere
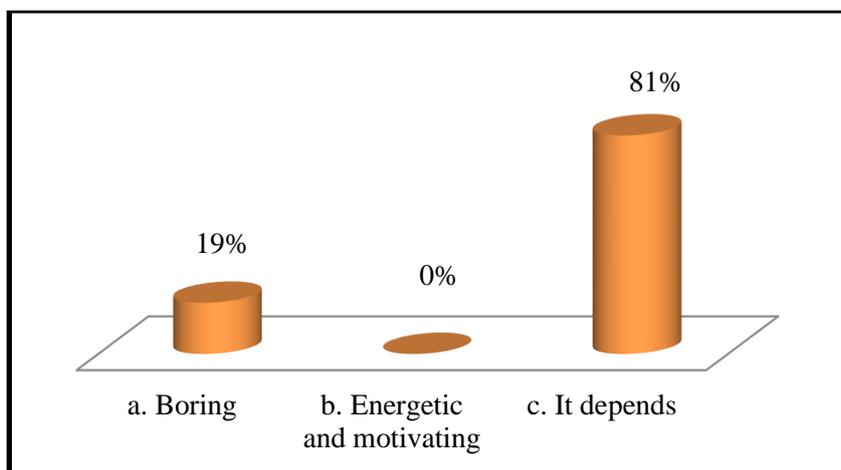
Figure 3.11: Students' Description of Classroom Atmosphere

The question attempted to identify how students see the classroom atmosphere. As illustrated in the figure above, 81 % of the participants opted for it depends, while 19% of the participants described the classroom atmosphere as boring. However, 0% participants described the classroom atmosphere as energetic and motivating.

Item 12. Which of the following learning strategies do you prefer most?

Option	Respondents	Percentage
a. Pair work	19	59%
b. Group work	7	22%
c. Teacher-learner	6	19%
Total	**32**	**100%**

Table 3.12: Students' Preferable Learning Strategy
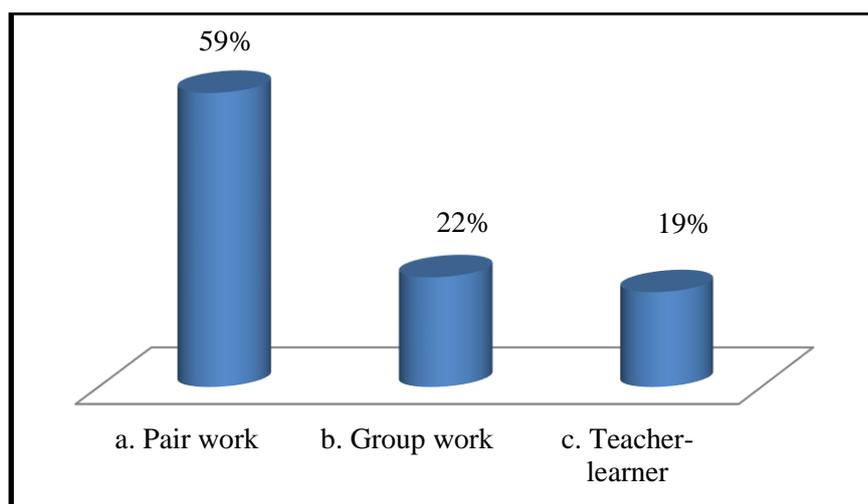
Figure 3.12: Students' Preferable Learning Strategy

This question aimed to determine whether learners prefer collaborative and cooperative learning or teacher learning. From the figure above, we notice that 59% of the participants prefer pair work, whereas 22% of the participants prefer group work. However, 19% of the participants prefer teacher-learner as a learning strategy. The results show that the most preferred learning strategy by the participants is pair work; hence, we can we conclude that learners prefer collaborative and cooperative learning.

Please, explain

In this follow-up question, participants were asked to justify their choices. The participants who chose pair work reported that they prefer pair work because they feel comfortable and relaxed during pair work. Furthermore, participants expressed that they feel at ease to discuss and exchange different ideas with peers. Besides, they are more invested in the learning process when a peer is involved. Additionally, participants reported that peers are more understanding than the teacher, and working with a peer provides both individuals with the opportunity to correct each other's mistakes and receive reciprocal feedback.

Others stressed the idea that working in pairs is preferred because there is no distance between the two parties. On the other hand, participants who opted for group work they reported that working in groups is enjoyable, helpful, facilitates learning, and rich because there is more sharing and interaction. However, participants who opted for teacher-learner strategy reported that it is difficult to find a pair with whom they can work

comfortably and effectively. Others reported that it is the only strategy that is suitable for them, whilst some participants reported that they are introverts so they cannot work with others.

Section Two: Peer Tutoring Strategy

Item 13. Have you ever experienced peer tutoring in class before?

Option	Respondents	Percentage
a. Yes	27	84%
b. No	5	16%
Total	**32**	**100%**

Table 3.13: Students' Responses about whether or not They Experienced Peer Tutoring
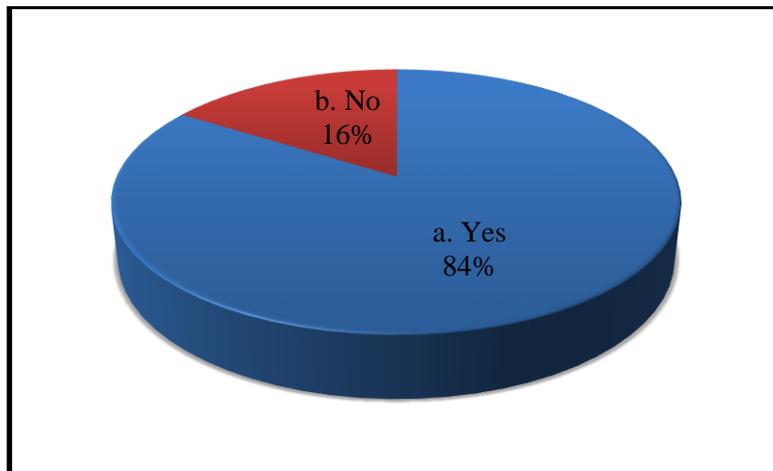
Figure 3.13: Students' Responses about whether or not They Experienced Peer Tutoring

The purpose of this question was to discover whether or not participants experienced peer tutoring before. According to the table above, out of thirty-two participants (32), twenty-seven participants (27) with a rate of (84%) experienced peer tutoring before. However, five participants (5) with a rate of (16%) did not experience peer tutoring before.

Item 14. How was the experience?

Option	Respondents	Percentage
a. Interesting	18	56%
b. Ordinary	14	44%
Total	**32**	**100%**

Table 3.14: Students' Description of Their Peer Tutoring Experience
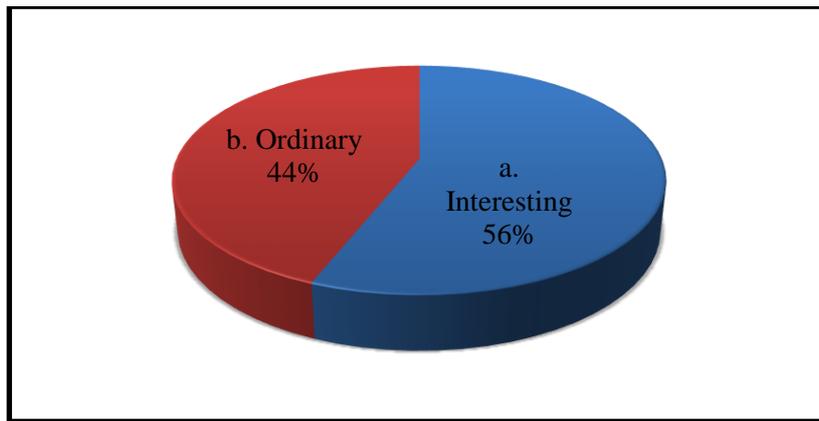
Figure 3.14: Students' Description of Their Peer Tutoring Experience

Considering this question, it aimed to discover how learners felt about their peer tutoring experience. As the figure illustrates, 56% of the participants found the experience of peer tutoring interesting. Meanwhile, 44% of the participants found the experience of peer tutoring ordinary. The results indicate that most participants enjoyed peer tutoring.

Item 15. Do you agree that peer tutors reinforce their own learning by instructing others?

Option	Respondents	Percentage
a. Yes	31	97%
b. No	1	3%
Total	**32**	**100%**

Table 3.15: Students' Agreement about whether or not Peer Tutors Reinforce Their Learning by Instructing Others
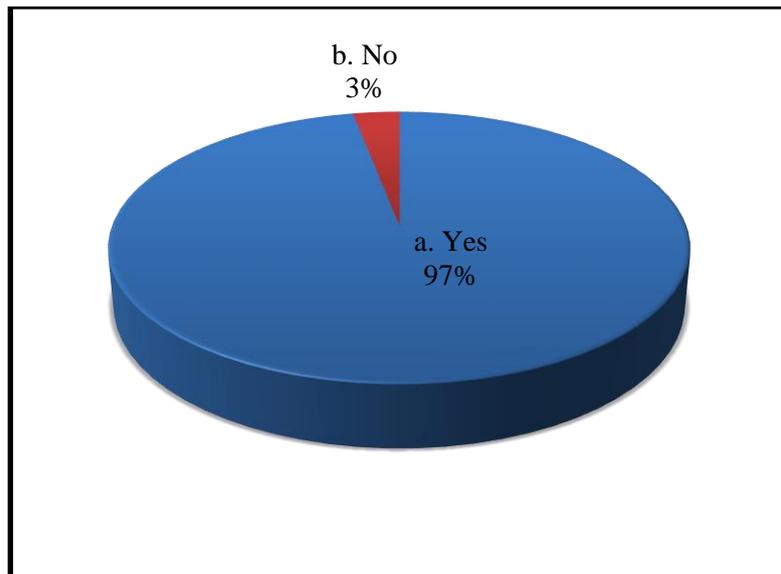
Figure 3.15: Students' Agreement about whether or not Peer Tutors Reinforce Their Learning by Instructing Others

This question attempted to investigate whether or not peer tutors reinforce their learning through instructing other peers. As the table above shows, the majority of the participants (31 out of 32) agree that peer tutors reinforce their learning by instructing others. However, only one (1) participant disagreed. The results indicate that peer tutoring is an effective way to reinforce the tutor's learning.

Please, explain

In this question, participants were asked to explain why they agree or disagree with the previous statement. The participant that disagreed reported that reinforcing learning is not limited to the peer tutor; even teachers can reinforce their learning through learning from their students. However, participants who agreed that peer tutors reinforce their learning by instructing others reported that, by instructing other peers, peer tutors enhance their understanding and reinforce existing information. Furthermore, other participants reported that discussion with other peers allows peer tutors to understand better at the same time, detect their learning deficiencies. Other participants reported that explaining or transmitting knowledge to other peers allows peer tutors to develop self-regulatory strategies, self-confidence, reactions, proficiency, linguistic and communicative competences, communication skills, and self-esteem. The following are some explanations

provided by the participants who agreed that peer tutors reinforce their learning through instructing others:

- Whenever I explain or present knowledge to my peers, I go through the process of reformulating it, which helps me reinforce my understanding even more.
- It reinforces the existing information and it can detect any deficiencies.
- Through discussion I can know my flows, tutoring the others would makeup repeat, revise and memorize the content in a certain degree.
- They will generate self-regulatory strategies including self-reaction, monitoring, self-confidence... It helps them to become more proficient.
- When they are helping others to understand the lessons, they revise and memorize more content without them noticing.
- Sometimes, you can understand something better when you discuss it with others.
- Makes you the center of the learning process.
- It enhances their understanding and instills their self-esteem.

Item 16. Are you more open to sharing thoughts, knowledge, experience, asking questions and asking for clarifications with a peer more than with a teacher?

Option	Percentage	Percentage
a. Yes	30	94%
b. No	2	6%
Total	**32**	**100%**

Table 3.16: Students' Communication Orientation
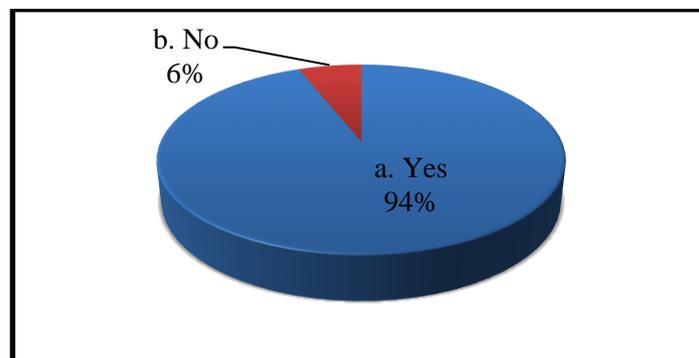
Figure 3.16: Students' Communication Orientation

This question aimed to investigate with whom students would be more open to share thoughts, knowledge, experience, asking questions, and asking for clarifications. As it can be noticed from the Figure above, 94% of the participants reported that they are more open to sharing thoughts, knowledge, experience, asking questions and asking for clarifications with a peer. On the other hand, 6% of the participants reported that they are more open to sharing thoughts, knowledge, experience, asking questions and asking for clarifications with a teacher. From the results, we can conclude that students are more comfortable, communicative, involved, and open with a peer than with a teacher.

Please, explain

In this follow -up question, participants were asked to explain their choices. As for the two participants who opted for the teacher, one of them reported that they are just not interested in sharing and communicating with other peers, whilst the other participant reported that the peer's personality could be an issue for them. However, participants who opted for the peer revealed that they are more comfortable, less shy, less anxious with a peer. Others expressed that a peer is less judgmental and more understanding because of statues similarity. Finally, some participants expressed that is it easier to voice a misunderstanding to a peer. The following are some of the participants' explanations for opting for a peer:

- To be honest, I'd be more comfortable with a peer than with a teacher.
- Teacher may judge the student whereas peers do not because they are not considered as "more knowledgeable". Status (title) plays a great role.
- Because it is easier to word your misunderstanding to your fellow student.
- When interacting with a classmate you feel less stressed and you do not fear from making mistakes.
- I don't feel shy.
- Usually the relationship between classmates has less tension therefore I am not anxious about voicing my opinion or any idea.
- Because I feel less shy when I'm in a small limited group I can be very precise and comprehensible. If it is with the teacher the whole class becomes the audience and I don't feel comfortable, this hinders the way I present or explain my point.

- My experience with teachers' reactions when I share my ideas and thoughts is bad. So, I feel at ease sharing them with a peer I choose and I'm comfortable sharing with and as long as we are close in level we can understand and explain to each other with fear or second thoughts.

Item 17. Whose discourse is closer to your understanding?

Option	Respondents	Percentage
a. The teacher's discourse	12	38%
b. A peer's discourse	20	62%
Total	**32**	**100%**

Table 3.17: The Closest Discourse to Students' Understanding
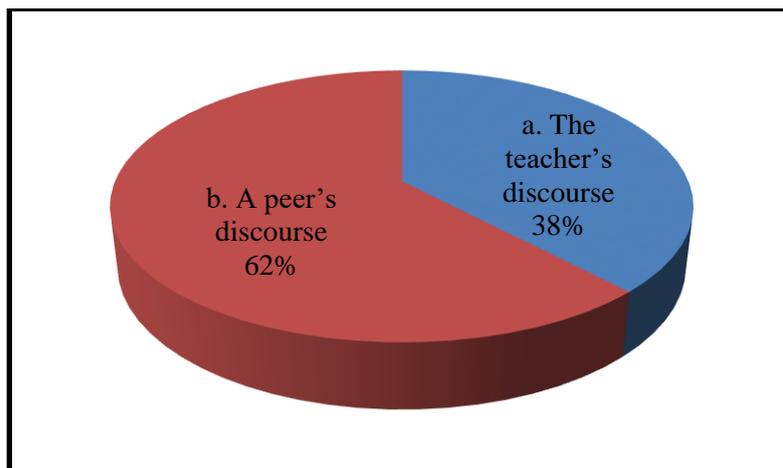
Figure 3.17: The Closest Discourse to Students' Understanding

Regarding this question, the objective was to discover whose language is closer to the student's understanding. The rates display that 62% of the participants find their peers' discourse closer to their understanding. The second rate reveals that 38% of the participants find the teacher's discourse closer to their understanding. Based on the data obtained, we can deduce that students understand their peers better because peer's discourse is closer to their understanding.

Item 18. When do you feel more comfortable receiving information?

Option	Percentage	Percentage
a. From a fellow student	18	56%
b. From the teacher	14	44%
Total	**32**	**100%**

Table 3.18: The Person with Whom Students Feel More Comfortable Receiving Information
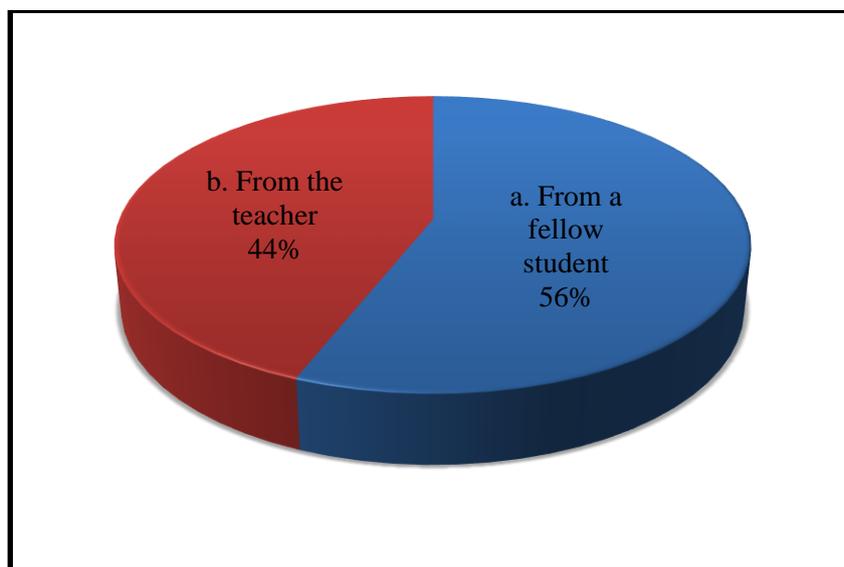
Figure 3.18: The Person with Whom Students Feel More Comfortable Receiving Information

  This question intended to identify with whom students feel more comfortable receiving information from. As the figure illustrates, 56% of the participants feel more comfortable receiving information from a peer. On the other hand, 44% of the participants feel more comfortable receiving information from the teacher.

Item 19. What would you remember on the long term?

Option	Respondents	Percentage
a. What someone taught you	6	19%
b. What you taught someone	26	81%
Total	**32**	**100%**

Table 3.19: Students' Knowledge Retention
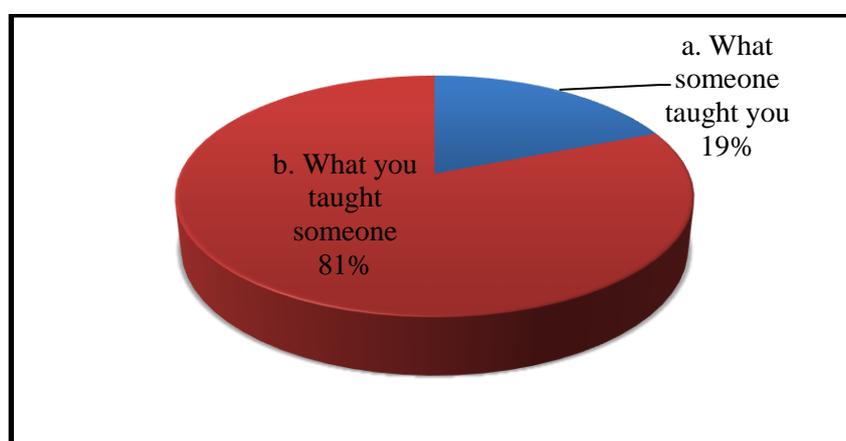
Figure 3.19: Students' Knowledge Retention

The objective of this question was to determine whether students retain information by transmitting knowledge to others, or by receiving information from the teacher. From the figure above, we notice that the majority of the participants (81%) remember what they taught someone. However, a rate of 19% of participants remembers what someone taught them. We can conclude that the majority of Master two students remember the knowledge they transmit to others.

Please, explain

In this question, participants were asked to provide explanations about their choices. One of the participants who reported that they remember what someone taught them revealed that they are more inclined to remember what someone taught them because they usually learn by listening. Other participants reported that it depends on the person's way of imparting knowledge. They tend to remember more when the method used is

suitable. Finally, one participant reported that it depends on the relationship they have with the person delivering knowledge; the closer they feel to the person explaining and transmitting knowledge, the more they will remember.

As for the participants who reported that they remember what they taught someone, the majority revealed that teaching others provides them with the opportunity to repeat what they already know, which allows them to revise and eventually memorize the information. Other participants revealed that teaching others motivates them to work harder to understand the subject matter to explain it adequately; furthermore, it urges them to find the appropriate methods of conveying information. This entire process helps them engrave information in their memory. On the other hand, some participants reported that the effort they put into explaining something to someone makes them remember what they taught. The following are some explanations provided by participants who opted for remembering what they taught someone:

- Tutoring others makes me repeat what I have already done alone and it is a kind of revising and memorization.
- When I explain something to someone, I reinforce it for myself, I'm more likely to remember something I put effort into explaining.
- When I clarify things to my colleague(s), I am substantially settling the data.
- Because when I'm teaching someone, I work on my understanding of the subject matter to be able to present it properly, I'm also forced to think about it even more to find the proper way to convey the information in a clear and understandable way. This whole process helps me further engrave the information in my memory which lasts longer.
- Once you understand clearly a particular item related to the lesson/lecture, and once you transfer this understandability to the group members that you are working with, this will make you always recall it despite everything.
- When I used to explain a module to my classmates, I got excellent marks in that module because I didn't forget anything.
- I remember longer what I taught to others because the info that I gained and shared it with peers stores longer.
- The information I gave to anyone is still on my mind more than the information I received from anyone.

- It confirms the right information and eliminates any confusion concerning the understanding of the course.

Item 20. Do you think that peer tutoring develops skills such as comprehension, analysis, critical thinking, and problem -solving?

Option	Respondents	Percentage
a. Yes	32	100%
b. No	0	0%
Total	**32**	**100%**

Table 3.20: Developing Comprehension, Analysis, Critical Thinking, and Problem- Solving Through Peer Tutoring
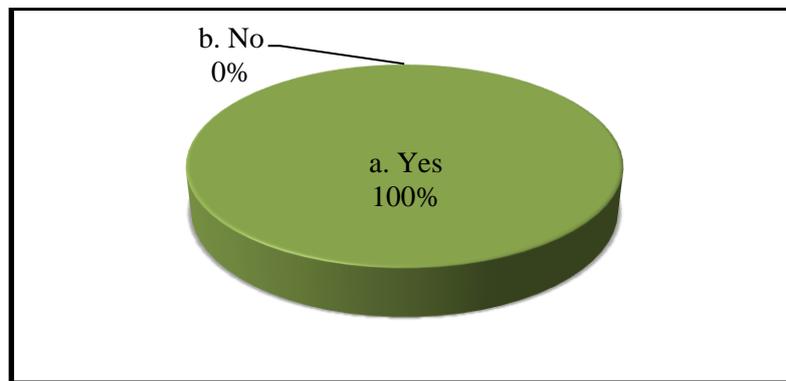
Figure 3.20: Developing Comprehension, Analysis, Critical Thinking, and Problem - Solving Through Peer Tutoring

This question's objective was to gather students' opinions about whether they think peer tutoring develops comprehension, analysis, critical thinking, and problem-solving. As we can observe from the table above, all the participants (32 out of 32), with a 100% rate, think that peer tutoring does develop skills such as comprehension, analysis, critical thinking, and problem-solving.

Please, explain

Later in this question, participants were asked to explain their choices. Most participants revealed that learning with a peer allows them to ask questions, interact, discuss, exchange knowledge, and receive constructive criticism. As a result, they develop critical thinking, problem-solving, analysis, and comprehension. On the other hand, some

participants revealed that students understand each other better; hence, they know how they can help each other in different areas. Other participants revealed that learning with others allows them to detect their learning gaps; moreover, it provides them with different views that could help them with their problem-solving. Finally, some participants revealed that peer tutoring requires the tutor to take further steps in his /her comprehension, critical thinking, problem-solving, and analysis; thus, the tutors develop the previously mentioned skills. The following are some of the participants' explanations:

- When there is a good amount of interaction, asking questions and discussion between a peer who's tutoring and classmates, it will open a door for developing other skills like problem solving and especially critical thinking.

- Understanding a concept and explaining it to someone else isn't the same thing, I could listen to the teacher and perfectly understand him but when asked to explain it to my peer I would have to take extra steps in my head where a couple of cognitive processes are involved.

- The process of tutoring incorporates all the above said cognitive abilities.

- Sometimes when you are studying alone, you don't pay attention to certain passages or content, but when you repeat the same thing with fellow students (discussion) you'll gain a critical view, having others' opinions will help you narrow the angle of the problem i.e. Solve it

- It does because students understand each other and know the way they can help each other.

- The exchange of info between peers may explore a gap in knowledge that requires critical thinking and problem solving.

- It makes you welcome constructive criticism and allows you to voice your honest opinion; therefore, you're less worried or anxious and more focused on learning.

- Yes, it does so. More than this, the application of this learning strategy will result in producing competent and autonomous language learners.

- A student may understand from his/her classmate better than his teacher.

Item 21. Do you think that peer tutoring can help you on the professional and social level?

Option	Respondents	Percentage
a. Yes	30	94%
b. No	2	6%
Total	**32**	**100%**

Table 3.21: Students' Responses about whether or not Peer Tutoring Helps Them Socially and Professionally
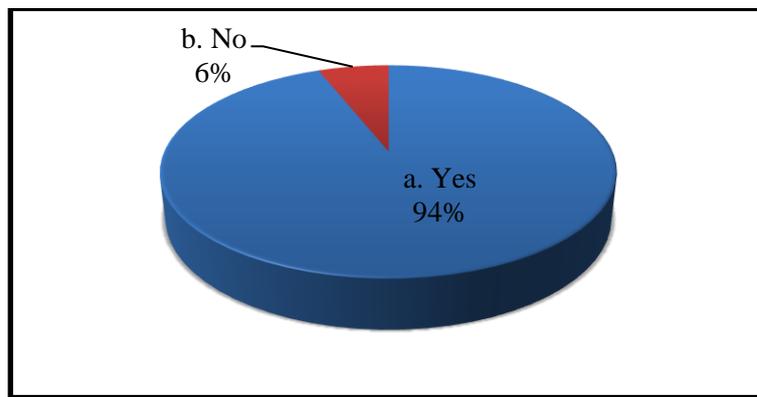
Figure 3.21: Students' Responses about whether or not Peer Tutoring Helps Them Socially and Professionally

This question aimed to discover whether or not students think peer tutoring can help them develop socially and professionally. As we can notice from the table above, a number of thirty (30) participants out of thirty-two participants (32), with a rate of (94%), affirmed that peer tutoring could help them socially and professionally. However, only two participants (2), with a rate of (6%), do not believe that peer tutoring can help them socially and professionally. We can deduce that peer tutoring can be an effective way to develop students socially and professionally.

Item 22. In your opinion, what are the main challenges of peer tutoring?

The reason behind this question was to gather students' opinions about the challenges that could exist in peer tutoring so that we can consider their answers if we are to implement peer tutoring in the future. The participants provided different answers about

what they thought to be a challenge in peer tutoring. The challenges are summarized in the following points:

- The personality of the tutor and the tutee.
- The nature of the relationship between the tutor and the tutee.
- The linguistic and communicative competencies of the tutor.
- Teachers' acceptance of peer tutoring.
- Students' acceptance of having a tutor.
- Selecting the tutor.
- Tutor's training.
- The tutor and the tutee's gender, age, and race.
- Discipline problems.
- Setting the classroom rules.
- Balancing between learners' different learning styles.
- Preparing the information to be taught.
- Tutor's ability to properly transmit knowledge.
- Tutor's communicative skills.
- Time management.
- Classroom organization.

Item 23. What do you prefer the most?

Option	Respondents	Percentage
a. Peer tutoring	22	69%
b. Teacher-centered learning	10	31%
Total	**32**	**100%**

Table 3.22: Students' Preferable Learning Strategy
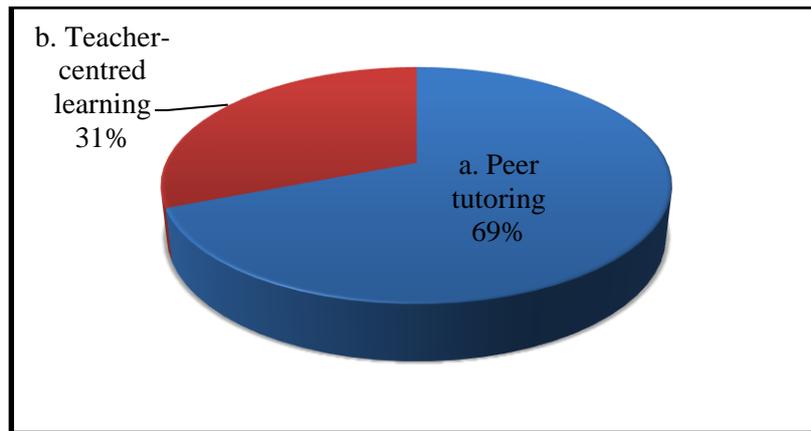
Figure 3.22: Students' Preferable Learning Strategy

This question sought to discover which learning strategy learners prefer. As we can observe from the figure above, the majority of the participants (69%) prefer peer tutoring. On the other hand, 31% of the participants prefer teacher-centered learning. The conclusion that can be drawn is that the majority of Master two students prefer peer tutoring over teacher-centered learning.

Please, explain

This final question aimed to investigate why participants preferred a particular strategy over another. As for the participants who opted for teacher-centered learning, most of them revealed that they trust the teacher more with their learning because the teacher is more experienced. Others expressed their fear of noise and problems that could occur in peer tutoring; therefore, they prefer teacher-centered learning, where there is a source of authority and guidance. On the other hand, the participants who opted for peer tutoring revealed that peer tutoring could develop several skills, including their leadership skills, interparental skills, and problem -solving skills. Other participants expressed that they feel more comfortable, motivated, and less anxious in a peer tutoring environment.

In addition to that, some participants revealed that they prefer peer tutoring because it places them at the center of their learning; moreover, peer tutoring allows them to be active, share their thoughts, discuss, take risks, make mistakes and ask questions without fear of being judged. Others described peer tutoring as interesting, fun, and encourages creativity, unlike teacher-centered learning, that obstructs students' creativity, learning experience, curiosity, willingness to ask and learn more. Finally, some participants revealed that peer tutoring is more helpful to their learning because they understand their

peers' language, which tends to be more straightforward. The following are some answers of the participants who opted for peer tutoring:

- Peer tutoring can be more beneficial in teaching/learning for students. It prepares them and develop their leadership skills, interpersonal skills, and problem solving.
- Since teachers are seen as ""the authority,"" students (me included) are often anxious to share their opinions or think that teachers are always right and therefore fail to oppose certain opinions.
- Peer tutoring creates a more relaxed environment, no pressure, only students of approximately the same level helping each other out.
- Peers speak the language of their colleagues, so a huge help.
- It is more active and beneficial.
- It's nice way to learn and not boring like the ordinary way.
- It is better for understanding and simplifying.
- I prefer peer-tutoring as it is the mostly recommended learning strategy in today's learning process, which focuses more on the learners' centeredness.
- Peer tutoring helps in understanding the lesson and obtain a deeper insight about the course.
- TCL is a method that obstructs students' creativity, learning experience and their curiosity and willingness to ask and learn more. Whereas, peer tutoring enables them to give their own touch, to autonomously learn and to ask and ask and ask without fear of talking in front of the teacher and the huge number of students.
- This encourages me the most. I will take risks and discuss my thoughts without the fear that it won't be accepted or incorrect. It suits my learning style.
- It's a more enjoyable way to learn.

3.6 Discussion of the Findings of Students' Questionnaire

Through the analysis of the data gathered from the students' questionnaire, we have obtained valuable responses about the students' attitudes and opinions towards teacher-centered learning and peer tutoring. First of all, the results revealed that most students view the teacher as the center of the whole learning and teaching process, which denotes that teacher-centered learning is the most dominant teaching approach in our English

department, according to the opinions and experiences of Master two EFL students. These findings indicate that some teachers have not yet adopted a more modern teaching approach in which the learner is the center of the learning and teaching process. Furthermore, data analysis revealed that most learners do not play an active role in their learning, mainly for two reasons.

The first reason is the nature of the activities used by the teacher that does not allow them to be involved; the second reason is the teacher's teaching method in which the teacher is the only one who talks, and students exclusively listen. Besides, data analysis revealed that students heavily depend on the teacher to direct their learning because s/he is regarded as the expert and knowledge holder. Passive learning and teacher-dependency are two main characteristics of teach-centered learning. This affirms that teacher-centered learning is indeed the most dominant teaching approach.

Furthermore, data analysis has shown that most students tend to remember what they teach their fellow students more than what the teacher teaches them. Students revealed that the effort they put into explaining something to their fellow students makes them retain the information they transmit. Besides, they revealed that the process of teaching others motivates them to ameliorate their understanding of the subject matter so they can explain it well. Moreover, it allows them to review, repeat, and revise what they already know. This entire process of putting effort, understanding, reviewing, revising, and repeating helps them engrave information in their memory. These findings affirm that students retain information longer through peer tutoring, not teacher-centered learning; moreover, it affirms that peer tutoring promotes deep learning, whereas teacher-centered learning promotes surface learning.

Notably, most students, as revealed in their responses, indicated that the teachers' teaching styles rarely coincide with their learning styles. When the teacher's teaching tactic, strategy, and instructional format used to enable students' learning collide with students' method of absorbing, processing, comprehending, and retaining information, the result could be limited learning or no learning because the student's needs and requirements to learn are not met. However, when learning styles correspond with teaching styles, academic success can be achieved more naturally. To reach this match, teachers are required to adapt their styles and strategies to their learners' learning preferences and go beyond lecturing and direct transmission of knowledge.

Furthermore, data analysis revealed that most students lose attention, interact with others, use their phones, and daydream during lectures and tutorial sessions. This is largely because they were not involved in their learning and they found the teacher's teaching style uninteresting, which brings us back to teaching styles colliding with learning styles. We can deduce that incompatibility between learning preferences/styles, and teaching preferences/styles is likely to result in boredom, loss of attention, disinterest, and limited learning.

The findings 'analysis also revealed that students do not have a positive attitude towards teacher-centered learning, where the learning process is just limited to the teacher and learner. The students' negative attitude towards teacher-centered learning appears in different areas of this research. The questionnaire's data analysis has shown that most students restrain from voicing a misunderstanding to the teacher. The main reason behind such behavior is fear from the teacher's reaction; hence, students tend to avoid asking questions for clarification or comprehension checks in teacher-centered learning; instead they prefer to ask a fellow student for clarifications.

Moreover, the findings' analysis revealed that students are not open to asking questions, sharing thoughts, knowledge, and experience with a teacher in a teacher-centered learning. The main purpose behind that, according to the student's answers, is fear from teacher's judgments, fear from teacher's reaction to making mistakes, being shy from the teacher, anxiety and discomfort that it caused by the tension between the teacher and the learner. Furthermore, findings 'analysis revealed that students do not prefer teacher-centered learning; rather, they prefer collaborative and cooperative learning, in which they welcome feedback, interact, discuss, enjoy learning, feel more comfortable, motivated, and less anxious, which is not the case in teacher-centered learning according to their responses.

Concerning the effectiveness of peer tutoring on learners and learning, data analysis has shown that peer tutoring can be beneficial in several ways. First, all participants affirmed that peer tutoring develops cognitive processes and skills such as comprehension, critical thinking, analysis, and problem-solving. When tutors are involved in tutoring others, the language they use is close to their peer's understanding because of status similarity; as a result, the process of comprehension for the tutees is facilitated, and learning takes place rapidly and smoothly. As for the tutors, they develop their cognitive

processes and skills because of the requirements of their roles as tutors. The role requirements oblige peer tutors to master the subject matter's content and take further steps in their comprehension to transmit knowledge to their tutees effectively.

Moreover, preparing to tutor others, interact, discusses, and solve different problems demands the tutor to use critical thinking skills, analyzing skills, and problem-solving skills, which will result in development in those skills. Second, the findings' analysis revealed that peer tutoring is an effective way to reinforce the tutor's learning. As previously mentioned, when peer tutors are assigned the responsibility of instructing others, they go through different processes to successfully instruct their peers.

Peer tutors must detect their learning deficiencies and fully understand the subject-matter's content; furthermore, they must review their subject knowledge and reformulate it to make it easier for others to understand. The process of mastering the content, detecting learning gaps, revising, and reformulating knowledge will result in reinforced and deep learning. Third, peer tutoring encourages collaborative and cooperative learning. The findings have shown that during group work or pair work, learners feel comfortable and relaxed, they ask questions, exchange knowledge, receive constructive criticism, explore different points of view and solutions, and are more invested in the learning process because a peer is involved.

Regarding students' most preferred learning strategy, data analysis has shown that most students prefer peer tutoring over teacher-centered learning for different reasons. Tutoring allows students to be involved in the learning process, which helps learners develop a more positive attitude towards learning. It also creates an enjoyable and comfortable learning environment that encourages students to be active, motivated, open to sharing thoughts, asking questions, discussion, debating, risk taking, and making mistakes without fear of being judged. Besides, it facilitates the process of comprehension and learning because learners share a similar discourse and are closer in status. Moreover, peer tutoring allows the student tutor to develop deeper understanding of a topic by teaching it to another student; furthermore, it allows the peer tutor to develop in different areas, including self-confidence, self-esteem, communication skills, cognitive skills, meta-cognitive skills, and leadership skills.

Conclusion

The present chapter has presented the field work of this research study that aimed at exploring peer tutoring as an alternative learning strategy to the teacher-centered approach in higher education. First, this chapter has provided a clear description of the methodology adopted in conducting this research. Moreover, it has displayed the data gathered through this study followed by a detailed analysis of the findings. Furthermore, it has sought to confirm the hypotheses proposed at the beginning of this research study through a discussion of the findings.

General Conclusion

This study stemmed from our personal experience and observation that several teachers follow a teacher-centered instruction, whilst educational researchers criticize it and promote instructional methods that put the learner at the center of his/her learning. The present study, which aimed at exploring peer tutoring as an alternative learning strategy to teacher-centered learning, consists of three chapters; the first two chapters are devoted to the theoretical background of this study while the third chapter consists of the fieldwork.

Through the first chapter, we attempted to highlight the most important elements related to the teacher-centered approach. We shed light on TCA definition, origins, method of instruction, both of the student and teacher's roles, assessment, advantages and disadvantages of TCA, and finally the process of shifting from TCL to SCL paving the way for PT. Through the second chapter, we attempted to focus on the most important elements related to PT. We focused on PT definition, objectives, types and models, both of the teacher's and the student's roles, the tutee's training, and finally the benefits of PT. The third chapter of this study is devoted to the fieldwork in which we attempted to interpret and discuss the findings gathered using a semi-structured questionnaire as a data collection tool.

The findings of this research study revealed that most students do not have a positive attitude towards teacher-centered learning for various reasons; instead, students had a more positive attitude towards peer tutoring. Moreover, the findings showed that teachers' teaching styles rarely meet students' learning styles and needs. Besides, they showed that peer tutoring is a practical method for retaining knowledge and promoting

deep learning, unlike teacher-centered learning. Furthermore, the findings revealed that peer tutoring is an effective learning method in different areas; moreover, they revealed that students favor peer tutoring over teacher-centered learning. Finally, the findings affirmed thatimplimenting peer tutoring in EFL classes would be an effective alternative to the teacher-cenetered approach.

In light of the present results, this study succeeded to provide answers to the research questions and confirmed the research hypothesis, which proposedthat implementing peer tutoring in EFL classes can be an effective alternative to the teacher-centered approach. However, the results cannot be generalized because we could no proceed with the process of implementing peer tutoring in tutorial sessions; moreover, we could not complete the process of observation. Besides, we were obliged to change the nature of the research from experimental to exploratory relying on students' views, opinions, and previous experiences.

Limitations

Due to the currently speared pandemic (Covid-19) our research study was limited in three areas:

- We could not proceed with the process of implementing peer tutoring into EFL classes; therefore, the nature of our researcher changed from experimental to exploratory.
- We could not proceed with the process of observation; hence, observation was removed from the data collection methods, which affected the amount of the data we needed for this research.
- The number of Master Two participants was not sufficient. We needed at least 43 participants; instead, we managed only with 32 participants.

Recommendations

After conducting the current study, and from the obtained findings the researcher would like to give some recommendations for teachers, syllabus designers, and for other researchers.

For teachers

- Teachers should allow students to be involved in their learning and take more responsibility.
- Teachers should adapt their teaching styles according to the learning styles and needs of their students.
- Teachers should seek to challenge students' cognitive and meta-cognitive skills.
- Teacher ought to shift their roles into facilitators and instructors.
- Teachers should have a more positive attitude towards students' questions of clarification.
- Teachers should consider implementing peer tutoring into their classes.

For syllabus designers

Peer Tutoring is an effective teaching and learning strategy, which is highly praised by researchersin education and supported by a vast body of literature. Peer tutoring should be implemented, starting from elementary schools to create a generation of learners who are collaborative instead of individualistic and competitive. Moreover, implementing peer tutoring at the early stages of learning will result in independent learners who are responsible for their learning instead of learners who are dependent on the teacher, which is the case of most students today. Last but not least, the implementation of peer tutoring will result in learners who value learning. Syllabus designers should give more interest and importance to PT strategy in our educational syllabus as a practical, not theoretical part in order to improvestudents'learning.

For researchers

This study could be a starting point for further research. Researchers can; for example, conduct other studies to explore how peer tutoring can help students prepare for their careers as teachers. Furthermore, they can conduct studies about how can peer tutoring address the needs of low-performing students.

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Appendices

Appendix 1: Students' Questionnaire

Dear students,

This questionnaire aims to collect data about "Exploring Peer Tutoring as an Alternative Learning Strategy to the Teacher-Centered Approach in Higher Education "as a part of a Master research study. Therefore, you are kindly invited to answer the following questions. Please, answer this questionnaire by selecting the answers you see appropriate and providing a full statement whenever necessary.

Thank you in advance for your time and collaboration.

Key terms:

Teacher-centered approach: a teaching method where the teacher is actively involved in teaching while the learners are in a passive, receptive mode listening as the teacher teaches.

Peer tutoring: the process between two or more students in a group where one of the students acts as a tutor for the other group-mate(s). Peer tutoring can be applied among students of the same age or students belonging to different age groups**.**

Setti Rima

Email: rima2180@gmail.com

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign

Department of Foreign Languages

Section of English Languages

2019-2020

Section One: Teacher-Centered Approach

1. In a usual classroom setting, who do you see as the center of the whole learning and teaching process?

☐ The teacher

☐ The learner

☐ Both

2. How much are you dependent on the teacher for what will be learned, how it will be learned, and when will it be learned?

☐ Somewhat dependable

☐ Very dependable

☐ Not at all dependable

3. How would you describe your role in your own learning?

☐ Passive

☐ Active

☐ It depends

Please, explain

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…………………………………………………………………………………

4. According to your learning experience, the primary course objective has been to (You may choose more than one answer):

☐ Master the content

☐ To develop higher cognitive and meta cognitive skills

☐ Prepare you for the test

☐ Cover as much content as possible

Please, justify

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5. What is assessment to you?

    ☐   A primary motive to learn

    ☐   A means to measure learning

    ☐   A means to get grades

Please, explain

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6. According to you, your academic success depends on:

    ☐   Your ability to memorize and reproduce teacher's information

    ☐   Your ability to understand

Please, explain

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7. How often are you allowed to interact with others, share insights, and debate?

    ☐   Always

    ☐   Never

    ☐   Rarely

8. How often do the teachers' teaching styles coincide with your learning style?

☐ Always

☐ Never

☐ Rarely

9. Do you lose attention, talk with others, use your phone, and day dream during lectures or tutorial sessions?

☐ Yes

☐ No

if yes, is it because:

☐ You are not involved in the learning process

☐ The content is not appealing to you

☐ The teacher's teaching style is not interesting

10. Do you shy away from voicing a misunderstanding to the teacher?

☐ Yes
☐ No

Please, explain

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………………………………………………………………………………………………
………………………………………………………………………………………………

11. How would you describe the classroom atmosphere?

☐ Boring
☐ Energetic and motivating
☐ It depends

12. Which of the following learning strategies do you prefer most?

☐ Pair work

☐ Group work

☐ Teacher-learner

Please, explain

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Section two: Peer Tutoring

13. Have you ever experienced peer tutoring in class before?

☐ Yes

☐ No

14. How was the experience?

☐ Interesting

☐ Ordinary

15. Do you agree that peer tutors reinforce their learning by instructing others?

☐ Yes

☐ No

Please, explain

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16. Are you more open to sharing thoughts, knowledge, experience, asking questions, and asking for clarification with a peer more than with a teacher?

☐ Yes

☐ No

Please, explain

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…………………………………………………………………………………………… ………………

17. Whose discourse is closer to your understanding?

    ☐   The Teacher's

    ☐   A peer's

18. When do you feel more comfortable receiving information?

    ☐   From a fellow student

    ☐   From the Teacher

19. What would you remember on the long term?

    ☐   What someone taught you
    ☐   What you taught someone

Please, explain

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…………………………………………………………………………………………… ………………

20. Do you think that peer tutoring develops skills such as comprehension, analysis, critical thinking, and problem solving?

    ☐   Yes
    ☐   No

Please, explain

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…………………………………………………………………………………………… ………………

21. Do you think that peer tutoring can help you on the professional and social level?

☐ Yes

☐ No

22. In your opinion, what are the main challenges of peer tutoring?

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23. What do you prefer the most?

☐ Peer tutoring

☐ Teacher-centered learning

Please, explain

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Thank you for your time, effort, and cooperation.

الملخص

تعمل الأقسام في غالب الأحيان بالمعلم -تعليم متمركز حول المعلم - حيث يتحكم الأستاذ بجميع الجوانب المتعلقة بعملية التعلم و التعليم تاركا الا القليل او لا شيء للمتعلم للإسهام في العملية التعليمية، ان استعمال هذه الطريقة التقليدية حصل على الكثير من الانتقادات للعديد من الأسباب كتجاهل المتعلمين واحتياجات التعليم واشكال التعلم والتقليل من اهمية الاستفسار و التساؤل عند الطلاب فتصبح العملية التعليمية سلبية، فيتم اهمال تطوير التفكير المعرفي و ما وراء المعرفي و هو ما يشجع الاتكال على الأستاذ و الحفظ الصم لدى الطلاب، لهذه الأسباب اقترح الباحثون في المجال التعليم التحول من تعليم متمركز حول المعلم الى تعليم متمركز حول المتعلم ، فواحدة من استراتيجيات التعلم المتمركز حول المتعلم هي استراتيجية تعليم الاقران و بناءا على ذلك هدفت هذه الدراسة الى التحري حول مدى نجاعة استراتيجية تعليم الاقران كاستراتيجية بديلة لاستراتيجية التعليم المتمركز حول المعلم ،علاوة على ذلك، سعت هذه الدراسة الى جمع اراء الطلاب حول الطريقتين، فافترضنا ان إدراج تعليم الاقران في مناهج اقسام تعليم اللغة الإنجليزية كلغة اجنبية قد يكون بديل فعال لاستراتجية التعليم المتمركز حول المعلم و من اجل الوصول الى مبتغانا و تجريب الفرضية قمنا بدراسة نوعية باستخدام حالة إفرادية لجميع البيانات معتمدين في ذلك على استبيان شبه منظم موجه لطلبة ماستر 2 لغة انجليزية بجامعة محمد خيضر ببسكرة التي تضم 216 طالب تم انتقاء 32 طالبا منهم كعينة لهذه الدراسة، بحيث كشفت النتائج ان تعليم الاقران طريقة فعالة للاحتفاظ بالمعلومات وتشجيع التعلم العميق و تعزيز التعلم و لاسيما الزيادة في عملية فهم المضمون لدى المتعلم.ولهذا يمكن القول في الختام، ان بإمكاننا تأكيد فرضية البحث التي ذكرنها سابقا و بالتالي يمكننا القول انه يجب على الأساتذة النظر في تطبيق تعليم الاقران في اقسامهم نظرا للفائدة التي يعود بها على عملية التعلم لدى الطالب.

الكلمات المفتاحية: التعليم المتمركز حول الأستاذ، التعليم المتمركز حول الطالب، تعليم الاقران.