

READING PROFICIENCY AND PEER TUTORING TECHNIQUES

MAZEDAN EDU. REVIEWS AND TEACHING METHODS

e-ISSN:

Article id-MERTM0104001

Vol.-1, Issue-4

Received: 23 Oct 2021

Revised: 01 Nov 2021

Accepted: 05 Nov 2021

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Citation: Mendoza, S. M. B., Cayabas, M. D., & Esrael, J. D. (2021). Reading proficiency and peer tutoring techniques. *Mazdan Educational Reviews and Teaching Methods*, 1(4), 1-4.

Abstract

This study on peer tutoring practices and reading performance was conducted to determine the extent of peer tutoring practices in terms of paired reading, cross-age tutoring, peer tutoring and parent assisted learning; level of reading performance of Grade 1 learners in terms of word recognition, fluency, comprehension and reading rate. The significant relationship between tutoring practices and reading performance; likewise, the significant influence of tutoring practices on reading performance.

In this study, descriptive-correlational method of research was employed. Data were gathered through the use of survey questionnaire. The respondents were identified through purposive sampling technique because only the Grade I Elementary teachers under Kidapawan City Division was selected. The findings showed that the teachers practice paired reading, cross-age tutoring, peer tutoring and parent-assisted learning strategies. Also, the students have a very satisfactory reading performance in terms of word recognition, comprehension, fluency and reading rate. Peer tutoring has a significant relationship with word recognition and fluency. Likewise, cross-age tutoring and parent-assisted learning has a significant relationship with fluency. Tutoring practices significantly influenced the word recognition and reading rate of learners. However, the fluency is negatively correlated with cross age tutoring and parent assisted learning. It indicated that tutoring tactics are not well practiced due to time constraints. In conclusion, the peer tutoring strategy of assisting a learner as a beginner is an effective way of improving the pupils' performance in reading particularly in word recognition and in developing reading fluency.

Keywords: Peer Tutoring, Reading Performance, Parent Assisted Learning, Master's Thesis, Philippines.

1. INTRODUCTION

The 2010 National Reading Panel Report recognized that parents and peers are possible sources of guided reading support during oral reading practice. Parents who are good readers and have received specific instruction on proper reading and providing feedback can facilitate the reading activities of their children (Schreder, Hupp, Everett, and Krohn 2012).

Heron, Welsch, & Goddard (2013) agreed that after mastering sight words through tutoring, first-graders could retain an average of 89 percent of coached terms. On students' retention of sight words, it is so important to assess the reading performance of learners to determine their mastery level on sight words a week following intervention. Robinson, Schofield and Steers-Wentzell, (2015); Hussain, Anwar, Majoka, Eshleman, Weishahh, and Gearheartl, (2011) affirmed that peer tutoring is widely employed and has a number of good outcomes, including improved academic accomplishment, increased student confidence, and the development of attitudes and interests in relation to the courses. Nevertheless, it has been observed that tutoring has not been practiced very well at home because tutors had been facing difficulties and challenges during the learning sessions as Topping (2001)

reported that the tutors experienced issues in areas such as tutees' commitment and tutors' ability to explain well.

Topping, Campbell, Douglas, Smith (2013); and Naseerali (2013) found that the challenges faced by the peer tutors in reading events were in the areas of tutees' commitment, communication, time management and insufficient knowledge of tutors. These challenges resulted in some tutors losing their enthusiasm in teaching and their willingness to continue in playing their roles as tutors. Thus, the researcher focused to examine the extent of peer tutoring practices at home and the reading performance of Grade I pupils.

2. STATEMENT OF THE PROBLEM

This study focused to determine the extent of tutoring practices and the reading performance of the learners. Hence, it addressed the following queries were addressed accordingly:

1. What is the extent of tutoring practices in terms of paired reading, cross-age tutoring, peer tutoring, and parent-assisted learning?

2. What is the level of reading performance of Grade I learners in terms of word recognition, reading comprehension, reading rate and fluency?
3. Is there a significant relationship between tutoring practices and reading performance?
4. Is there a significant influence of tutoring practices on reading performance?

3. THEORETICAL FRAMEWORK

The concept of learning through tutoring is based on a social constructivist perspective of learning, in which students coach peers through social interaction within their zones of proximal growth (Vygotsky, 1978). This social constructivist ideology has recently been elaborated upon, with the concept of cognitive apprenticeship being introduced (Brown, Collins, & Duguid, 1989) in which students learn in a similar way to conventional apprenticeships. Students gain access to expertise through mentors, who serve as facilitators rather than teachers, and the goal of learning is to solve real-world problems in a genuine context. This is an extremely realistic human scenario for a peer tutor. Learners engage in activities 'on-the-job,' similar to traditional apprenticeships, rather than receiving didactic education of abstract concepts.

Students are more ready to handle unfamiliar challenges and come up with answers that are culturally appropriate, according to the idea. Peer tutoring aligns with these characteristics of social constructivist theory by promoting social negotiation between the student tutor and tutee, where knowledge building is encouraged through communication and dialogue, which benefits the tutees.

4. CONCEPTUAL FRAMEWORK

The model of this study is composed of the independent and dependent variables. The independent variables include the extent of tutoring practices in terms of paired reading, which is a pedagogical strategy used in conjunction with strong and poor readers that requires the student to read the required passage with the assistance of a partner with the goal of improving development in reading (Ferrara, 2015). Cross-age tutoring is a strategy of learning with somebody with differing age that incurs favorable influence on word recognition and reading comprehension (Davenport, Arnold & Lassman 2014). On the other hand, peer tutoring is a manner of buddy-learning. The learner receives reading assistance from another child in gaining reading skills (Karakoc T. 2012). Parent-assisted learning is a kind of obtaining learning content from a father or mother (Vasylenko, 2017).

The dependent variable comprises the level of reading performance in terms of word recognition, once youngsters can read and spell, they use those words to figure out unknown ones (Goswami & Bryant 2010). Comprehension is an important life skill that is essential for academic achievement. it is necessary for school education to guide and literate world to conceptualizing reading as a competence, which admits different degrees of achievement throughout life (OECD, 2009). The learners also need to level up their fluency to gain higher proficiency in comprehension (Shany & Biemiller 2010) and reading rate (Samuel 2009). The arrows from the

independent towards the dependent variable indicates their correlation.

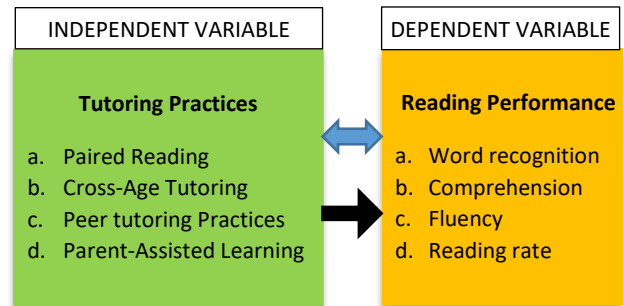


Figure 1 Schematic diagram indicating the relationship of independent and dependent variables

5. METHODS

Research Design

Quantitative research design (Lazarsfeld, 1930) particularly descriptive-correlational (Creswell, 1994) was used in this study. In particular, descriptive design was used in determining the peer tutoring practices in terms of paired reading, repeated reading and demonstration. Meanwhile, correlation will be utilized in examining the significant relationship between peer tutoring practices and reading performance.

Data Gathering Methods

The researcher followed the accurate steps in gathering the data for the study. This made the whole conduct of the research organized and systematic. The researcher prepared a letter asking permission to conduct the study. This was noted by her adviser and the Dean of the Graduate School of the Cotabato Foundation College of Science and Technology. Then, this letter was transmitted to the Office of the Schools Division Superintendent for her approval.

The approved letter was reproduced. Then, the district supervisor and school heads were provided with a copy of the letter. The researcher prepared a schedule of visit to the schools under study. The scheduling was based on the availability of the respondents since there is no face-to-face schedule due to the CoViD-19 pandemic. The questionnaires were then administered and retrieved immediately upon completion of the needed data.

Participants of the Study

Table 1 Distribution of the respondents of the study

No.	School	Teachers
1	Amas CES	3
2	Amazion ES	1
3	Binoligan IS	2
4	Gayola ES	1
5	Katipunan ES	1
6	Malinan ES	1
7	Onica ES	1
8	Patadon ES	3
9	Puasinda IS	2
10	San Isidro ES	1
11	San Roque ES	1
	Total	17

The respondents in this study were the teachers teaching in Grade I within District V, Kidapawan City Division. The data on the result of reading as of SY 2019 – 2020

were taken. The respondents comprised the 17 Grade one Teachers. These teachers had been conducting remedial activities in reading. As to the distribution of respondents, three teachers represented Amas Central Elementary School likewise from Binoligan Integrated School as well as in Puas Inda Integrated School. Other schools had only one respondent taken because each of these schools have only one Grade one class.

Statistical Tools and Data Analysis

Level of tutoring practices and reading performance of the learners were determined using weighted mean (Cochran, 1977). The hypotheses of the study were tested using Pearson Product Moment Correlation (Pearson, 1886) and Multiple Regression techniques (Freedman, 2009).

The significant relationship between the tutoring practices and reading performance of the learners was determined using the Pearson Correlation and the Multiple Regression analysis was employed to find out the significant influence of tutoring practices on the pupils' reading performance.

6. RESULTS AND FINDINGS

Summary of Results and Discussions

Research Problem No. 1

Extent of tutoring practices in terms of paired reading, cross-age tutoring, peer tutoring, and parent-assisted learning.

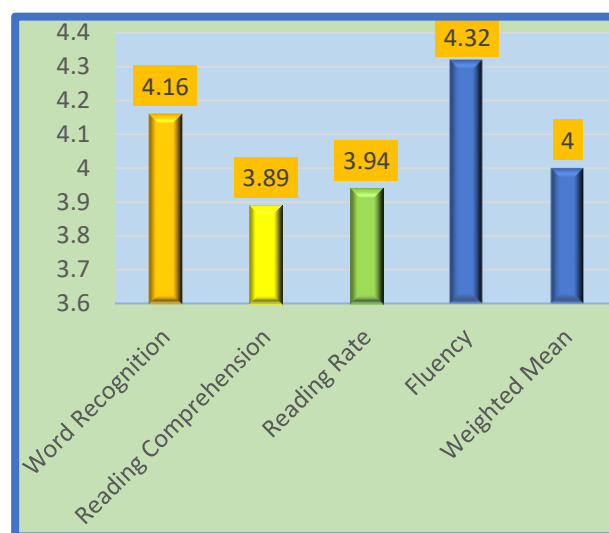


Level	Range	Description
5	4.50 – 5.00	Excellent
4	3.50 – 4.49	Very Satisfactory
3	2.50 – 3.49	Satisfactory
2	1.50 – 2.49	Fair
1	1.00 – 1.49	Poor

To sum up the Extent of tutoring practices in terms of paired reading, cross-age tutoring, peer tutoring, and parent-assisted learning, Paired Reading obtained the highest weighted mean with the value of 4.26 described as highly practiced, followed by cross-age tutoring (4.24) having the same description as highly practiced. Parent-assisted learning obtained a 4.12 weighted mean and Peer Tutoring got 3.76 weighted mean described as practiced. The general weighted mean for the tutoring practices is 4.09 interpreted as highly practiced.

Research Problem No. 2

Level of reading performance of Grade I learners in terms of word recognition, reading comprehension, reading rate and fluency.



Level	Range	Description
5	4.50 – 5.00	Excellent
4	3.50 – 4.49	Very Satisfactory
3	2.50 – 3.49	Satisfactory
2	1.50 – 2.49	Fair
1	1.00 – 1.49	Poor

To summarize the level reading performance of Grade I learners, fluency obtained the highest weighted mean of 4.32 interpreted as very satisfactory followed with word recognition which got 4.16 weighted mean and reading rate which obtained 3.94 interpreted also as very satisfactory. Reading comprehension (3.89) obtained the lowest weighted mean describe as very satisfactory. The level reading performance of Grade I learners obtained a weighted mean of 4.0 interpreted as very satisfactory.

Research Problem No. 3

The result connotes that cross-age tutoring is an effective approach. However, the learners seem not to show trust and confidence to them because they were not able to cover previously learned topics. They are able to read but in terms of fluency, they are in a moderate performance because the tutor or the tutee has negative attitude toward reading in which motivation needs to be enhanced.

The findings suggest that tutoring techniques are linked to learners' ability to recognize words and read fluently and it stated in (Karakoc, 2012) that the students' can learn to collaborate with others that can improve their reading skills.

The result suggests that Parent-assisted learning is an effective approach because there is an active participation of parents in the child's education. However, the fluency of learners is negatively correlated with parent-assisted learning, peer tutoring, cross age tutoring and also peer tutoring to word recognition which negatively related. It implies that tutoring practices have a moderate relationship with learners' reading performance. As a result, the more tutoring practices used, the better the students' reading performance will be. However, the probability values are negatively significant, which means the elements of tutoring tactics are not well-practiced due to time constraints therefore, the tutors were not able to consume tutoring schedules.

As to peer tutoring, mastery was not intensified to improve reading skills. They also encountered problem on the availability of reading materials.

Table 2 Correlation matrix showing the relationship of the tutoring practices and the reading performance of the learners.

Tutoring Practices		Word recognition	Reading comprehension	Reading rate	Fluency
Paired reading	Pearson r	-0.064	0.235	0.074	0.042
	Probability	0.800	0.348	0.770	0.869
	N	18	18	18	18
Cross – age tutoring	Pearson r	0.169	0.173	-0.095	-0.372*
	Probability	0.503	0.492	0.709	0.049
	N	18	18	18	18
Peer tutoring	Pearson r	-0.399*	-0.244	-0.025	-0.392*
	Probability	0.047	0.330	0.923	0.048
	N	18	18	18	18
Parent – assisted learning	Pearson r	-0.015	0.194	0.024	-0.339*
	Probability	0.954	0.440	0.924	0.050
	N	18	18	18	18

* = Significant at 5% level

Research Problem No. 4.

Table 3 Influence of the tutoring practices on the reading performance of the learners

Tutoring Practices		Reading Performance of the Learners			
		Word Recognition	Reading Comprehension	Reading Rate	Fluency
Paired Reading	t-value	0.285	0.751	0.465	1.447
	probability	0.780	0.466	0.649	0.171
Cross-age Tutoring	t-value	-0.543	0.395	-0.634	-2.515
	probability	0.596	0.699	0.537	0.026*
Peer Tutoring	t-value	-1.540	-0.462	-0.540	-2.280
	probability	0.048*	0.652	0.598	0.040*
Parent-assisted Learning	t-value	-0.620	0.414	-0.423	-2.531
	probability	0.546	0.685	0.679	0.025*

The findings in Table 3 revealed that when reading exercises are completed with peer tutoring, the students learn a lot and perform well in word recognition. The negative significant influence, on the other hand, indicates that peer tutoring activities needs to be carried out properly by learned or intelligent friend. It is also shown in the same table that when reading activities are conducted through cross-age, peer tutoring, and parent-assisted learning, the students learn a lot and have a high level of fluency in reading. This suggests that if reading activities through proper tutoring are increased, reading fluency performance will improve. However, because the t-values show a negative significant influence, it can be concluded that important tutoring tactics need to strengthen along path of learning by learners.

7. CONCLUSIONS

Based on the findings and analysis in this study, it could be concluded that the peer tutoring practices in terms of paired reading, cross-age tutoring, peer tutoring and parent-assisted learning strategies were practiced by teachers. And that the reading performance of learners was very satisfactory, however, lapses were still encountered.

Moreover, only peer tutoring has a significant relationship with word recognition and fluency. Also, paired cross-age tutoring and parent-assisted learning has a significant relationship with fluency. Word recognition and reading rate were found to be influenced by tutoring practices.

8. RECOMMENDATIONS

Based on the findings, the researcher had recommended the following:

1. Craft and implement seminars and trainings that focused on tutoring practices.
2. Conduct similar studies with greater number of respondents to increase the reliability of the results.
3. Consider implementing the proposed intervention plan to address the problems encountered by the respondents on Peer Tutoring Practices for reading. The proposed intervention plan may address the problems encountered by the teachers as to preparation, implementation of programs and monitoring policy.

Table 4 Intervention Plan for Peer Tutoring to enhance the reading skills of learners.

Activities	Objectives	Persons Involved
Meetings and Forums	To encourage parents to cooperate with the teacher of their children in tracking their performance in reading.	Parents and Teachers
Meetings and Tutoring Activities	To actively engaged participation and cooperation among parents, teachers, and peers in enhancing reading performance of learners.	Parents, Teachers, and Peers
Connect with PTA and Stakeholders	To allocate funds to support tutoring activities.	Parents, Teachers, School Heads, PTA and Stakeholders

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