CLASSWIDE PEER TUTORING IN THE HIGH SCHOOL ESL CLASSROOM

by

Karen U. Merritt

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APPROVED:

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ACCEPTED:

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Associate Dean for Education

ABSTRACT

The purpose of this study was to measure the effectiveness of the Classwide Peer Tutoring method for developing and accelerating reading comprehension and vocabulary retention in English for Limited English Proficient students (LEPs) at the secondary level.

Literature reviewed included studies of cooperative learning, peer tutoring, the Classwide Peer Tutoring method, and Reciprocal Teaching. The literature reviewed in this study indicated that LEPs can make significant improvement in English literacy when Classwide Peer Tutoring and Reciprocal Teaching strategies are used together in the ESL classroom.

The population of this study consisted of 42 beginning-level English as a Second Language students who spoke four different primary languages. The students were divided into two groups. Group A was the control group: Group A comprised two classes of approximately 14 students. Instructional methods in Group A involved teacher intervention in large-group or independent learning situations. Group B was the sample or test group: Group B comprised one class of fourteen students who received instruction using the Classwide Peer Tutoring method. Testing of the students measured vocabulary acquisition, long-term retention of new vocabulary, and improvement in the ability to comprehend passages written in English.

Essentially, there was growth for students using the Classwide Peer Tutoring method in the following areas: acquisition of vocabulary, long-term retention of new vocabulary, and reading comprehension.

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CHAPTER ONE

THE PROBLEM

Introduction

Students who speak little or no English enroll throughout the school year in high schools across the United States. Many of these students come from Central America; others arrive as war refugees from Europe, Africa, the Middle East, and Asia (Ovando, 1985).

Populations of incoming immigrant students are not often predictable numbers. Each spring, public school administrators try to predict student populations for the next school year and these administrators then try to plan class sections and staffing needs accordingly. However, administrators cannot determine whether war, or political or economic upheaval, might bring new waves of immigrants into their schools. The result is that as the school year progresses, English as a Second Language (ESL) teachers can, and often do, find themselves instructing large classes comprised of ESL students who have arrived throughout the school year. These students speak many different languages; a few have studied some English as a foreign language. Some benefit from prior education in a school system similar, or superior, to that of their new United States school. Others have tremendous gaps in education. Some students are illiterate in their primary language.

In a beginning-level ESL classroom, additional issues command the time

of the teacher. New immigrant students need lots of extra attention, which might include psychological or emotional support, introduction to North American culture and hygiene expectations, and guidance in how to avoid multicultural misunderstandings. Seldom do parents of these immigrant students speak English. Parent contact often must be established through a telephone translation service, which can multiply phone time with parents by at least a factor of two. Federal and state governments require documentation that ESL students have been tested for English proficiency. Parents must be notified if their children appear to require special placement in ESL classes.

Development of the Problem

In a classroom of twenty or more students, ESL teachers find it difficult to provide much individual instruction. Additionally, it is not likely that schools can hire bilingual teachers and instructional aides who are fluent in the wide range of primary languages represented in an ESL classroom.   Over a period of time, the effectiveness of ESL instruction in the classroom may diminish. Each student's need for one-on-one instruction and for the personal attention of the teacher is often not met. As larger numbers of students inhabit the classroom, the affective filter increases: students can be distracted by others; students might feel anxious and less able to participate orally; and, students will be reluctant to take those risks inherent to speaking in a new language. The students' on-task reading time is not always closely monitored by the instructor, and development of English literacy slows. Peer tutoring is an educational method which has the potential to alleviate each of these problems.

Need for the Study

ESL students should participate actively and every school day in lessons which will provide opportunities for each student to read aloud in English, to discover the meaning of what is being read, to receive immediate feedback on their comprehension of written text, and to speak in English (Gersten, 2000).

According to the National Center for Education Statistics 1998 Reading Report Card, a positive relationship is evident between the number of pages a student reads daily and that student's scores on standardized reading proficiency tests (Donahue, 1999). High-stakes assessments, such as the Arizona Instrument to Measure Standards (AIMS) as a requirement for high school graduation in Arizona, place pressure on the ESL teacher to provide maximum opportunity for students to read effectively in English every day.

Instructors of Limited English Proficient students (LEPs) should use instructional methods which can provide students with optimal opportunities to read and comprehend in English. An alternative process called Classwide Peer Tutoring (CWPT) may serve to provide these opportunities.

Purpose of the Study

The purpose of the study is to measure the effectiveness of the Classwide Peer Tutoring method for developing and accelerating reading comprehension and vocabulary retention in English for LEPs at the secondary level.

Research Question

Is Classwide Peer Tutoring an effective peer tutoring method for developing and accelerating reading comprehension and vocabulary retention in English for ESL students at the secondary level?

Definition of Terms

Affective Filter: factors which prevent input from reaching the part of the brain responsible for language acquisition (Krashen, 1972, p. 6,7).

CWPT: Classwide Peer Tutoring, also known as Peabody Classwide Peer Tutoring. In this model, students of like ability tutor each other (Mathes, 1995, p. 1).

ESL Students: Students for whom English is not the first language spoken; English is not the primary language of the home. Beginning-level ESL students are usually recently arrived immigrants (Ovando, 1985, p. 3).

LEP: Limited English Proficient student (Ovando, 1985, p. 1).

L1: The student's first language; also called "primary language" (Ovando, 1985, p. 1).

Peer Tutoring: A structured method of education in which students instruct and provide feedback to other students (Urzua, 1995, p. 1).

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will provide information about cooperative learning, traditional peer tutoring, the Classwide Peer Tutoring method, and Reciprocal Teaching strategies.

Cooperative Learning

Cooperative learning is a teaching and learning method which has been adapted for use with varying sizes of student groups. Cooperative learning has been used to achieve a variety of purposes. The goal of cooperative learning is to ensure active, cognitive processing of information. Research into the topic of cooperative learning indicates that it can be used effectively to provide long-term support and assistance for academic progress (Johnson, 1989).

Cooperative learning groups frequently are used to engage students in discussion and questioning of new material. Such discussion and questioning can occur when students are reading, and struggling to comprehend, new text. Students can work together in cooperative groups to achieve the common goal of reading comprehension. Small group discussion about text strengthens students' recall, aesthetic response to text, and understanding of what they read (Gauthier, 2001).

In a 1990 study, R.E. Slavin computed effect sizes for 51 studies on the achievement effects for students in cooperative learning settings. Slavin found

a median effect size of .30 in favor of cooperative learning (1990).

Johnson and Johnson (1989) report that meta-analysis of over 185 studies comparing the effect of cooperative versus competitive learning situations on achievement "indicated that cooperation promoted higher individual achievement and greater group productivity than did competition (effect size = 0.67." (p. 170). Meta-analysis of over 226 studies that compared cooperative and individualistic learning situations favored cooperative learning on both individual achievement and group productivity (effect size = 0.64) (p. 170).

Peer tutoring is one form of cooperative learning. Research indicates that peer tutoring is an effective instructional method for the purpose of accelerating development of literacy in English for ESL students. Some authors describe a traditional peer tutoring model in which students with higher language skills tutor students with lower skill level (Urzua, 1995). Other authors describe a second model, Classwide Peer Tutoring, in which students of similar ability work together as partners, exchanging roles as tutor and tutee (Mathes, 1995).

Traditional Peer Tutoring

Prior to initiating traditional peer tutoring, students with higher skill levels (the tutors) are recruited for pairing with students of lower skill levels (the tutees). When possible, students who share a primary language (L1) are matched. Parental permission for tutors to participate will be needed because tutors will be pulled away from other academic pursuits in order to participate as a peer tutor (Urzua, 1995).

A first advantage of traditional peer tutoring is that this pairing can provide students the benefits of translation and dialogue in the L1 when bilingual staff is not available (Urzua, 1995). Stephen D. Krashen (as cited in Urzua, 1995) has found that a second advantage of peer tutoring is that language development, both oral and written, is best acquired through interaction with more linguistically proficient users.

Additional qualitative benefits of this method have been noted. In a pilot program in Canada entitled "Book Buddies," the authors noted that on-task behavior improved, on-task sustained reading time was at least 30 minutes per session, and children appeared to view reading in English as a pleasurable activity (Kreuger, 1998). In a similar program in California entitled "Literacy Club," improved self esteem of both tutor and tutee was also noted. The tutors actually appeared to have benefited more than the tutees in this area. In interviews, tutors revealed impressive levels of confidence, risk-taking behavior, initiation, as well as language and literacy development (Urzua, 1995).

Urzua (1995) also found that teacher perception of the LEP is modified in a positive way as a result of using peer tutoring in the classroom. Urzua states, "Many programs for children acquiring a second language are designed to fix something that is deficient or broken. But if we believe in the efficacy of the human spirit, we will recognize the variety of abilities all students bring with them to school. The Literacy Club is one place in which children can use all that they have and are to bring about development for both older and younger children" (1995, p. 4).

The Book Buddies study (Urzua, 1995) qualitatively measured the gains

made by students in reading and spelling skills. After participating in the peer tutoring program, tutees' test scores improved up to 30%, as measured in pre-tests and post-tests in the content areas of reading and spelling in English. The Book Buddies study included a scripted dialogue in English, which the tutors used when communicating with the tutees.

A third study conducted by Helen Ezell and Frank Kohler (1994) used traditional peer tutoring methods with special needs students. The authors noted student gains of up to 40% in reading accuracy, fluency, and comprehension.

One disadvantage of traditional peer tutoring is the effort and organization required of the teacher prior to initiating the project. Tutors need to be recruited, permission of parents must be granted, tutor schedules must be changed, and tutors must be trained. During the project, tutors must be debriefed with quality interventions.

The Ezell study indicated that much of this administrative work was performed by the outside research group, not by the teachers themselves. The researchers admitted that the administration of traditional peer tutoring would be a daunting task for a teacher to undertake by herself (Ezell, 1994).

Classwide Peer Tutoring

Classwide Peer Tutoring (CWPT) requires no recruitment of tutors from outside existing classrooms. Students from within the class, of like L1, if possible, are paired for a short period of time, usually one week. After one week, students rotate to a new partner. According to Dr. Carmen Arreaga-Meyer, "CWPT is an easy-to-implement, effective instructional intervention. It

has been proven to result in increases in mastery, accuracy, and fluency that are maintained over time in math, spelling, reading, vocabulary, science, and social studies, for students with and without disabilities across settings" (1998, p. 89)

In 1989, a longitudinal study reported results which measured the progress of urban students and spanned four years, Grades 1 through 4. Arreaga-Meyer states:

> The students whose teachers employed CWPT each year performed significantly better on the reading, mathematics, and language sub tests of a standardized measure of achievement in comparison to an equivalent control group...By the end of fourth grade, the CWPT group students approached the national normative level in these three subject areas, whereas controls were nearly 1 standard deviation below this level....Direct observation data indicated that CWPT group students, in comparison with controls, increased their levels of oral and silent reading, writing, and academic talking, and they reduced their time spent in task management and in competing inappropriate behaviors. (1998, p. 93)

A series of research studies was conducted by Arreaga-Meyer in 1994, using CWPT adapted for LEP students. In vocabulary lessons, tutors used flashcards, with tutees responding orally and in writing for ten minute periods. Then, tutor and tutee would switch roles, repeating the process for an additional ten minutes. The following results were achieved:

> Overall, results documented that English language use and academic engagement, as well as achievement gains, increased significantly in CWPT classrooms compared to traditional teacher-mediated instruction for LEP students with and without disabilities. Spelling and vocabulary CWPT test scores averaged 80% to 94%, reading fluency improved an average of 11 words per minute, errors dropped an average of 3 to 4 words, and comprehension percentage scores averaged 85% (an average increase of 35%) for LEP students. Their oral engagement during CWPT increased an average of 33% and their academic engagement rate increased an average of 24% compared to teacher-mediated procedures. (1998, p. 93)

Additional reading activities designed to promote English literacy among LEPs using CWPT are described in a study by Patricia Mathes and Douglas Fuchs:

> During Partner Reading with Retell, each student reads aloud a piece of connected text for five minutes. The high-performing reader in each pair reads during the first 5 minutes; the lower-performing reader serves as tutor. After 5 minutes, the students switch roles: The less capable reader reads the same text for 5 minutes and the more skilled reader becomes the tutor. Because the text read by the weaker reader has just been read by the stronger reader, it is more likely that the weaker reader will read it fluently and comfortably. After both students have completed reading, the lower-performing reader "retells" in sequence what has been read to the higher-performing reader for an additional two minutes. (1994, p 47)

Mathes and Fuchs (1994) also used CWPT to teach critical reading strategies and to provide LEP students with increased practice time. Two activities were described. "Paragraph Shrinking," in which reading is chunked into paragraphs, with students summarizing orally what has been read; and a "Prediction Relay," which asks tutees to predict, read, and then confirm or disconfirm the prediction, were also used in the CWPT sessions.

In a separate study, using peer-assisted learning strategies with secondary-level students in special education classes, Lynn and Douglas Fuchs and Sarah Kazdan (1999) added more specific instructions to the students when summarizing.

> Continuing to read subsequent sections of text, students read orally one paragraph at a time, stopping to identify its main idea. Tutors guide the identification of the main idea by asking readers to identify (a) who or what the paragraph is mainly about and (b) the most important thing about the who or what. Readers are required to put these two pieces of information together in 10 or fewer words. When the tutor determines that a paragraph summary error occurs, he or she says, "That's not quite right. Skim the paragraph and try again." The reader skims the paragraph and tries to answer the missed question...If the error involves more than the allotted 10 words, the tutor says, "Shrink it."...Students

continue to monitor and correct reading errors...After 5 minutes, the students switch roles. (p.15)

In addition to empirical results showing improvement in English literacy for LEPs using the CWPT method, CWPT has a very practical advantage for the stretched and stressed ESL teacher: It is simple to implement. Before beginning the method in the classroom, training of students will require only three 15-minute sessions. Once the program is up and running, tutoring occurs simultaneously for all tutor-tutee pairs involving the entire class at the same time. This leaves the teacher free to monitor and to provide positive feedback during the students' tutoring sessions (Mathes, 1995).

Reciprocal Teaching

An additional reciprocal method has been shown to have a positive effect on students' comprehension of written text. The method is called Reciprocal Teaching (RT). RT engages the students in dialogue about the text.

> Reciprocal Teaching is characterized as a dialogue that takes place between the teacher and students (or student leader and members of the group) that results in students' learning how to construct meaning when they are placed in must-read situations (tests or assignments). Reciprocal Teaching derives from the theory that reading for meaning and retention -- what is referred to as study reading -- requires effort, a full repertoire of comprehension strategies, and the flexibility to use these strategies as the situation requires. The dialogues incorporate four strategies...generating questions, summarizing, clarifying, and predicting. (Carter, 1997, p. 67)

A key component of the Reciprocal Teaching method is that students are constantly encouraged to identify the metacognitive processes they use in each of the four strategies.

First, students are asked to make predictions about what they might learn

in a text, based on titles and subtitles, illustrations, and skimming the first and last paragraphs. Students are asked to describe how they made the prediction.

Second, after reading the text, students summarize the text in their own words. Students are asked to describe how they made the summary, and how they identified the main idea of the text.

Third, students create questions about the text. These questions might be used to cause other students to identify a main idea, or the question might be used to provide clarification. Students are asked to describe how they created their question.

Finally, students are asked to identify words, groups of words, or concepts that they do not understand. This final strategy is called clarification. Students identify the best method for determining the content to be clarified. Possible means of clarification include consulting a dictionary, finding the meaning through context clues, or asking another student or the teacher for an explanation (Palinscar and Brown, 1984).

The strategies of prediction and summary are included in the Classwide Peer Tutoring models described earlier. The strategies of questioning and clarification can be added to the Classwide Peer Tutoring models for additional student support.

Summary

Peer tutoring is a form of cooperative learning which can provide academic as well as social and psychological benefits for both tutors and tutees. These benefits can be achieved in an ESL classroom without the significant teacher time and energy spent in administration of a Traditional Peer

Tutoring system, if the Classwide Peer Tutoring model is used. Research studies indicate that LEPs can make significant improvement in English literacy when Classwide Peer Tutoring and Reciprocal Teaching strategies are used together in the ESL classroom.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this study was to measure the effectiveness of the Classwide Peer Tutoring method for developing and accelerating reading comprehension and vocabulary retention in English for Limited English Proficient students (LEPs) at the secondary level.

Research Design

The design for this study was descriptive research, a design used to describe systematically the facts and characteristics of a given population (Merriam and Simpson, 1995). In this study, a population of 42 high school students who had been previously identified as beginning-level LEPs were pre-tested for: (a) comprehension of targeted English vocabulary; and (b) the ability to read and comprehend passages written in English. Post testing measured the following: (a) students' acquisition of targeted English vocabulary; (b) students' retention of the new vocabulary; and (c) improved ability to read and comprehend passages written in English. The students were divided into three classes of approximately fourteen students each.

Group A was the control group: Group A comprised two classes of approximately fourteen students each. The two Group A classes were instructed by different teachers; both teachers in Group A used instructional

methods involving teacher intervention in large-group or independent learning situations. Instruction in Group A included the reciprocal teaching strategies of predicting, questioning, summarizing, and clarifying the text.

Group B was the test group: Group B comprised one class of fourteen students who received instruction using the CWPT method and reciprocal teaching strategies. Lessons included ten-minute peer-tutoring sessions with vocabulary word cards. Passages of text were read using the peer reading method. Partners predicted text content, read aloud, corrected pronunciation, clarified meaning of new words, and created summaries of the passages. Group B students worked with reading partners, as tutors and tutees, to complete written comprehension activities.

A more detailed description of the CWPT method including reciprocal teaching strategies can be found in Appendix A.

Population

The population of this study consisted of 42 beginning-level ESL students, ages 14 through 18, enrolled in an urban high school in Glendale, Arizona, during the 2000-2001 school year. L1s of the students in this population included French (five students), Spanish (34 students), Serbo-Croatian (two students), and Farsi (one student). L1s in Group A included French, Spanish, and Serbo-Croatian. L1s in Group B included Farsi, French, Spanish.

Assumptions and Limitations

The researcher assumes that student attendance in class and intrinsic

motivation to learn was equal among Groups A and B. The researcher assumes that instruction using the Reciprocal Teaching strategies was equal among the two groups.

The study was limited because input and lesson plans using the CWPT method were provided by only one ESL teacher, and consequently the study is not generalizable.

Instrumentation

Vocabulary Acquisition: Over a period of four weeks, students read four short stories from the ESL/EFL Reader, Great American Stories 1 (Draper, 1993). For each of the four stories, ten targeted vocabulary words were tested. These ten words were selected by the author of the text, and/or by a committee of ESL teachers at Glendale High School.

Over four weeks, students acquired new English vocabulary. Vocabulary lessons were incorporated into the study of four American short stories. Ten targeted vocabulary words were added each week, in five-day units of study, for a total of 40 new words. At the start of each unit, students were pre-tested to determine prior knowledge of the target vocabulary. Students in Group A, the control group, then received vocabulary instruction using traditional classroom methods involving teacher intervention. Teachers in Group A used a variety of teaching strategies; however, they did not incorporate cooperative learning or peer tutoring methods into their lessons.

In Group B, the sample group, students participated in vocabulary peer-tutoring, with no overt teacher intervention. As part of the Classwide Peer Tutoring process, Group B students created word cards for each targeted

vocabulary word. The targeted English words were written on one side of the cards. Translation in L1, plus the English meaning of the words, and sometimes an illustration of the word, were written on the opposite sides of the cards. Daily peer tutoring followed these steps:

a. Teacher set timer for five minutes.
b. Tutor held each word card with the English meaning facing tutee.
c. Tutee named and spelled each new English word as the card appeared.
d. Tutor correct errors in pronunciation or identification of target word.
e. Process continued until the timer signaled the end of five minutes.
f. Students reversed jobs: tutors became tutees; tutees became tutors. Steps a - e were repeated.
g. On the third and fourth days of instruction, tutors held word cards with the target word facing the tutee.
h. Tutee stated the meaning of the word in English.

In Group B, the teacher's role was process facilitator; duties included assigning partners, timing activities, and monitoring students' progress and behavior.

At the start of each five-day unit, for the four-week vocabulary acquisition process, students completed a pre-test of ten questions to determine prior knowledge of the target vocabulary. A word bank of the target words was provided on the test. Students selected appropriate English words to complete each of the ten sentences. Following four days of instruction, students completed the identical test, as a post-test to determine new vocabulary acquisition.

Long-Term Vocabulary Retention: Following four weeks of instruction, and an additional interval of one week, students were reassessed on twenty selected vocabulary words, out of the forty presented during the study of the four short stories. In order to ensure a true measure of vocabulary retention, no additional instruction or practice on the target vocabulary words followed the

post-tests. Selected test questions from the four units were compiled in random order to form the final exam, in order to eliminate the possibility that student scores might have been influenced by a student's ability to memorize a test, rather than reflecting his or her true acquisition of new vocabulary.

Copies of the vocabulary assessments described in this section can be found in Appendix B.

Reading Comprehension: The TABE test of Reading Comprehension (CTB/McGraw-Hill, 1987) was used to measure improvement in reading comprehension over the course of nine weeks. The TABE test is a standardized measure of reading comprehension which provides short reading passages followed by a total of 40 multiple choice questions. A pre-test of the TABE was administered to students in Groups A and B in order to determine prior knowledge and ability to read and comprehend written English. Ten weeks later, the identical test was administered as a post-test to measure improvement in reading comprehension.

Procedure

Students in Groups A and B were assessed in their regular ESL Reading classrooms. Students were allowed ten minutes to complete vocabulary pre-tests and post-tests. Students were allowed fifty minutes to complete the TABE Reading Comprehension pre-test and post-test. Correct responses were tallied. Mean scores for Group A and for Group B were analyzed to measure acquisition of targeted English vocabulary; to measure retention of targeted English vocabulary; and to compare the students' improved ability to read and comprehend English passages.

Method of Analysis

Vocabulary Acquisition: Students were given pre-tests and post-tests of four different units of targeted English vocabulary words. Results were averaged and compiled in Figure 2 (p. 22). Figure 2 shows a comparison between the average number of correct responses made by students in Group A and Group B on the four vocabulary pre-tests and post-tests. Figure 2 also shows a comparison between the average increase in correct response gained by students in Group A and by students in Group B.

Long-Term Vocabulary Retention: Students were given a 20-question test which included 20 of the 40 vocabulary words tested in the four vocabulary acquisition tests described above. Results were averaged and compiled in Figure 3 (p. 23). Figure 3 shows a comparison between the average number of correct responses made by students in Group A and the average number of correct responses made by students in Group B on the 20-question vocabulary test administered following four weeks of vocabulary instruction and practice, plus an additional one week interval.

Reading Comprehension: Students were given a pre-test and a post-test of the 40-question standardized TABE Test of Reading Comprehension (CTB/McGraw-Hill, 1987). Figure 4 (p. 24) shows a comparison between the average number of correct responses made by students in Group A with the average number of correct responses made by students in Group B on the 40-question standardized TABE Test of Reading Comprehension. Figure 4 also compares in average increase in correct responses made by the students in Groups A and B.

CHAPTER FOUR

PRESENTATION OF THE DATA

The data found in this chapter represents information concerning three categories which were examined in this study. These categories include: Vocabulary Acquisition; Long-Term Vocabulary Retention; and Reading Comprehension. All of these categories included assessments of ESL students in a high school setting.

Demographics

The population of this study consisted of 42 beginning-level ESL students, ages 14 through 18, enrolled in an urban high school in Glendale, Arizona, during the 2000-2001 school year.

Figure 1. Student Demographics

Students - n = 42	Percentage of Total Sample	Number of Participants
Gender:		
Female	45.2	19
Male	54.8	23
L1:		
Farsi	2.4	1
French	11.8	5
Serbo-Croatian	4.8	2
Spanish	81.0	34

Figure 1 demonstrates that Spanish was the L1 for the the majority of the students in this study.   Males outnumbered females by 9.6%

Findings and Results

At the start of each five-day unit, for the four-week vocabulary acquisition process, students completed a pre-test of ten questions to determine prior knowledge of the target vocabulary. A word bank of the target words was provided on the test. Students selected appropriate English words to complete each of the ten sentences. Following four days of instruction, students completed the identical test, as a post-test to determine new vocabulary acquisition.

Figure 2 compares the average number of correct responses made by students in Group A, with the average number of correct responses made by students in Group B. An increase in number of correct responses indicates the acquisition of new, English vocabulary.

Figure 2. Vocabulary Acquisition

Group A (Control)

	Average Number of Correct Responses		Increase in
	Pre-Test	Post-Test	Correct Response
Unit I	4.46	8.0	+3.54
Unit 2	4.3	8.92	+4.62
Unit 3	5.0	9.32	+4.32
Unit 4	6.36	8.20	+1.84
totals:	20.12	34.44	+14.32

Group B (Sample)

	Average Number of Correct Responses		Increase in
	Pre-Test	Post-Test	Correct Response
Unit 1	4.08	9.54	+5.46
Unit 2	4.80	9.10	+4.30
Unit 3	5.21	9.42	+4.20
Unit 4	6.61	9.15	+2.54
totals:	20.70	37.21	+16.50

The data in Figure 2 indicate that in the area of vocabulary acquisition, the students in both Groups A and B showed an increase from the pre-tests to the post-tests. The data shows that the students in Group B showed an increase in average correct responses greater than Group A in two of the four units. The data shows that the students in Group A show an increase in average correct responses greater than Group B in two of the four units. The total average increase was greater for Group B than for Group A.

Long-Term Vocabulary Retention: Following four weeks of instruction, and an additional interval of one week, students were reassessed on twenty selected vocabulary words out of the forty presented during the study of the four short stories. In order to ensure a true measure of vocabulary retention, no

additional instruction or practice on the target vocabulary words followed the post-tests. Test questions on the vocabulary retention assessment were identical to those in the vocabulary pre-tests and post-tests. Selected test questions from the four units were compiled in random order to form the final exam, in order to eliminate the possibility that student scores might have been influenced by a student's ability to memorize a test rather than reflecting his or her true acquisition of vocabulary.

Figure 3 compares the average number of correct responses of Group A and Group B. Total correct responses indicate the ability to retain new English vocabulary.

Figure 3. Long-Term Vocabulary Retention
Average Number of Correct Responses

Group A	15.52
Group B	18.00

18.00
15.52 = 16% greater long-term vocabulary retention by Group B.

The data in Figure 3 indicates that the long-term retention of vocabulary for the students in Group B was sixteen percent greater than the long-term vocabulary retention of the students in Group A.

Reading Comprehension: The TABE test of Reading Comprehension (CTB/McGraw-Hill, 1987) was used to measure improvement in reading comprehension over a period of ten weeks. The TABE test is a standardized measure of reading comprehension which provides short reading passages followed by a total of 40 multiple choice questions. In February, a pre-test of the TABE was administered to students in Groups A and B in order to determine

prior knowledge and ability to read and comprehend written English. Students were allowed fifty minutes to complete the test. Ten weeks later, the identical test was administered; students were again allowed fifty minutes to complete the test.

Figure 4 is a comparison of average reading comprehension scores, as measured on the TABE test. Average scores of students in Group A are compared with average scores of students in Group B. An increase in correct responses indicates an increased ability to read and comprehend written English.

Figure 4. Reading Comprehension

	Average Number Correct		Increase in
	Pre-Test	Post-Test	Correct Responses
Group A	19.07	19.18	+ .11 = + .58%
Group B	19.55	20.00	+.45 = +2.30%

2.30% - .58% = 1.72 percent greater increase in average number of correct responses by Group B.

The data in Figure 4 indicates that in the area of reading comprehension, the students in Group B show a slight, but statistically insignificant, increase in reading comprehension over the students in Group A.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to measure the effectiveness of the Classwide Peer Tutoring method for developing and accelerating reading comprehension and vocabulary retention in English for Limited English Proficient students at the secondary level.

Literature reviewed included studies of cooperative learning, peer tutoring, the Classwide Peer Tutoring method, and Reciprocal Teaching. The literature reviewed in this study indicated that LEPs can make significant improvement in English literacy when Classwide Peer Tutoring and Reciprocal Teaching strategies are used together in the ESL classroom.

The population of this study consisted of 42 beginning-level ESL students enrolled in an urban high school in Glendale, Arizona. The students spoke four different L1s. The students were divided into two groups. Group A was the control group: Group A comprised two classes of approximately 14 students each. Instructional methods in Group A involved teacher intervention in large-group or independent learning situations. Group B was the sample or test group: Group B comprised one class of fourteen students who received instruction using the CWPT method. Testing of the students measured vocabulary acquisition, long-term retention of new vocabulary, and

improvement in the ability to read and comprehend passages written in English.

Essentially, there was growth in the ability of students using the Classwide Peer Tutoring method in the following areas: acquisition of vocabulary, long-term retention of new vocabulary, and reading comprehension.

Conclusions

Figure 2 demonstrates that in post-tests measuring vocabulary acquisition, Group B achieved an increase in average correct response higher than that of Group A in half of the vocabulary acquisition assessments. As a result, it is concluded that Classwide Peer Tutoring is a learning process which is at least equally as valuable for ESL students as methods based upon teacher intervention, because acquisition of new English vocabulary was at least equal among those students who received vocabulary instruction only through the CWPT process.

Figure 3 demonstrates that in an assessment measuring long-term retention of English vocabulary, Group B achieved a sixteen percent greater average number of correct responses than did Group A. As a result, it is concluded that Classwide peer tutoring is a valuable learning process for ESL students because long-term retention of new English vocabulary was greater among those students whose instruction included the CWPT method.

Figure 4 demonstrates that in a post-test of reading comprehension, students in Group B achieved a 1.72 percent greater increase in average correct response, as compared to pre-test scores, than did the students in

Group A. As a result, we conclude that while students using the Classwide Peer Tutoring method did not achieve a dramatic increase in reading comprehension over a ten-week period, the students using the CWPT process did achieve growth, and, therefore, CWPT can be recommended as a valid process for ESL students. It should be noted that in Group B, no overt intervention by the teacher was required during the reading sessions, and yet growth in reading comprehension did occur. Considering all of the pressures on the ESL instructor's time, which were discussed in Chapter One of this study, the CWPT method can be recommended as an effective means of providing LEPs with one-on-one attention and instruction without the constant presence of the teacher in every phase of the reading process.

Recommendations

It is recommended, first of all, that there be further study of the use of the Classwide Peer Tutoring method in secondary ESL classrooms, because this was a limited application. However, given the results, it is recommended that Classwide Peer Tutoring be included as an addition to the instructional methodology for vocabulary acquisition, vocabulary retention, and reading comprehension of ESL students at the secondary level.

By virtue of the study, it can be further recommended that Classwide Peer Tutoring be extended to other disciplines of instruction, for example mathematics and foreign language, or the reading of passages in content areas such as social studies, English literature, and science.

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APPENDIX A

DESCRIPTION OF CLASSWIDE PEER TUTORING METHODS

ESL CLASSWIDE PEER TUTORING METHODS

Assignment of Tutor/Tutee Pairs
1.   Assign weekly partners to be paired for Word Card practice and Reading.

2.   Partners identify Partner A and Partner B. (Partner A is agreed upon by
        both to be the stronger partner.)

Vocabulary Acquisition and Retention
1.   Students create word cards.
        English word on one side; translation in L1 plus English meaning on
        back side.

2.   Daily peer practice.
        a.   Teacher sets timer for five minutes.
        b.   Partner B holds the word cards (English translation facing Partner
                A).
        c.   Partner A names and spells word in English.
        d.   Partner B corrects errors in pronunciation or identification of target
                word.
        e.   Process continues until timer signals end of five minutes.
        f.   Students revers jobs: Partner B becomes tutee; Partner A is tutor.
                Steps a - e are repeated.
        g.   On the third and fourth days of instruction, tutors hold word cards
                with the target word facing the tutee.
        h.   Tutee states the meaning of the word in English.

Reading Comprehension
1.   Teacher previews text with entire class - predict content using titles,
        subtitles, pictures.

2.   Teacher sets timer for 5 minutes.

3.   Partner A reads for 5 minutes with Partner B reading along silently. If
        Partner A completes entire assigned text, students go back to the
        beginning and read again.

4.   When timer rings at end of 5 minutes, Partner B asks, **"WHAT IS THE
        MAIN IDEA?"** Partner A summarizes the text using 10 words or fewer.
        Partner B monitors.

5. If Partner A has used more than 10 words, Partner B must request that Partner A **"SHRINK IT."** Partner A then attempts a new summary. When a 10-word-or-less summary is achieved, Partners A and B write a summary.

6. Teacher resets timer for 5 minutes. Steps 1-5 are repeated, with Partner B reading and Partner A acting as tutor. Partner B should begin reading the text where Partner A ended. Partner B rereads the last paragraph in its entirety.

7. The goal is that each partner reads aloud for 5 minutes, and that both partners say and write concise, main idea summaries. If the entire text has been read, the reader returns to the beginning of the text and reads it again.

8. Partner A will ask Partner B **"WHAT IS THE MAIN IDEA?"** and then ask Partner B to **"SHRINK IT"** if necessary.

9. Instructor engages students in Reciprocal Teaching dialogues after text has been read and summarized by the partners.

APPENDIX B

VOCABULARY ASSESSMENTS

name _____

date _____

teacher _____   period

VOCABULARY PRE-TEST

Instructions: Write the correct word in each sentence.

treasure	chain	afraid	grow	count
gift	doorbell	mirror	wise	Magi

1. I want to have long hair. I will _____ my hair for one year.

2. My ring is of value to me. It is my _____.

3. The woman has a gold _____ around her neck.

4. The _____ were wise men.

5. Most children are _____ of dark nights, monsters, and big dogs.

6. A _____ may arrive in a box covered with pretty paper and bows.

7. My grandmother thinks well. She gives good advice. She is _____.

8. I can see my reflection in a _____.

9. When someone visits my house, they ring the _____.

10. I _____ when I say, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10..."

score: +_____ / 10

name _____

date _____

teacher _____ period

VOCABULARY POST-TEST

Instructions: Write the correct word in each sentence.

treasure	chain	afraid	grow	count
gift	doorbell	mirror	wise	Magi

1. I want to have long hair. I will _____ my hair for one year.

2. My ring is of value to me. It is my _____.

3. The woman wears a gold _____ around her neck.

4. The _____ were wise men.

5. Most children are _____ of dark nights, monsters, and big dogs.

6. A _____ may arrive in a box covered with pretty paper and bows.

7. My grandmother thinks well. She gives good advice. She is _____.

8. I can see my reflection in a _____.

9. When someone visits my house, they ring the _____.

10. I _____ when I say, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10..."

score: +_____ / 10

name

date

teacher   period

VOCABULARY PRE-TEST

Instructions: Write the correct word in each sentence.

bullets	**camp**	**ship**	**weak**	**wolf**
berries	**sea**	**stone**	**deer**	**bones**

1. A _____ is a wild animal similar to a dog.

2. _____ are a kind of fruit.

3. The man put six _____ into his gun.

4. A big boat is called a _____.

5. I am sleeping and eating outside in the woods. I am in a _____.

6. I have a small rock. I have a _____.

7. That boy is sick. He is not strong. He is _____.

8. A synonym of ocean is _____.

9. Wild, grass-eating animals with four hoofed feet are called _____.

10. The hard material of the skeleton are the _____.

Score: +_____ / 10

_____
name

_____
date

_____
teacher   period

VOCABULARY POST-TEST

Instructions: Write the correct word in each sentence.

bullets	camp	ship	weak	wolf
berries	sea	stone	deer	bones

1. A _____ is a wild animal similar to a dog.

2. _____ are a kind of fruit.

3. The man put six _____ into his gun.

4. A big boat is called a _____.

5. I am sleeping and eating outside in the woods. I am in a _____.

6. I have a small rock. I have a _____.

7. That boy is sick. He is not strong. He is _____.

8. A synonym of ocean is _____.

9. Wild, grass-eating animals with four hoofed feet are called _____.

10. The hard material of the skeleton are the _____.

Score: +_____ / 10

name _____

date _____

teacher _____ period _____

VOCABULARY PRE-TEST

Instructions: Write the correct word in each sentence.

princess	**king**	**crime**	**castle**	**arena**
jealous	**accuses**	**fair**	**volcano**	**married**

1. A person who wants the possession of another is a _____ person.

2. A king's daughter is a _____.

3. A very bad act which is against the law is a _____.

4. A coliseum, or a place where sports are played, is called an _____.

5. The king lives in the _____.

6. The teacher _____ the student of cheating.

7. The king is _____ to the queen.

8. It is NOT _____ if you win a soccer game by cheating.

9. A mountain that can explode is a _____.

10. The male (man) ruler of a country is the _____.

score: +_____/ 10

_____

name

_____

date

_____

teacher   period

VOCABULARY POST-TEST

Instructions: Write the correct word in each sentence.

princess	king	crime	castle	arena
jealous	accuses	fair	volcano	married

1. A person who wants the possession of another is a _____ person.

2. A king's daughter is a _____.

3. A very bad act which is against the law is a _____.

4. A coliseum, or a place where sports are played, is called an _____.

5. The king lives in the _____.

6. The teacher _____ the student of cheating.

7. The king is _____ to the queen.

8. It is NOT _____ if you win a soccer game by cheating.

9. A mountain that can explode is a _____.

10. The male (man) ruler of a country is the _____.

score: +_____/ 10

_____
name

_____
date

_____
teacher   period

VOCABULARY PRE-TEST

Instructions: Write the correct word in each sentence.

judge	**slept**	**shouted**	**ill**	**bear**
meal	**bright-eyed**	**coat**	**perhaps**	**wheels**

1. Last night, I _____ for only four hours. I am tired today.

2. _____ is a synonym of *maybe* and *possibly*.

3. A _____ works in a court of law. This person decides how much time a criminal will spend in jail.

4. If you talked very loudly, you _____.

5. I have a headache, a stomach ache, and a fever. I am _____.

6. Breakfast, lunch, and dinner are examples of a _____.

7. A car has four _____. A bicycle has only two.

8. The _____ child is happy and lively.

9. A _____ is a long jacket.

10. A _____ is a large, wild animal that is brown or black.

score: +_____ / 10

_____
name

_____
date

_____
teacher   *period*

VOCABULARY POST-TEST

<u>Instructions:</u> Write the correct word in each sentence.

| judge | slept | shouted | ill | bear |
| meal | bright-eyed | coat | perhaps | wheels |

1.   Last night, I _____ for only four hours. I am tired today.

2.   _____ is a synonym of *maybe* and *possibly*.

3.   A _____ works in a court of law. This person decides how much time a criminal will spend in jail.

4.   If you talked very loudly, you _____.

5.   I have a headache, a stomach ache, and a fever. I am _____.

6.   Breakfast, lunch, and dinner are examples of a _____.

7.   A car has four _____. A bicycle has only two.

8.   The _____ child is happy and lively.

9.   A _____ is a long jacket.

10. A _____ is a large, wild animal that is brown or black.

score: +_____ / 10

ESL READING
SHORT STORY UNIT
COMPREHENSIVE VOCABULARY TEST

_____
name

_____
date

_____
teacher   *period*

Instructions: Write the correct word in each sentence.

treasure	afraid	count	mirror	wise
ship	weak	berries	bones	camp
slept	shouted	perhaps	wheels	ill
crime	castle	accuses	volcano	fair

1. The king lives in the _____.

2. A very bad act which is against the law is a _____.

3. It is NOT _____ if you win a soccer game by cheating.

4. My grandmother thinks well. She gives good advice. She is _____.

5. My ring is of value to me. It is my _____.

6. A mountain that can explode is a _____.

7. Last night, I _____ for only four hours. I am tired today.

8. A car has four _____. A bicycle has only two.

9. _____ is a synonym of *maybe* and *possibly*.

10. Most children are _____ of dark nights, monsters, and big dogs.

11.   I _____ when I say, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10..."

12.   I can see my reflection in a _____.

13.   The hard material of the skeleton are the _____.

14.   I am eating and sleeping outside in the woods. I am in a _____.

15.   _____ are a type of fruit.

16.   If you talked very loudly, you _____.

17.   A big boat is called a _____.

18.   The teacher _____ the student of cheating.

19.   That boy is sick. He is not strong. He is _____.

20.   I have a stomach ache a headache, and a fever. I am _____.

score: +_____ / 20

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