

國立政治大學英國語文學系碩士在職專班碩士論文

指導教授：招靜琪 博士

Advisor : Dr. Chin-Chi Chao

小老師制度在國小英語補救教學上之個案研究
A Remedial Peer Tutoring Case Study in an Elementary School



研究生：張順宜 撰

Name : Shun-yi Chang

中華民國一百年七月

July, 2011

A Remedial Peer Tutoring Case Study in an Elementary School

A Master Thesis

Presented to

Department of English,

National Chengchi University

In Partial Fulfillment

Of the Requirements for the Degree of

Master of Arts

by

Shun-yi Chang

July, 2011

To Chin-Chi Chao

獻給我的恩師招靜琪教授



Acknowledgements

These brief acknowledgments can only begin to express my genuine appreciation for all of those who helped me in this educational pursuit. I feel extremely fortunate to have been a student under Dr. Chin-chi Chao who opened my eyes and ears to the wonders of language development. She has been an inspiring source of knowledge and provider of guidance in this study. I would also like to thank Dr. Chen-kuan Chen and Dr. Chieh-yue Yeh for their time, insights and suggestions.

Above all, I wish to express deep gratitude to my family who enabled me to pursue and complete this educational endeavor. I would like to thank my parents for emphasizing the importance of education, giving me the foundation to set high goals and supporting me unconditionally. I am deeply grateful to my school colleagues for their loving support and complete confidence in me. Finally, I would like to thank my church sisters for caring and constant prayers and more importantly, for making this study personally meaningful to me.

Table of Contents

Acknowledgments.....	iv
Table of Contents.....	v
Chinese Abstract.....	ix
English Abstract.....	xi
Chapter	
1. Introduction.....	1
Background of the Study.....	1
Purpose of the Study.....	4
Significance of the Study.....	4
2. Literature Review.....	6
Sociocultural Theory in SLA.....	6
Peer tutoring.....	9
Peer Tutoring in SLA.....	11
Research Questions.....	16
3. Methodology.....	17
Context of the Study.....	17
Participants.....	20
Materials.....	23
Data Collection.....	23
Data Analysis.....	31
Data Analysis Procedures.....	34
4. Results.....	35
Preliminary Overview of the Data: What was accomplished?.....	36
Section I—Basic Spelling.....	36

Section II—Synthetic Spelling.....	38
The Tutee’s Bids for Help vs The Tutor’s Developmentally Appropriate Assistance.....	42
Section I—Basic Spelling.....	45
Section II—Synthetic Spelling.....	52
Overview of the Tutee’s Gains and the Tutor’s Assistance.....	65
Development of CVC Structure.....	65
Development of Long Vowel Structure.....	71
Development of Consonant Blends, Diagraphs and Vowel Diagraphs Structure.....	73
The Tutee’s Internalization of Spelling Rules.....	78
Perceptions of the Peer Tutoring.....	80
The Tutor’s Perceptions.....	80
The Tutee’s Perceptions.....	82
5. Discussions.....	84
Answers to the Research Questions.....	84
6. Conclusion and Implications.....	94
Summary for the Findings.....	94
Findings of the Present Study vs. Findings of Previous Studies.....	95
Theoretical and Pedagogical Implications.....	97
Limitations of the Study.....	99
References.....	101
Appendixes	
A. Basic and Synthetic Spelling Word Lists.....	110
B. Screen Test.....	114
C. Tests for the Tutee.....	117

D. Interview Questions.....124

E. Transcription conventions.....126



List of Tables and Figures

Table 1 Assistance From Implicit to Explicit Level (Five levels).....28

Table 2 Examining Sociocultural Constructs
 Related to Assistance and Internalization.....31

Table 3 Signaling “continuing” or “not continuing”.....32

Table 4 Assistance From Implicit to Explicit Level (Nine levels).....44

Figure 1 Procedures and Data Collection of the Study.....25

Figure 2 Timeline of the Study.....26



國立政治大學英國語文學系碩士在職專班
碩士論文提要

論文名稱：小老師制度在國小英語補救教學上之個案研究

指導教授：招靜琪博士

研究生：張順宜

論文提要內容：

以往傳統研究探討同儕相互幫助的機制多在於量化性的陳述其有效結果，然而，在小老師的教學與被幫助者的學習動機上卻較少提出在兩位小朋友的言談互動中，何以促使此同儕相互幫助的機制有正面的效果。本個案研究旨在探討英語為外語的學習環境中，在國小階段的英語補救教學裡，同儕相互幫助的動機與影響。本文採用維高斯基 (Vygotsky) 社會文化學習理論來探討在台灣的國小補救教學環境中，教室兩人一組的同儕學習中，小老師如何使被幫助者語言知識建構起。

本研究對象針對 30 位五年級學生，分為兩人一組，共 15 組，實施為期 20 週小老師制度教學，並且針對其中一組的互動方式，作深入的研究。研究方法採用質化的言談分析及晤談訪問。資料分析重於探討被幫助者如何藉由小老師的協助，完成該年級應學會的字母、單字認讀與基礎閱讀的過程。目的是希望呈現小老師在與被幫助者言談互動之中，小老師如何一步一步地提供合適的協助以建立被幫助者的語言知識概念。

本研究主要的發現有：

1. 這一名受過小老師制度訓練的小學生能夠很快掌握學習者的學習困難處並提供協助。
2. 這一名小老師用程度分級的協助方式來探測學習者的能力，且能夠發揮創意，給予適當的協助。學習者也表示小老師用多種問答的方式來幫助自己釐清學

習旨點，這樣有助於了解自己的學習潛力。

3. 這一名小老師與學習者之間的朋友關係在學習過程中扮演重要的媒介角色。

本研究根據以上議題討論結果，在文末進一步提供建議，作為教育學者們參考。



Abstract

Recognizing the important role of peers in the learning process, this study investigated the effect of peer tutoring in Taiwan elementary remedial instruction. Findings of prior studies had demonstrated the quantitative effectiveness of peer tutoring in enhancing educational outcomes and generating various benefits in psychological domain, yet what had contributed to learning in the peer interaction was little discussed. Drawing on Vygotskian sociocultural perspectives, this study aimed to explore the “inside stories” of how slow learners’ knowledge is constructed through peer tutoring in an EFL remedial class. What and how those aspects yet to be found contributing to slow learner’s performance and in addition, how the tutor-tutee interaction affecting the perceptions of the tutor, the tutee and the teacher about the peer-tutoring model were examined.

Conducted through a class-wide peer-tutoring program, this study arranged 30 participants into 15 dyads in a remedial class. The combination was of high-low level of English proficiency. In order to obtain detailed, in-depth observation and accounts of the one-semester long peer interaction, focus was on one dyad in this study.

The major findings are summarized. First, with tutor training ahead of the peer tutoring, this particular tutor was able to get the gist of helping the tutee in solving learning difficulties. Second, the levels of assistance provided by the tutor clearly diagnosed the tutee’s learning difficulties so as to help the tutor creatively devised appropriate assistance. Third, “friendship” between the tutor and the tutee played an important role in the process. The tutor was a significant other in the tutee’s learning.

In light of these findings, pedagogical implications and suggestions are presented at the end of the paper.

CHAPTER ONE

INTRODUCTION

Background of the Study

Peer tutoring is considered a discovery of professional development in education that students can participate in the delivery of educational services. (Bergen, Mi, 2002) Students, traditionally viewed as recipients of these services, are now seen as a potential source of help and assistance. Peer tutoring, a context in which students work with one another and support each other's efforts, has been noted as holding an important role in the learning process. The theoretical aspect of this concept lies in the belief that students perform differently when studying independently compared to studying with help of others (Vygotsky, 1978).

Peer tutoring, in recent years, has also been regarded as a solution to the problem of polarization of English proficiency observed in Taiwanese elementary schools. With the implementation of Grades 1 to 9 Curriculum, all public elementary schools in Taiwan have started English courses in the fifth grade since 2001 and further extended the courses to grade three in 2005. However, more and more students receiving English instruction much earlier than the formal English courses in schools. A serious problem in English education thus has arisen---the widening gap among students' prior learning experiences and knowledge of English (Tsou, 2002). According to Lin (2003), 76% of the elementary school English teachers in Taiwan perceived a wide knowledge gap among students' English competency (Lin, 2003), which has been making English teaching difficult and ineffective (Chan & Chiang, 2002; Liu, 2001; Lu, 1999). As a consequence, students receiving English instruction prior to the formal courses are less likely to have problems catching what the teacher says; on the contrary, they might find the lessons too easy and become bored. By comparison, those who have not had any English learning experiences prior to school

English lessons, as argued by Chang (2002), tend to find themselves in inferior positions and are very likely labeled as “slower learners,” “disadvantaged students,” or “underachievers” on their very first day of the English class.

To ensure that none of these students are left behind or even abandoned on the road to English learning, it is necessary for teachers to identify these students’ learning difficulties and needs in order to enhance the effectiveness of instruction (Chang, Chou, Chen, Yeh, Lin & Hsu, 2003; Chou, 2002) and remedial instruction is recognized as an important and necessary strategy to bring every student up to the grade level (Chang, 1997; Chang, 2001; Li, 1996). According to Chen (2004), most of the Taipei City English teachers were willing to provide or have already provided remedial instructions for the underachievers. Among many teaching strategies, the most adopted remedial instructions were peer-tutoring and cooperative learning. Because of time limit and heavy workload, teachers tend to have peers play the role of “a teacher” to provide slow learners with extra and remedial instruction or for reinforcement. In peer-tutoring, the flexible, friendly environment has been found to reduce anxiety and facilitate learning (Cohen, 1986; Nevi, 1983). Tutees would have more individual concerns and personally appropriate assistance on their learning difficulties according to their learning needs. On the other hand, tutors usually become better comprehend the learning contents during the peer-tutoring sessions which subsequently benefited their own learning. In a Vygotskian sense, children are working within each others’ zone of proximal development, providing feedback to each other and developing argument skills (Slavin, 1996). This perspective is useful in explaining why children learn from being taught by peers.

Although peer tutoring has been employed in meeting students’ academic and psychological needs in different education levels and courses as well as in Taiwan elementary English remedial classes (Fantuzzo, King, & Heller, 1992; Fantuzzo,

Polite, & Grayson, 1990; Jia, 2004), few have attempted to explore the “inside stories” of the peer tutoring. Among those studies mentioned above, it is obvious that the emphasis was highly placed on quantitative evaluation of learning outcomes, cognitive and affective changes in tutees and tutors, while little attention has been paid on investigating the detailed interactional process between individuals or inside individuals which leads to cognitive processing (Lantolf, 2000). The inside story of how linguistic knowledge has been scaffold and acquired in higher proficiency learners’ assistance to lower proficiency learners in peer tutoring process in elementary English language learning has been little explored. They left the question of how more experienced peers assist slow learners in regard to language knowledge construction/internalization in the peer tutoring process and what exactly the more experienced peers provided the slow learners in the process which led to language development.

In the researcher’s teaching experience, a twenty-week peer-tutoring model was implemented in the English remedial class in the previous year. Thirty-six tutors and thirty-six tutees participated in the remedial class. The study began with a pre-tutoring preparatory stage for a two-week tutor training provided by the researcher using supplementary materials based on the textbook. Then the peer tutoring sessions were conducted for 18 weeks. Each dyad is of high-low proficiency combination. Every three weeks, the researcher and the tutors went over reflection reviews to ensure that the tutoring process proceeded without serious problems. At the end of the semester, according to their formative tests scores, significant improvement was made by the tutees in basic letter/word recognition, spelling and reading abilities in the English remedial class. From cognitive/interactionist perspectives, students’ language ability improved might have been due to the aid of the peer tutoring sessions, but from sociocultural perspectives, the reasons why and how tutor-tutee interactions leading to

language learning were unknown.

Purpose of the Study

In an attempt to address the unknown gap as well as to provide insight into this under-explored area, this study investigated how slow learners' knowledge is constructed through peer tutoring through their dialogues. What and how those aspects yet to be found contributing to slow learner's performance and in addition, how the tutor-tutee interaction affecting the perceptions of the tutor and the tutee about the peer-tutoring model were examined.

Drawing on Vygotskian sociocultural perspectives, this study aimed to

1. To explore aspects of tutor-tutee interactions contributing to tutee's performance
2. To examine how those aspects of tutor-tutee interactions scaffold tutee's language development

Literature review, methodology, results, discussions and conclusions of this research were presented in next few chapters.

Significance of the Study

The study is significant to the researcher as a practitioner and the research community at large.

For the researcher as a practitioner, the study leads to a deeper understanding of the uniqueness of the tutoring context, learning atmosphere and styles of learners' interaction and to be able to become more sensitive to learners' thoughts and perceptions (Ernest, 1994). Bogdan and Biklen (2003) note that the goal of this kind of research helps practitioners to 'understand the learners' world and to determine how and with what they judge it.

For the research community, the study offers a glimpse into how teachers may need to adjust their teaching perspectives towards students' learning. It raises

questions for further research and offers more depth to our understanding of teaching.



CHAPTER TWO

LITERATURE REVIEW

This literature review chapter has two parts. The first part discusses the meanings and interpretations of sociocultural theory in second language acquisition. The second part provides a discussion of meanings and applications of peer tutoring in second language acquisition.

Sociocultural Theory in SLA

According to Fawcett and Garton (2005), sociocultural and cognitive approaches to second language acquisition (SLA) differ considerably. For cognitive approaches, second language acquisition is essentially a mental process of acquiring systems of knowledge which make up the target language. Researchers working in this approach are primarily interested in how the brain processes, stores and retrieves information. The main focus is on the cognitive abilities of the learner and the way these abilities interact with the task of processing and, hopefully, acquiring a second language. Progress in acquiring the second language (L2) system is seen as manifested by increased fluency and accuracy and a wider range of syntactic structures, as these reflect an expanding of knowledge that the learner can draw on automatically.

For sociocultural approaches, on the other hand, language development is essentially a social process. These approaches view mind as distributed and learning as something inter-mental, embedded in social interaction. This means that individuals and environments mutually constitute one another and the persons are not considered to be separate from the environment and interaction through which language development occurs. In this view, knowledge is not owned solely by the learner, but it is also a property of social settings and the interface between person and social context. Language development can be studied by examining distributed cognition—how a learner makes use of the L2 in interaction with other people and

artifacts. Development is visible through analyses of episodes of interaction, as the learner demonstrates increased independence (Hall & Verplaeste 2000; Lantolf 2000; Ohta 2001).

Mediation. As Vygotsky once said, “A colt is already a horse; a human baby is only a candidate to become a human being” (Vygotsky, 1962, p.68). Vygotsky believed human beings share lower mental functions with other animals. What differentiates human beings so that we go beyond other animals is the mental or psychological tools we acquire to help us think. The way human beings acquire psychological tools is from culture. As with behaviorism, at first, outside stimuli elicit responses from an individual. However, when we acquire a psychological tool, such as language, the tool *mediates* between the outside stimuli and the responses. Human beings’ psychological tools create intentionality, comparisons, and higher-order planning. Culture is handed down to us through our society, which is handed down to us through adults in the society (such as through our parents). What was in the culture is incorporated into our own cognitive processes as the psychological tools that we use. Vygotsky said, “what was inter-mental becomes intra-mental.” (Vygotsky, 1978, p.68) From Vygotsky’s perspective, human beings can not function on an adult level without the culture of which we are a part bringing us along and providing what is necessary. This conceptualization acknowledges a deeper level of social interaction than the simple social influence to guide our thinking, planning and actions. The tools that mediate human beings’ psychological processing in interaction are symbolic: language, symbolic play, art and writing. In a classroom, the mediation can take form of the textbook, visual material, discourse pattern, opportunities for second language interaction, types of direct instruction, or various kinds of teacher assistance. All forms of mediation are embedded in some context that makes them sociocultural processes.

Language as a mediating tool in learning. The sociocultural perspective, deriving in part from the concepts of Vygotsky (Vygotsky, 1962, 1978), illuminates the role of social interaction in creating an environment to learn language, learn about language, and learn “through” language. This perspective examines interaction within a broad social and cultural context. In Vygotsky’s view, human learning and development are bound up in activity, that is, purposeful action mediated by various tools (Vygotsky, 1978; Wertsch, 1979). The most important of these tools is language, the semiotic system that is the basis of human intellect (Halliday, 1993; Vygotsky, 1978). All higher-order functions develop from language-based, social interaction, as he stated: “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; the first, between people (interpsychological), and then inside the child (intrapsychological)” (Vygotsky, 1981, p. 183).

Sociocultural theory underscores the importance of conceptualizing language learning as a developmental process mediated by semiotic resources appropriated from the classroom (Wertsch 1991, 1998). These semiotic resources include print materials, the physical environment, gestures, and most notably, classroom discourse which is manifested in peer interactions. It has been recognized that classroom discourse plays an important social role as a semiotic mediator of knowledge construction with respect to learning content in peer interaction. As Bakhtin (1986) emphasized that language is not encountered or learned as an abstract system of decontextualised rules and definitions. Rather, language occurs as dialogue.

Vygotskian perspectives underpin the peer tutoring approach in learning—that is, it is assumed that learners gain mastery and develop cognitive skills through interaction with others and their environment (Hogan & Tudge, 1999; Kozulin, 1998). Sociocultural theory underscores the importance of conceptualizing language learning

as a developmental process mediated by semiotic resources appropriated in the classroom (Wertsch 1991, 1998). This perspective contrasts sharply with cognitive approaches based solely on the acquisition metaphor of development, which rigidly ascribes language learning to various internal mental processes. Within the cognitive-acquisition perspective, the individual is seen as the sole channel through which knowledge is gained. Within a sociocultural perspective, according to Lantolf (2000), however, learning, including the learning of the second languages, is seen in a more holistic perspective and is a semiotic process attributable to participation in socially-mediated activities. And peers interaction frequently employed in language learning is considered an important socially-mediated activity that fosters language acquisition.

The nature of peer assistance is closely related to Vygotsky's (1978) notion of zone of proximal development (ZPD). Vygotsky (1978) defined ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86). In other words, with the help of a more knowledgeable person, a novice is able to master concepts. Although Vygotsky's idea of the ZPD was originally restricted to the novice-expert relationship such as adult-child and teacher-student, recent studies that applied his notion to peer interaction have shown that peers can simultaneously be experts and novices (Anton & DiCamilla, 1998; Donato, 1994; Kowal & Swain, 1997; Ohta, 2001; Swain & Lapkin, 1998).

Peer tutoring

Collaborative learning is a commonly used teaching strategy in many classrooms and learners participating in collaborative learning mostly show significant learning improvement (Fawcett & Garton, 2005). Among collaborative learning, peer tutoring

is one effective teaching strategy employed in different ways in different situations (Beasley, 1997; Boudouris, 2005). Peer tutoring is a system whereby learners help each other and learn by teaching. The most common approach is when an experienced student assists one or more learners (tutees) out of class time in content or strategy training (Beasley, 1997; Rafoth, 1998).

Peer Tutoring Defined. The main difference between teaching and tutoring is that teachers must focus an entire curriculum to an entire class and tutors focus on specific areas of learning, the problem areas experienced by their tutees. Tutoring complements and supplements classroom teaching, reaching the struggling students in ways that classroom teaching cannot (Pugh, 2005).

Peer Teaching Approaches. In general, according to Puchner (2003), there are four kinds of peer teaching approaches: A. cross-age and same-age peer tutoring, B. cooperative learning, C. reciprocal peer tutoring, D. reciprocal teaching.

First of all, cross-age and same-age peer tutoring is tutoring of learners by other learners with the same or more advanced ability, which is considered beneficial for both the tutor and the tutee. Compared to conventional classroom teaching in elementary and secondary schools, peer tutoring brings more significant effects. Learners' achievement, attitudes, self-concept were positively escalated (Cohen, Kulik & Kulik, 1982).

The second kind of peer teaching approach is cooperative learning. By 1990 there was a strong research base on cooperative learning. Studies comparing cooperative learning to conventional instruction demonstrated that cooperative learning was effective, and benefits to cooperative learning have been found at grade levels two to twelve, in many major subjects, with higher and lower order tasks, and with urban and rural populations in the U.S. Areas of benefit included self-esteem, intergroup relations, achievement, attitudes towards school, and acceptance of

learners with difficulties (Cohen, 1994; Slavin, 1991, 1996).

The third kind is reciprocal peer tutoring, which involves students being paired and in a structured manner taking turns to act as tutor and tutee. These programs have found to be effective in terms of academic achievement in subject areas of math, reading, spelling, and science (Greenwood, Arreaga-Mayer, & Utley, 2001). They have been researched mostly at the elementary level, but appear to be effective at both elementary and secondary levels. There are studies of the effects of these programs on a variety of student populations, including high-, average-, and low-achievers, students with disabilities, low-income students, and minority students, generally with positive results (Du Paul, Ervin, & Hook, 1998). Studies of these programs generally do not separate effects on tutor from effects on tutee because all students play both roles.

Finally, reciprocal teaching is an approach to improving reading comprehension which involves instruction and practice of the following four instructional support strategies: generating questions, summarizing, attempting to clarify confusing words or text meaning, and predicting what might happen next. The strategies are taught and modeled by the teacher as they read a passage, paragraph by paragraph. The students gradually take over the role of facilitator and provide instructional support to each other. Students are encouraged to initiate discussion and comment on each other's contributions, with the goal of achieving a dialogue about the meaning of the text (Rosenshine & Meister, 1994).

Peer Tutoring in SLA

Peer tutoring has been helpful for consistently academically unsuccessful or challenged students (Cohen, Kulik & Kulik, 1982). There are a number of benefits to students participating in a peer tutoring program for both tutors and tutees. These benefits include developing networking opportunities; making friends; building

confidence and self-esteem; enhancing team-working skills; and developing leadership skills (Beasley, 1997; Kalkowski, 1995). In addition to these benefits, some challenges of peer tutoring have also been reported. One challenge is the ability of tutors to teach tutees. Previous studies suggested that the cognitive benefits of peer collaboration may depend on a complex set of factors such as age, comparative ability level of partners, motivation, confidence, gender and the task (Garton & Pratt, 2001; Hoagn & Tudge, 1999; Strough, Berg, & Meegan, 2001). Some researchers (King, 1999; Kruger, 1992; Light & Littleton, 1994; Rogoff, 1990; Samaha & De Lisi, 2000) argue that a key element of effective peer collaboration is the active exchange of ideas through verbal communication. Exchange of ideas through verbal communication is not about easy talk or casual chats but about the tutors providing some clear explanations to the tutees and the responsive actions elicited from the tutees as well which leads to development. This occurs usually in high/low combination of students due to high ability students tend to provide more clearer explanations or instructions which help the low ability tutees understand and respond to them (Fuchs, 1996; Webb, 1992).

In terms of individual students behaviors that influence learning, research indicates that students who learn most in peer tutoring are those who provide detailed and complex explanations to the peers (Cohen, 1994; Fuchs, 1996; Webb, 1992). In addition, the students who provide these explanations are more likely to be high achieving students (Cohen, 1994; Fuchs, 1996). Incidentally, explainees only appear to learn when the explanation is of high quality, and tutees do learn more when tutored by a high ability tutor as opposed to a medium ability tutor (Fuchs, 1996; Webb, 1992).

However, students placed in collaborative contexts do not spontaneously use higher order thinking and ask good questions, nor do they use appropriate social skills

(Cohen, 1994). Without training, explanations in collaborative groups or dyads are often confused. (Fuchs, Fuchs, Bentz, Phillips, & Hamlett, 1994; Fuchs, Fuchs, Kazdan & Allen, 1999). Some positive effects have been found for training in peer tutoring (Cohen, 1994). Thus, Cohen suggested that training students in skills of working together and peer tutoring increases the effectiveness of peer teaching.

Other than the training of students' ability to elicit meaningful dialogues, another challenge that might have impacts on peers' constant dialogic activities is the relationship between the tutor and the tutee. According to Pugh (2005), tutees often express (and sometimes mean it) that they don't "like" their teacher and that they "can't learn." A peer tutor, whether the same age or older, should be seen more as a friend than an authority figure. The tutor can have an edge by being "liked" and encourage a "can do" attitude. Pugh suggested the first thing a tutor must do is establish a friendship with the tutee. Having a good relationship with one another is more likely to trigger more dialogues and responses. This is most teachers cannot and should not do because there will always be a friend/authority figure conflict. On the other hand, peers *should* be friends. Thus, friendship is a natural and productive starting point for the peer tutoring relationship. Pugh said students should not be placed in a tutoring relationship if they express a dislike for their tutor or tutee. Both students should be given the opportunity to say what and who would make them feel most comfortable in order to set effective conditions for learning. She pointed out that matching tutors and tutees should be on the basis of relationships more than skills. Personalities and personal preferences should be taken into consideration. Previous researches placed much emphasis on tutors' ability to teach and teaching quality, overlooking that friendship might have impacts on the teaching quality and tutees' responses too. How friendships play a role in peer interaction is an underexplored area which inspired the present study to do more in-depth investigation.

In Ohta's research (1995), reciprocal peer tutoring was conducted. Two Japanese learners engaged in form-focused collaborative activity that revolved around concerns for grammatical accuracy. In their interaction, the learners negotiated language form and the giving/receiving of form-related assistance. Analysis proceeded using procedures for discourse analysis, including attention to the two learners' dialogic interaction. Their interaction was closely examined for evidence of assisted performance, with the focus of analysis on episodes in which help was or was not provided to each other and how help was negotiated in between.

According to Vygotsky (1978), internalization of the language of social interaction happens in the zone of proximal development (ZPD) (Lantolf 2000, p54), the interactional space within which a learner is enabled to perform a task beyond his or her own current level of competence, through assisted performance. Ohta (1995) examined the collaborative pair-work task and found that emergence of a ZPD resulted in learners performing at a higher level of competence (Lantolf 2000, p55). In Lantolf and Aljaafreh's peer tutoring research (1995), they examined interaction between adult ESL learners and more expert tutors. Learners were shown to progress in the ZPD through developmentally sensitive assistance in tutoring sessions. According to Lantolf and Aljaafreh,

Determining a learners' ZPD is an act of negotiated discovery that is realized through dialogic interaction between learner and expert. In other words, the learner and expert engage each other in an attempt to discover precisely what the learner is able to achieve without help and what the learner can accomplish with assistance Importantly, the help negotiated between the novice and expert is graduated and contingent in the sense that it moves from more explicit to more implicit, or strategic, levels, and is offered only when needed and is withdrawn once the novice shows signs of self-control and ability to function independently (Aljaafreh and Lantolf 1994:468) or even rejects help when it is offered (Wertsch and Hickmann 1987).

(Lantolf and Aljaafreh 1995:620)

Their research carefully examined their dialogic activities in which the expert discovered the potential developmental level of the novice and provided appropriate help accordingly. Results of analysis showed that the help led development did not occur in a random way, but in an orderly and developmentally sensitive manner. A list of levels of assistance from explicit to implicit was identified in the analysis of the interactions that occurred during the tutorial sessions. The assistance was negotiated between the novice and the expert. The idea was to offer just enough assistance from the expert to encourage and guide the learner to participate in the activity and to assume increased responsibility for arriving at the appropriate performance. However, combination of the peers and whether some training was given before the peer tutoring were not known in their researches. Domestic peer tutoring studies have focused more on the types of assistance offered by tutors in isolation without considering the relation of assistance to the development of language learning. They overlooked the tutors' reaction to their tutees and the tutees' involvement, responsiveness and appropriation. Little was discussed about whether tutor training given ahead of peer tutoring has impacts on tutees' learning or tutors' teaching perceptions.

This researcher found similar positive results in her remedial class resulted from employing peer-tutoring program in assisting low achieving learners in English basic reading in past years' experiences. The result echoes studies mentioned above that peer interaction facilitates improved competence. In the past, the researcher did have tutor training before the peer tutoring. The tutor training was, at most, guiding tutors to give oral encouragement and praises to tutees. Teaching skills were not included. Combination was based on peers' good relationships for it was easier and faster to get each other involved. In the present study, instead of letting the 5th-grade tutors randomly help their tutees in solving the tasks, the researcher trained the tutors with

some methods ahead of the peer tutoring. One of the methods was to provide roughly several levels of help from explicit to implicit kinds for the tutors to employ which kind would suit their tutees' current needs when their tutees asked for help. The tutors needed to pay attention to their tutees' learning difficulties so as to offer appropriate assistance. Since the orderly and developmental levels of help can lead development in language learning in peer interaction (Lantolf & Aljaafreh, 1994), the present study was curious about whether any similar or particular phenomenon could be found in analyzing and explaining how the 5th-grade tutors, if given some trainings ahead of peer tutoring, helped the peer tutees in their dialogic interactions which led to language development.

Therefore, the study employed Aljaafreh, Lantolf and Ohta's research framework to carefully examine how the trained 5th-grade tutors and tutees engage in tasks. How assistance negotiated and offered in the peer interaction was discussed and whether good relationships play a role in the interaction.

Research Questions

Drawing on Vygotskian sociocultural perspectives, this study aims to investigate the following three research questions:

1. What role does the tutor training play in the peer interaction?
2. How does the tutor training have impacts on the tutor's teaching and the tutee's learning?
3. How do relationships between the tutor and the tutee influence the tutor's teaching and the tutee's language development? What are their perceptions?

CHAPTER THREE

METHOD

Drawing on Vygotskian sociocultural perspectives, this study aims to explore aspects of a dyad of tutor-tutee interactions and to understand how their interactions scaffold and contribute to the tutee's performance in an English remedial class. This chapter is comprised of three sections. Section one describes background of the participants. Section two illustrates the designed materials and tasks employed in the peer interaction. Section three presents the procedure, data collection and analysis of the study.

Context of the Study

The elementary school of this study is located in Shu-lin city, Taipei county, which is a central school in charge of administrative affairs in San-xia and Ying-ge school districts. It is a large-size school with a total of seventy-two classes and thirty-five students in each class. This elementary school is similar to most of other Taipei county elementary schools. First, each class is of academically normal distribution. English is a required subject with two hours of English class for all students from 3rd to 6th grades and one hour for 1st and 2nd grades in every week. Second, two county-wide formal English proficiency tests are administered in the 4th and 6th grades every year to make sure that students have attained the required basic English proficiency of their grades. Third, English remedial classes are subsidized by the government and conducted in extra time for slow learners whose English proficiency falls behind their peers. However, this elementary school is dissimilar from many others in that it is located in the center of San-xia and Ying-ge schools district, in which houses a number of families of high socioeconomic status. Therefore, the students in this school are normally considered good students who receive more attention as well as better familial education at home from parents who are usually of

high socioeconomic status in the conventional sense.

In this school, there are 10 classes in each grade. Each class is comprised of approximate 35 English mixed ability students (high, moderate, and low levels). Because students' in-class English proficiency levels are getting polarized, English teachers of this school spend extra 3-4 hours per month conducting remedial classes in order to help slow learners catch up with the progress of their grades. Each English teacher has his/her own unique ways of conducting remedial classes. The remedial class conducted by the researcher was comprised of 15 dyads of tutor-tutee during data collection. Each dyad had a tutor assisting a tutee to complete basic, graded learning tasks. According to the researcher's past successful experience of grouping remedial class students, each dyad was composed by one high and one low level of English proficiency, with the high-level students assisting the low-level students to complete collaborative tasks which gradually led to the low-level students' language development. According to Pugh (2005), besides considering the tutor's academic performance, the researcher would match the tutee with the one whom the tutee was acquainted with as his/her tutor. During data collection, the researcher conducted the remedial class by following the same method of matching tutor-tutee dyads: That is, according to their English academic performance in the previous year, their willingness to learn/help and their acquaintanceship with each other.

The tutees were learners whose English performance was far behind the normal learning progress according to his/her English academic scores /performance over the past year, having difficulties in learning current 5th-grade contents and need to improve in basic letter and sound correspondence. Their overall English academic scores were below the average scores of their grade. They expressed needs and willingness to attend the remedial class to improve their basic English ability when inquired by the research.

The tutors were of high level of English proficiency based on his/her English academic scores /performance over the past year. Their overall English academic scores were above the average scores of their grade. They volunteered to help their peers when inquired by the researcher/their English teacher. Not only was their English academic performance the reason why they were involved in the selection but also the strong willingness that both the tutee and the tutor demonstrated to learn/help before they were admitted in the remedial sessions. Therefore, in the beginning of this semester, according to the new 5th graders' overall scores/performance of the previous year (i.e., 4th grade), there were fifteen students being selected as needing to attend the English remedial class to improve their basic ability. Fifteen high-level proficiency students were also selected to tutor the 15 lower peers in the remedial class. The tutor and the tutee matched in each dyad were of the same class, gender and were familiar with each other. Materials used were basic spelling reinforcement tasks based on the textbook progress. Tasks were of gradation and designed to strengthen the tutees' basic letter/sound correspondence and spelling ability which assist them in keeping up with reading ability of normal progress of their grade. The tutees were required to complete each graded task and the tutors accompanied them, offering assistance throughout the whole tasks. The tutees were given two proficiency tests in the middle and end of the peer tutoring sessions to examine whether or not the tutees made progress and how much progress the tutees have made. Before the start of tutorial sessions, the tutors received a week or two tutor training programs to help equip themselves with some basic coaching hints on how to deal with matters in the tutorial sessions.

In order to provide detailed, in-depth observation and accounts of the one-semester long tutor-tutee interaction, one dyad was selected among the 15 dyads for this study. The selection of the case was primarily based on opportunistic

convenience sampling. The chosen dyad was much closer to the researcher in terms of teacher-student relationship. According to Duff (2008), the advantage of studying people with whom the researcher was already familiar with is that access and informed consent are easier to obtain. In addition, it may be possible to observe or interact with familiar participants for a more extended or intensive period, and as a result, the researcher may obtain more useful data about the case.

Participants

The tutee. Since the tutee's basic English ability needed to be improved in order to catch up with the normal learning progress, fifteen students of approximately the same level of low English proficiency were selected to attend the remedial class in this semester. The fifteen students were those who had difficulties in learning current 5th-grade contents and need to improve the basic skill of letter and sound correspondence. Each tutee was assigned to a familiar tutor. The tutee informant of the study, Mary (a pseudonym), who the researcher was acquainted with was selected for this study and was assigned to be in the dyad assisted by her familiar classmate, Kate. Kate and Mary spent a lot of time together at school. Since the homeroom teacher sometimes designed in-class collaboration tasks in order to encourage students to learn from each other, Kate and Mary usually teamed themselves up for group projects. Most of the time, Kate was ready and willing to provide solutions in group projects when Mary turned to her for help. In the English class, Kate also actively helped Mary in some spelling or reading problems. Mary and Kate were good friends, so Mary felt very comfortable about grouping in the same dyad. Mary thus agreed to participate in this study.

Mary was a 5th-grade girl from a middle-class, aboriginal family with two younger sisters and a younger brother. Both of her parents worked in factories. Her parents seldom participated in her learning at home. As the eldest child in the family,

Mary had to take care of her sisters and brother right after school. Looking after her siblings usually took up most of the evening so that little time was spared for her studying and doing homework. Sometimes Mary would even be late for school. At school, Mary got along well with her classmates and she liked to be helpful in class. However, in terms of academic performance, she didn't show very high motivation for learning. Her overall academic performance was below the average level according to her previous two years' grades. She felt inferior to others in terms of academic learning which results in her tendency to get nervous and frustrated in learning. However, in English class, due to the relaxing learning atmosphere and the English teacher's extra individual instructions and concerns for her difficulties, Mary showed interest. She has been attending the English remedial class since the fourth grade and did make improvement in basic letter and sound correspondence (according to her 4th-grade overall academic performance). Since there was still a lot for Mary to improve, including basic spelling and reading skills which a normal 5th grader should obtain before starting her 5th grade, Mary was arranged to be in the remedial class again this year. She did not have any outside-school English learning experience and was willing to participate in this study.

The tutor. The fifteen tutors were approximately of the same level of high English proficiency according to their overall past-year English academic scores/performance. 10 of them had experiences of tutoring peers in English remedial class; the rest of 5 had none. Whether or not the tutor had the experience of tutoring peers, they showed willingness to help and receive tutor training before the remedial class. They were all very friendly with their assigned tutees. Among the 15 tutors, Kate (a pseudonym), who was teamed with Mary, was selected as the tutor informant for this study. The researcher/teacher also had a good relationship with Kate. Kate had the experiences of peer tutoring other students in the English remedial class in the

previous year when she was a 4th grader and has won reputation among her peers for being very helpful. According to the students she tutored, Kate really had her ways of teaching and assisting them in basic spelling and reading. Kate was patient with slow learners in clearly guiding them every word spelling. In order to create relax learning atmosphere, she liked to crack jokes in the beginning of the tutoring. Kate liked to make friends with the tutees. By doing so, Kate thought it would be much easier for the tutee to be open to learning. They liked her very much. Apart from their personal viewpoints towards Kate, based on the final proficiency tests of these tutees administered at the end of the remedial class, those ways that Kate used to help seemed effective and might have worked in improving the tutees' language development. In this semester, Kate volunteered to assist other fellow students in the remedial class as in the past. Kate's ways of tutoring peers won her good reputation of effectively assisting low level peers in language learning and problem solving. The study was highly interested in exploring how and in what ways such a high English proficiency level student help a low English proficiency level peer attain basic language development in the tutor-tutee communicative interaction.

Kate came from a well-fixed family according to her personal information from her homeroom teacher. She was an outgoing girl. She has learnt English ahead of formal elementary English education for five years. She went to a private language school for extra 4-6 hours of English language per week. Her overall academic performance was above the average level in her class. Her English proficiency was as good as an 8th graders' level in junior high according to Kate's junior-high English mock exams taken in school. Though Kate's English proficiency was far above her class' level, she still actively participated in her English class activities.

Apart from Kate's English academic performance and strong willingness to help, her good relationships with Mary made the researcher finally decided to assign her to

assist Mary in the English remedial class. Kate agreed to participate.

Materials

As a qualitative study, this study's sources of data are the pre-tutoring training program and peer tutoring materials.

The pre-tutoring training program was provided by the researcher as supplementary materials based on the school textbooks to guide the tutors how to assist the tutees, while the peer tutoring materials were designed based on the school textbooks by the researcher (see Appendix A). Structure of the peer tutoring materials was of gradation from fundamental phonemic awareness, CVC spelling to basic word recognition, synthetic word spelling and reading. Basic letter/sound correspondence, letters writing, CVC spelling, basic readings were the key elements designed in the teaching materials. There were two phases of peer tutoring: first, from week 3 to 11, the emphasis was placed on building up the tutee's ability of basic word recognition and reading. The review order was according to the textbook's designed arrangement: CVC spelling with the five short vowels (a,e,i,o,u) and five long vowels spelling (a_e, e_e, i_e, o_e, u_e). Second, from week 12 to 18, focus was on helping the tutee to generalize her acquired rules to more varied words reading. The review order was from systematic words to synthetic words. Those words were varied and more difficult. Sources came from: Basic & Intermediate Phonics by Melody publisher and East & West publisher, and self-developed worksheets; multimedia-based materials such as tutorial websites, computer software were also employed; reading materials were mainly selected from basic Scholastic Readers.

Data Collection

The procedure and time frame of this research are shown in Figure 1 & 2. The study lasted for the whole semester (twenty weeks). It began with a pre-tutoring

preparatory stage, which was a two-week tutor training provided by the researcher using supplementary materials before the peer tutoring sessions started. The tutor was trained with basic teaching knowledge and teaching techniques by the researcher according to the supplementary materials. Then the peer tutoring session was conducted for 18 weeks: thirty minutes per session, two sessions per week. It was conducted in mornings as the tutee's extra learning hours. All of the sessions were videotaped and tape recorded. Video recording was used so that the participants' paralinguistic expressions such as gestures and facial expressions during their interaction could be incorporated into the analysis. Since this study examined not only the tutee's linguistic as well as affective outcomes, close examination of their paralinguistic expressions during their interaction was worthwhile. Every three weeks during the peer tutoring sessions, the researcher and the tutor went through a reflection review to ensure that the tutoring process proceeds without any serious problems. In the last week, interviews were conducted after the peer tutoring sessions. Figure 1 below depicts the data collection process in this study, while Figure 2 is the timeline.

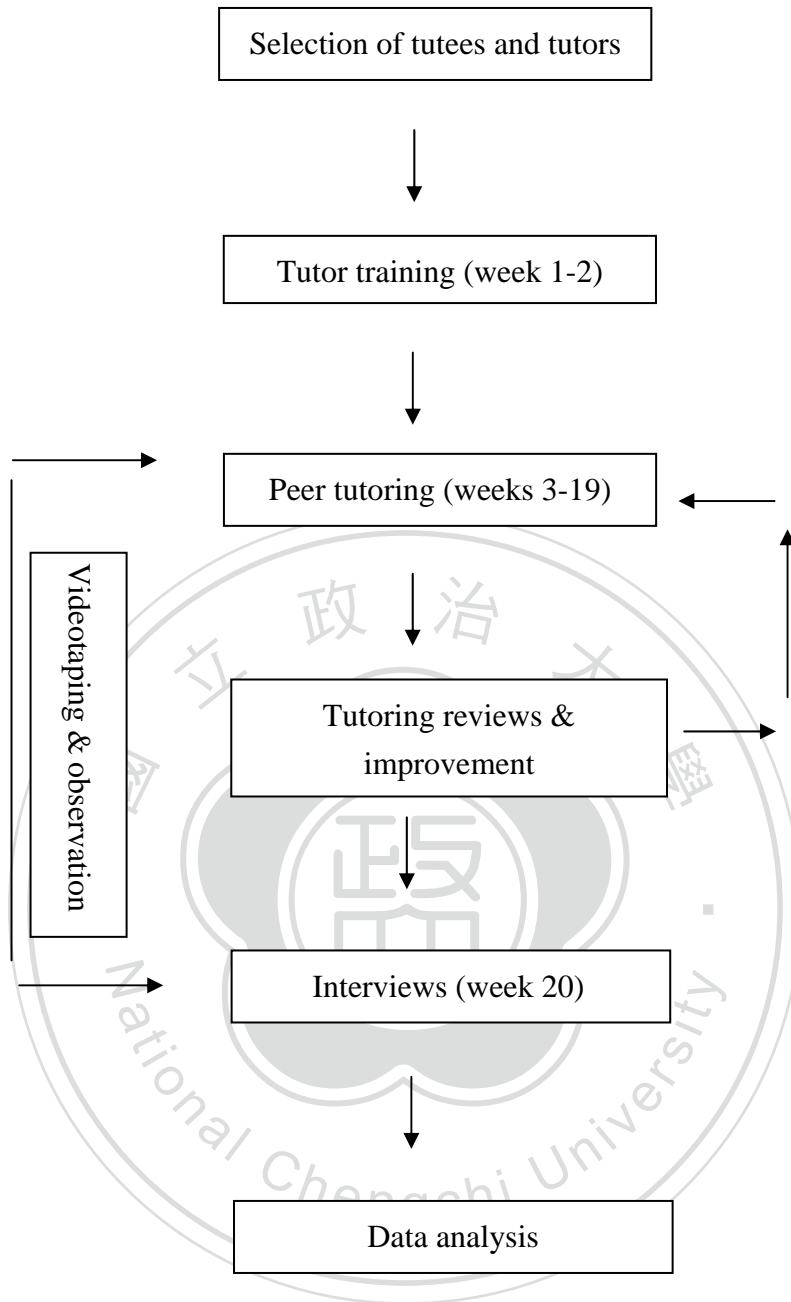


Figure 1 : Procedures and Data Collection of the Study

Timeline of the study ---A total of twenty weeks

Stage	Week	Tutoring Activities	Data Collection Activities
Stage 1	1 st & 2 nd	The tutors received tutor training programs provided by the researcher.	Providing tutor training
Stage 2	3 rd	Tutorial sessions began: Basic 26 letters & sounds correspondence review/quiz	Observation
	4 th	Basic CVC spelling task: short vowel a & e Session 1, 2	Observation
	5 th	Basic CVC spelling task: short vowel i & o Session 3, 4	Tutor reflection reviews
	6 th	Basic CVC spelling task: short vowel u Session 5, 6	Observation
	7 th	Basic CVC spelling task: long vowel a_e, e_e Session 7, 8	Observation
	8 th	Basic CVC spelling task: long vowel i_e, o_e Session 9, 10	Tutor reflection reviews
	9 th	Basic CVC spelling task: long vowel u_e Session 11, 12	Observation
	10 th	Review & Proficiency Test I Session 13, 14	Observation
	11 th	Reinforcement: Basic CVC spelling, with blends and diagraphs added. Session 15, 16	Tutor reflection reviews
	12 th	Synthetic spelling task: letter A-D initial word set Session 17, 18	Observation
	13 th	Synthetic spelling task: letter E-H initial word set Session 19, 20	Observation
	14 th	Synthetic spelling task: letter I-L initial word set Session 21, 22	Tutor reflection reviews

	15 th	Synthetic spelling task: letter M-P initial word set Session 23, 24	Observation
	16 th	Synthetic spelling task: letter Q-T initial word set Session 25, 26	Observation
	17 th	Synthetic spelling task: letter U-Z initial word set Session 27, 28	Tutor reflection reviews
	18 th	Review Session 29, 30	Observation
	19 th	Proficiency Test II Session 31, 32	Observation
Stage 3	20 th	Individual interviews & group interviews	

Figure 2 : Timeline of the study

Stage 1 Pre-tutoring preparatory stage. An English test with basic letters writing, letter/sound correspondence, word matching and spelling was to be conducted in the class. Those who failed to get 70% correct were required to take the remedial class. Tutors were of high English proficiency according to their past English academic performance and were recommended by their fourth-grade English teachers. These tutors should pass a screening test (see Appendix B) designed by the researcher before the tutoring to make sure they had enough language ability to assist their peers.

A two-week tutor training was then implemented before the peer tutoring sessions during the semester. In the training, the tutors were trained with basic teaching knowledge and teaching techniques based on the peer tutoring materials. The researcher led the training and the tutors followed the guidance for each different task in the peer tutoring materials. Most of the time, the tutors were given courage and encouragement by the researcher as to how to get along with their peers and how to proceed the tutorial sessions. As to how to proceed the tutorial sessions, a list of rules were given to the tutors. The rules were: first, the tutees did the tasks alone and the tutors observed their tutees' reaction to the tasks. Second, if their tutees were able to

continue the tasks, then the tutors kept on observing their tutees' learning progress without intervening. Third, if their tutees paused at some sound or word that caused the reading break down, the tutors intervened and offered assistance according to the current language level and needs of the tutees. To help the tutors to understand where their tutees' current levels were in order to provide suitable assistance, roughly five levels of help (see Table 1) from explicit to implicit kinds listed below were suggested to the tutors as they were to offer proper assistance to suit their tutees' needs. The number of each help indicated the amount of assistance. The bigger the number was, the more explicit help the tutors offered/the tutees needed. Level 4 and 3 were used when the tutees were still in the basic level of reading words and needed a great amount of other regulation to help them to read. Level 2 and 1 were used when the tutees started being able to read independently and assuming more responsibility. Level 0 indicated that the tutees did not need the tutors' help and could do the task alone. The levels of help were general guidelines for the tutors to help their tutees and just for their reference. The tutors did not need to rigidly follow every exact level. The tutors had to carefully observe where their tutees' learning levels were so as to offer proper assistance. The training was 30 minutes each period, twice per week. The sessions were carried out in Chinese.

Table 1 Assistance--- From Implicit to Explicit

Assistance offered from implicit to explicit level
0. Tutor asks the tutee to finish the spelling tasks independently.
1. Tutor provides clues to help the tutee elicit correct spellings (e.g., “What’s the sound of the letter?”).
2. Tutor provides spelling rules.
3. Tutor provides the spelling answers.
4. Tutor provides some explanation for the use of the correct spelling.

Stage 2 Peer tutoring sessions. From week 3 to 19, peer tutoring sessions were in progress ---there were thirty minutes per session, two sessions per week. It was conducted in mornings as the tutee's extra learning hours. The sessions were carried out in Chinese. Session 1 to session 14 were basic spelling tasks and they were to reinforce the tutee's basic spelling ability. Session 17 to session 30 were synthetic spelling tasks and they were to examine how the tutee was able to incorporate her basic learning in previous sessions into the more varied, synthetic spelling tasks. The tutee engaged in the graded tasks with the tutor offering guidance and assistance aside. The tutee was required to complete the graded tasks which were designed to help the tutee gradually obtain basic letter/sound correspondence and spelling ability so as to keep up with reading ability of normal progress of their grade. The tutor offered assistance when seeing the tutee discontinued the spelling/reading, pausing at some line or whenever questions were raised. In the study, the tutors were asked to start assistance from the highest level of help when their tutees discontinued since the tutees' language ability were of very low level and needed a great amount of other regulation to help them to read first. The tutee was given two tests in the middle and end of the peer tutoring sessions to examine whether or not the tutee made progress and how much progress the tutee has made. The researcher sat at the back of the classroom, observing the tutoring process and taking notes. The researcher would not intervene in the process unless the tutor had difficulties explaining and turned to the researcher for help. If the tutor really turned to the researcher for help, the researcher would provide assistance instantly and let the tutoring continue. Every three weeks, the researcher and the tutor went through a reflection review for 20 minutes to ensure that the tutoring process proceeded without any serious problems. The process was videotaped and tape recorded.

Stage 3 Researcher-tutor, researcher-tutee, researcher-tutor and tutee interviews.

In week 20, interviews with the tutor and the tutee were conducted. There were individual interviews and group interviews. Each interview lasted for about 20 minutes. First, individual interviews were conducted. The tutor and the tutee were interviewed individually two times (i.e., 1st –2nd interview with the tutee, 3rd -- 4th interview with the tutor) by the researcher. Individual interviews aimed to elicit their background information, past English learning experience, past peer tutoring experience, current peer tutoring experience and perceptions of peer tutoring.

According to Borkan and Miller (1997), the use of individual interviews may be more appropriate when discussing sensitive issues or topics that require self-disclosure because participants in a group may be reluctant to share issues of a deep and personal nature due to concerns of confidentiality and privacy (Frasier, Slatt, Kowlowitz, Kollisch & Mintzer, 1997). Second, in the 5th and 6th interviews, the researcher conducted group interviews with the tutor and the tutee. As Morgan (1998) notes, the individual interview provides a detailed account of the person's unique and personal experience, whereas the focus group generates a discussion of similarities and differences among the participants. Also, in a focus group, contrary opinions can be explored and may generate new areas of inquiry (Schattner, Shmerling & Murphy, 1993). Questions developed for the focus group interviews were based on the participants' behavior and reactions observed in their interaction. Group interviews were to obtain an in-depth understanding of the tutor-tutee interaction: how and why the tutor offered assistance to the tutee, how and why the tutee responded to the tutor. Their feedback and reflection for each other were elicited as well. The full set of interviews are shown in Appendix D.

Data Analysis

Data Analysis Framework. Drawing on Ohta's (1995) research, her procedures of analysis were used in the study to illustrate the nature of the language development processes in the data set. The analysis made use of Vygotsky's sociocultural framework which considers the transformation of cognitive constructs from the interpsychological to intrapsychological space, and the ZPD, which proposes how this transformation occurs through a process of developmentally sensitive assisted performance. These constructs illuminate the role of collaborative interaction in L2 development, in allowing examination of assistance and the learners' internalization processes. Table 2 below describes features of interaction which allow the analysis to study these processes.

Construct	Focus of analysis
Mechanism of Assistance Appropriate Assistance	Analysis examined the sequential structure of episodes of assistance, examining what triggered suppliance of assistance. It was not assumed that all assistance is helpful. 'Appropriate assistance' was defined as assistance which leads to language development, with language development defined as gains in learner performance on the word-spelling task, and maintained in the subsequent reading task. Analysis focused on changes in performance and how these changes related to the assistance provided.
Internalization processes	This is examined about how language structure is appropriated for individual use. Internalization of linguistic structure was visible through increasing independence of appropriate task performance.

Table2 : *Examining sociocutural constructs related to assistance and internalization (Lantolf, 2000. p60)*

Analysis of the data focused on at what (timing) point, in what ways the tutor offered appropriate help and how the tutee attended to and learned from the peer-assistance. In the tutor-tutee interaction, help was expectantly offered when it

was clear that the tutee was not continuing the spelling tasks. In the present data, “continuing” and “not continuing” were shown through particular interactive cues described in Table 3 below.

Continuing	1) Final syllable uttered with “continuing” intonation [,] and/or 2) filled pauses (including laughter, filters such as <i>uh</i> or <i>umm</i> , and restarts), and/or 3) rapid rate of speech [><].
Not continuing	1) Rising “question” intonation [?], or 2) elongating the final syllable (of the last word uttered) [:], with question intonation or a sing-song flat intonation, and/or 3) slowed rate of speech [< >].

Table 3: Signaling “continuing” or “not continuing” (Lantolf, 2000. p63)

Evidence for Mary’s language development and effectiveness of Kate’s assistance was drawn on the basis of the following criteria: a) Changes in the amount or kind of strategic help needed by Mary for a particular structure in the same sessions and across sessions. In this connection, any increase in Mary’s responsibility and self-reliance in performing the spelling tasks and any reciprocal decrease in Kate’s responsibility and intervention were observed. b) Increased accuracy of the learners’ independent use of the structure under consideration in the subsequent sessions (Ohta, 1995).

Example

Short vowel “a” word set

1 K : Ok. Let’s start the first round spelling “ad”. OK. You look at the vowel.
(*(Point to “a”)*)

2 M : /ae/.

3 K : Then the consonant?

4 M : /d/(.) /ae d/ /ae d/.

5 M : ad ad b-ad bad d-ad dad f-ad fad h-ad had l-ad lad
m-ad mad p-ad pad s-ad sad t-ad tad:(*(CVC spelling went fluently)*)

7 K : br br.

8 M : br br br-ad brad:

9 K : Yes. You did a good job.

10 K : ch-ch

11 M : chad.

The tutee's continuing or not continuing the spelling tasks were an indication of her current language level showing that if she needed help or not to finish the spelling tasks. In the study, the tutee's spelling discontinuing in the peer tutorial sessions triggered assistance provided by the tutor. At the spelling breakdown, in what ways the tutor offered appropriate help, then how and in what ways the tutee responded to the tutor's help, and finally how the tutee's language change occurred were found in their interactional conversation.

Applying the Vygotskian sociocultural theory in L2 learning, learners' interactions with their teachers, peers or tasks in classroom learning influence their conceptualization. The quality of these interactions influence intrapsychological processes and bring the learners closer to internalizing a concept. You (1992) addressed that solely analysis of speech (e.g., assistance, feedback, negotiation) in the classroom communication activities can not truthfully and thoroughly describe and explain learners' conceptual development. You emphasized that in addition to collecting and analyzing speech in the classroom communicative activities, the explanation of the social context of the classroom communicative activities, i.e., learners' personalities, perceptions, self-expectations, emotions, peers relationships...needs to be included in order to describe and explain more comprehensively learners' conceptual development in classroom communicative activities.

Therefore, apart from exploring how the tutor assisted the tutee in knowledge building with developmentally appropriate assistance and how the tutee attained a certain degree of language improvement through their interactional speech, both

peer's affective responses and reactions occur in the interaction that could be elicited through interviews were included. To put it in a more holistic sociocultural perspective, language change (cognitive domain) and non-language change (affective/sociocultural domain) were examined in the analysis.

Data Analysis Procedures

To be specific, the data analysis procedure included the following five steps.

1. The video and audio data was transcribed verbatim by the researcher.

Transcription conventions were shown in Appendix E.

2. The researcher read the transcriptions carefully to identify episodes where the tutor offered assistance to the tutee. Analysis proceeded using procedures for discourse analysis described previously, paying particular attention to the tutor and the tutee's interaction and evidence of assisted performance.

3. Episodes in the study that aimed to elicit the scaffolding process of the tutee's language learning change and the tutor's language assistance. The researcher examined in detail selected episodes of the participants' conversations, categorized the episodes into themes and provided necessary descriptions and explanations.

4. The interview data was to explore non-language changes, i.e., affective outcome of the tutor and the tutee. The interview data was transcribed and analyzed in the original language, Chinese. Only the excerpts to be presented in this study were translated into English.

5. The interpretations were triangulated using data from observed interviews, audio/video recordings and field notes.

The next chapter discussed the results from this analysis.

CHAPTER FOUR

RESULTS

After having examined the peers' background, performance in the remedial class, attitudes towards learning, in this chapter, the researcher presents both cognitive aspects and sociocultural aspects of the peers. First, a preliminary overview of the data about what was accomplished in the interaction by the tutee is presented. Second, the researcher analyzes how developmentally appropriate assistance was offered by the tutor from basic spelling to synthetic spelling. Third, how the tutee's learning gradually changed with the tutor's assistance is discussed. Fourth, the researcher discusses the process of the tutee's internalization of the spelling rules and her gains. Last, perceptions of peer tutoring from the tutor and the tutee are provided.

Language Change

Investigating the cognitive development of the tutee as well as the reasons contributed to it in the peer-assistance interaction was the concerned theme to be analyzed in this study. According to Mary's performance in the fourth grade, her basic letter pronunciation and letter name recognition was moderate. Much needed in the remedial class was to strengthen the Mary's ability of letter name and sound correspondence, words recognition and spelling in order to develop basic reading ability. Two sections of tutoring were provided at the remedial course and Mary did show continuous progress in the sections: first, (reviewing and strengthening) word spelling and second, synthetic word spelling. The discussion below focuses on examining Mary's efforts in reviewing and strengthening basic and synthetic word spelling, through which it is possible to understand how the peer-assistance interactions occurred in between.

The analysis follows the procedures for conversation analysis, paying particular attention to Mary and Kate's interaction, which was examined to identify evidence of

assisted performance, with the focus on episodes in which help was or was not provided. Next, attention was focused on how Mary's learning changed with Kate's appropriate assistance and her internalization of spelling rules.

Preliminary Overview of the Data: What was Accomplished?

Section I ---Basic Spelling. In presentation of this section results, focus was on the tutee's basic spelling development, since her progress was evident. Letter name and letter sound correspondence was reviewed and reinforced by the teacher before starting the peer-assistance remedial class. What occurred in the interaction between the teacher and the tutee will not be discussed here. The basic CVC short vowel and long vowel spelling ability (a_e, e_e, i_e, o_e, u_e) were the main focus to be strengthened in this section (see Appendix A). Both CVC short vowel spelling word lists and long vowel spelling word lists were designed for reinforcement which was based on Mary's pre-experience of letter name and sound correspondence learning. Mary showed different needs for Kate's assistance in these spelling tasks. In the CVC short vowel spelling tasks, Mary was asked to spell lists of CVC words which had been taught in her fourth grade. Most of the words in the CVC short vowel tasks were basic spelling but with a few advanced CVCs (i.e. consonant blend/diagraph-initial) being added in. In this section, it was obvious that Mary was quite familiar with basic CVC short vowel spelling because Mary had previously acquired the ability of letter name/sound correspondence. Mary could finish up most of the spelling word lists. Only in some advanced CVC spellings when Kate's guidance was needed.

Example

Session 1

- 1 M: ad ad((CVC)) ((*This set of spelling went well.*))
- 2 K: br br.
- 3 M: br-br br-ad brad. (*When the tutee encountered "consonant blends", she needed much more help at the first word of each set from the tutor.*)

The tutee then could carry out the rest of the spelling from the second word.)

4 K: Yes. You are right.

5 K: ch-ch.

6 M: chad.

7 M: ag-ag (*This second set of spelling went well.*)

8 K: br-br.

9 M: br -br br-ag brag(.) cr-cr-ag crag.

In this excerpt, Mary went well in the short vowel spelling of “ad” set. In line 2, 5 and 8, Mary stopped at the consonant blend spellings and Kate noticed the pause and offered help. Kate pronounced the blend sound in order to have Mary on her own continue the word spelling process. Later in the short vowel spelling “ag” set, from line 9 on, Mary could finish the consonant blend from the second word “crag” of the set only with Kate’s slight reminding of the first word spelling.

In the peer interaction, Kate was able to notice that Mary was doing better in basic CVC short vowel spelling than in some advanced CVC spelling (consonant blend/diagraph) and long vowels spelling; therefore, she watched Mary complete the basic parts and did not intervene until Mary encountered consonant blend/diagraph-initial or long vowels spelling problems and bade for help. Kate’s assistance was offered to help spell the sound of consonant blends/long vowels spelling in order to let Mary continue the spelling.

With Kate’s scaffolding in CVC spelling, Mary has acquired the ability to do basic spelling. As to long-vowel spelling tasks, Mary went smoothly through simple a_e, e_e, i_e, o_e, u_e word spelling lists. In the task, Mary could complete each list of the long vowels (i.e. a_e spelling list, e_e spelling list...) but with Kate’s assistance in spelling the beginning word of each list. That is to say, Mary needed the tutor’s guidance at the very beginning of each list and then she could carry out the rest of the long-vowel spellings independently on the basis of what had been learned. Gradually,

near the end of this task, Mary had indeed acquired long-vowel spelling rules as evidenced by that the tutee started to spell the consecutive long vowel o_e word list and u_e word list independently without the tutor's assistance. The tutor at most was needed only at the beginning of each spelling list.

Section II ---Synthetic Spelling. Besides a command of the basic CVC short/long vowel spelling, Mary had also acquired consonant blends, consonant diagraphs recognition in the previous task. Mary started to make progress in basic spelling rules with Kate's assistance and gained some confidence as well in the interaction. Before moving on to the synthetic spelling task, the tutor spent another two more periods (total 60 minutes) in reviewing such learned spelling rules as CVC spelling with five short vowels, long vowels, consonant blends, consonant diagraphs and in reinforcing some frequently-seen (occurred in textbooks) vowel diagraphs recognition as well. By doing so, it could be observed how Mary was able to integrate her ability obtained in the 4.1.1 task to make links and connections to spell new and more difficult words which were presented in the 4.1.2 synthetic spelling tasks.

In presentation of this 4.1.2 section result, the focus was placed on Mary's synthetic spelling development. Features of the spelling words in this task contained synthetic, new combinations of words arranged by the A-Z order adopted from the "Happy baby phonics flashcards" (Chen, Huang & Liu 2003). On the front side of the "Happy baby phonics flashcards", there are alphabetically-ordered spelling words which were basic, phonetically ordered, CVC spelling; on the back side, words became more difficult and were various with blends or diagraphs spellings, i.e., new combinations of words (See Appendix A). Mary was required to complete the task on her basis of previous learned spelling skills. In this 4.1.2 task, how Mary employed her ability obtained in the 4.1.1 task to make links and connections to spell new words was explored. Mary in the task showed much more need for assistance than that in the

previous 4.1.1 task and the possible reasons for that were: first, words and the spelling rules in the previous 4.1.1 task were systematically ordered so that Mary could follow the fixed spelling patterns and pick them up quickly without encountering many difficulties. Second, words in this 4.1.2 task were phonetically systematic but comparatively much varied (i.e., a few were irregular or new combinations of words). Variations in word combinations took Mary much time to think and caused a few problems in spelling. Though Mary bade for help for much more times in this task, it was evident that after going through all the synthetic spelling tasks, she got used to the varied spelling words and became able to generalize spelling rules to other new words. The way Kate offered assistance changed from providing direct, explicit answers providing to indirect, implicit soundless hints also witnessed and led to Mary's autonomous learning.

Example

Session 29 Review

A quiz:

- 1 K: Now we are going to have a quiz on reading words from A to F. Go, Mary, go. See how far you can go. Now we are going to work with the "happy baby flashcards for phonics," A to F spelling. Let's see how much Mary can do.
- 2 M: ant(.) an-ant and an-ti(.) bug bob bob fog bomb.
- 3 K: The letter b in bomb is a silent b.
- 4 M: bomb cab cat bat
- 5 K: What rule is in it?
- 6 M: a space e cake sake sake m-ake make. ((The tutor nodded.))
- 7 M: dig: umm?
- 8 K: What? What?
- 9 M: Umm? Umm? dig dig.
- 10 K: Umm. Yes.
- 11 M: did dim din.
- 12 K: Hold on a second. How do you read the two? ((point at "im" and "in" for Mary to read))
- 13 M: im d-im dim in d-in din.

- 14 K: Great. With your mouth shut and closed. You are very good at distinguishing them.
- 15 M: leg egg Ted.
- 16 K: Read the three words again.
- 17 M: leg egg.
- 18 K: ((Point to the word “egg”. Have Mary read it again.)) How to read this word?
- 19 M: egg.
- 20 K: e e e?
- 21 M: /e/ /e/ /e/
- 22 K: ((Point to the word “egg”. Have Mary read it again.))
- 23 M: egg Ted.
- 24 K: Yes. Ted.
- 25 M: Ned Meg.
- 26 K: Yes. They are different. They are N and M.
- 27 M: fish flag.
- 28 T: Alright. Let’s read them backward from F to A.
- 29 M: egg leg Ted Ned Meg.
- 30 K: Yes. M is /m/ Meg.
- 31 M: dig did dim din cab cat bat cake sake make.
- 32 K: This time you do notice the /k/ sound at the end of these words. You didn’t read them just now.
- 33 M: Oh? Yes? bug bob fog bomb ant an ant and anti.
- 34 T: OK. Give you a few minutes and then we’ll have a quiz.
((Three minutes to prepare))
- 35 M: ant.
- 36 K: OK.
- 37 M: and.
- 38 K: OK.
- 39 M: anti.
- 40 K: Um.
- 41 K: bug bug. You look very confident.
- 42 M: Umm. ((Laugh)) Is it “duck?”
- 43 K: You found the rule. Good for you.
- 44 K: OK. Next.
- 45 K: bomb.
- 46 M: cake cake.
- 47 K: OK.

- 48 M: sake sake.
- 49 K: OK.
- 50 M: make make.
- 51 K: OK.
- 52 K: dig dig.
- 53 M: di di di g g:
- 54 K: dig(.) g g is /g/sound.
- 55 M: ((Laugh)) ((She was thinking about if it's letter b or letter d.)) Oh, I forgot it.
- 56 K: You read my lips to distinguish the letter d sound and the letter b sound.
- 57 M: dim(.) I got it. ((Laugh))
- 58 K: egg egg.
- 59 M: egg e:g e e e egg e or a? ((She was thinking about if it's "ee" sound or "aa" sound.))
- 60 K: Ted Ted.
- 61 K: leg l-eg leg.
- 62 M: leg. Yes, I am done.
- 63 K: flag blab.

With the decrease in times for bidding help, Mary gradually acquired the spelling rules as stated in the last paragraph and applied them to new words spelling. This was evident in excerpt 29 which was an overall review of the 4.1.2 spelling task. By doing the review, it was obvious that Mary could generalize the learned rules to other new words. With Mary's gradual improvement, Kate changed her ways of direct help offering into another form of soundless and indirect assistance providing. For example, Kate nodded at every end of a set, such as the end of "a" set in line 6 to affirm that Mary did the spelling correctly and fluently. Also, when Mary was not sure about the spelling and elongated the single sound in line 53, Kate clued Mary by making a soundless mouth shape to help Mary to carry on the spelling in line 56. Mary completed most of the review sessions independently with Kate accompanying aside, most of the time, silently or only with gestures in the overall review excerpt. In the final proficiency test, Mary past the test by getting 15 out of 20 listen & spell items

correct and getting a full mark in oral reading. Mary was getting able to catch up with the current learning progress in her English class.

The Tutee’s Bids for Help vs. The Tutor’s Developmentally Appropriate Assistance

In the ZPD a learner performs above his or her level of individual competence with the assistance of another, and development occurs as the learner acts with increasing independence. In the interaction between Mary and Kate, Kate’s assistance was quite timely and effective which helped Mary successfully complete the tasks and build up basic spelling ability. Analysis of the data focused on how Kate offered effective help and how Mary learned from the peer-assistance. In the interaction, help was offered when it was clear that Mary was not continuing the spelling. In the data, “continuing” and “not continuing” were shown through particular interactive cues described in Table below. Transcription conventions showing these features are in square brackets, as well as being listed in Appendix 5.

Continuing	1) Final syllable uttered with “continuing” intonation [,] and/or 2) filled pauses (including laughter, filters such as <i>uh</i> or <i>umm</i> , and restarts), and/or 3) rapid rate of speech [><].
Not continuing	1) Rising “question” intonation [?], or 2) elongating the final syllable (of the last word uttered) [:], with question intonation or a sing-song flat intonation, and/or 3) slowed rate of speech [< >].

Table 3: Signaling “continuing” or “not continuing”(Lantolf, 2000. p63)

In the excerpts below, cues indicating continuing/not continuing were underlined.

K refers to the tutor Kate; M refers to the tutee Mary.

Help in the tutoring sessions was provided to Mary when needed. Results of analysis showed that the help which led development did not occur in a haphazard or random way, but Mary bid for help and Kate provided assistance in an orderly and developmentally sensitive manner. Following Aljaafreh (1994), in the tutoring sessions, features of the graduated and contingent ways that Kate used to help Mary

were identified and categorized. Table 2 presents a listing of the levels of help, or regulation that were identified in the analysis of the interactions that occurred during the tutoring sessions. The levels were arranged from the most indirect or implicit (lower numbers) to the most direct or explicit (higher numbers). In this table, interestingly, with the time for explicit help decreasing and time for implicit help increasing, Mary's language was gradually developing. Thus, the phenomena signaled her learning independence. Mary's difficulties for which implicit help was offered were considered that Mary's self regulation started to emerge (e.g., level 0,1,2,3) since Mary was close to independent performance; while those that required explicit help indicated that Mary still needed other regulation (level 6,7,8) because she was still far away from producing the correct spelling without help. Another interesting point was that in the study, roughly five levels of help were suggested to the tutor; however, in the analysis of their dialogic interaction, nine levels were identified from the way the tutor offered assistance to the tutee. The extra levels were level 1, 2, 5 and 7. Apart from the original general levels of help suggested by the teacher, Kate also developed her own kinds of help in between during the peer interaction to suit Mary's learning levels and needs. Kate's extra kinds of assistance can be seen in Table 4 in bold words. The general levels of help together with Kate's levels of help led to Mary's gradual language development.

Table 4 Assistance---From Implicit to Explicit

Assistance offered from implicit to explicit level

0. Tutor asks the tutee to finish the spelling tasks independently.
 - 1. Tutor' affirmation on the tutee's performance (e.g., "Yes, go ahead").**
 - 2. Tutor indicates the spelling error/breakdown and asks the tutee to correct it (e.g., "No, try it again.").**
 3. Tutor provides clues to help the tutee elicit correct spellings (e.g., "What's the sound of the letter?").
 4. Tutor provides spelling rules.
 - 5. Tutor identifies difficult letter(s) and provides sounds of them in order to help elicit the correct spellings.**
 6. Tutor provides the spelling answers.
 - 7. Tutor reads along the spellings with the tutee.**
 8. Tutor provides some explanation for the use of the correct spelling.
-

The smaller the number was, the less assistance Mary required/ Kate offered.

The categorized levels were not rigidly determined in advance of the study. The range and the level of help were found and determined in the interaction between Kate and Mary as Aljaafreh and Lantolf did in their research (1994). The spelling tasks throughout the tutoring session were done according to the general principle of effective help. The idea, categorized levels of help, could help the researcher observe how Kate offer just enough help to encourage and guide Mary to participate in the tasks at a higher level and to assume more responsibility in the process of arriving at the appropriate output. Kate needed only to be sensitive to Mary's competence and in Wertsch's (1985) terminology, to "lure" her to function at an appropriate level without making the task frustrating for her.

How Mary bid for help when accomplishing the basic spelling tasks and the synthetic spelling tasks were analyzed according to the levels of help which indicated when and how Kate offered developmentally appropriate assistance.

Section I –Basic Spelling

Excerpt of session 1

CVC---short vowel “a” spelling list

“ad” set

- 1 K: Ok. Let’s start the first round spelling “ad”. OK. You look at the vowel. ((Point to “a”)) say /ae/.
- 2 M: /ae/.
- 3 K: Then the consonant? ((Point to “d”)) Put the consonant and the vowel together. And they will make a sound.
- 4 M: /d/ /ae d/ /ae d/(.)
ad ad b-ad bad d-ad dad f-ad fad h-ad had l-ad lad
m-ad mad,
- 6 p-ad pad s-ad sad t-ad tad:...(CVC) ((The reading was fluent.))
- 7 K: br br You see. This is a blend word which was constituted by the letter b and the letter r. You just read out loud their individual sound and that’s their sound.
- 8 M: br br br-ad brad: ((Mary needed more cues on blending words. However, Mary could be able to read from the second words.))
- 9 K: Yes.
- 10 K: ch ch.
- 11 M: chad(.)

“ag” set

- 12 M: ag ag b-ag bag g-ag gag j-ag jag l-ag lag n-ag nag
r-ag rag s-ag sag t-ag t ag w-ag wag: … ((Very fluent))
- 14 K: br br(.) Remember to read out loud the sound of the two letters and that’s it.
- 15 M: br br br-ag brag cr cr-ag crag dr dr-ag drag fl fl-ag
flag(.) ((When encountering blend words, the tutee could be able to read from the second word of a set independently with the tutor’s help only at the first word.))

“am” set

- 16 M: am am d-am dam b-am bam j-am jam p-am pam,
- 17 r-am ram S-am Sam t-am tam y-am yam cl cl cl-am

clam: ((*fluent*))

18 K: cr cr c reads /k/ sound and r reads /r/ sound. So put them together...

19 M: cr cr cram cram gram gram trap clam

20 M: ((The tutee completed the “an” set independently.))

“ap” set

21 M: ap ap: pa(.)

22 K: It’s ap.

23 M: ap ap c-ap cap g-ap gap l-ap lap m-ap map n-ap
nap r-ap rap s-ap sap t-ap tap y-ap yap ch ch chap
clap flap(.)

“at” set

25 M: a-t at at

26 K: at Where do we see this?

27 M: Umm

28 K: Alright. That’s OK.

29 K: at at b-at bat c-at cat f-at fat h-at hat m-at mat
p-at pat r-at rat s-at sat v-at vat br br br-at brat [< >]
ch [< >] ch-at chat(.)

30 fl-at flat(.) ((*The reading was fluent*)).

From line 1 to 4, Kate guided Mary to read the sound “ad” and then finger pointed each CVC word for Mary to spell out the list of words. This was how in the beginning Kate directly provided explanations for the tutee to do correct spellings. Before session 1 began, Mary has gone over 26 basic letters and sounds correspondence review session; therefore, in the beginning of the session, Mary basically went smoothly over the basic CVC spelling by Kate’s finger pointing at each word. Kate’s fingerpointing helped Mary focus on each spelling they were working on. In line 6 Mary encountered a complex spelling—consonant blend “br”. Mary bade for help by elongating “tad” preceding the “br” word and Kate stepped in to help provide the sound “br” with some explanation for the use of the correct spelling. This situation

occurred in line 8,9,10, 13,14, 17,18 as well and Kate offered direct, explicit help when Mary elongated at the words which preceded difficult words she was not able to read. Kate watched closely if help was needed when Mary had difficulties in spelling every word. As to the consonant blend-initial word spellings, from line 19 in the “am” set, Mary started to be able to complete the spelling task with Kate’s help only at the first consonant blend-initial word (e.g. “cr”) and then she generalized the rule to the rest of other spellings (e.g. “gr”). This is evident in next few lines of spelling. In line 30, in “at” set, though Mary slowed down a little bit at spelling “ch” sound, and Kate, instead of directly offering help as in the beginning, withdrew her help a bit and waited Mary to see if she recalled the “ch” sound and carry out the spelling on her own. As Mary showed independence in reading the word set, the level of Kate’s help started to decrease.

Excerpt of session 2

CVC---short vowel “e” spelling list

“ed” set

- 1 M: e id id(.) um...it should be ed ed(.)
- 2 K: Yes. Good.
- 3 M: ed ed b-ed bed f-ed fed l-ed led n-ed ned r-ed red
t-ed ted w-ed wed bl bl-ed bled fl-ed fled sl-ed
sled br-ed bred(.) ((The reading was fluent.))
- 4 M: (Didn’t know how to read it at seeing “al”) umm?
- 5 K: Two letter l only make one sound: /l/
- 6 M: ell ... ((The tutee is only ok in the list.))

Excerpt of session 3

CVC---short vowel “i” spelling list

“id” set

- 1 K: It’s good that you are getting able to read words by yourself.
- 2 K: Now we are going to read “i” list.
- 3 M: i i /aid/ /aid/: umm?
- 4 K: No.

- 5 M: id: id(.)
- 6 K: Yes.
- 7 M: id id b-id bid d-id did h-id hid k-id kid l-id lid m-
id mid r-id rid(.) ((The reading was fluent.))
- 8 M: t w:
- 9 K: “tw” we pronounce /tw/ /tw/ /tw/.
- 10 M: tw tw-ig: twig twig(.)
- 11 M: ill ill ... ((The reading was fluent.))
- 12 K: tw.
- 13 M: tw tw-ill twill.

Excerpt of session 4

CVC---short vowel “o” spelling list

“ox” set

- 1 M: ox ox b-ox box f-ox fox l-ox lox p-ox
pox(.)((The reading was fluent.))

Excerpt of session 5

CVC---short vowel “u” spelling list

“un, um” set

- 1 M: un un b-un bun f-un fun g-un gun p-un pun r-un run
s-un sun,ch-um chum, pl-um plum(.) ((The reading
was fluent.))

Mary went smoothly over CVC short vowel spellings along with practicing some consonant blend-initial word spelling with the assistance of Kate in previous short vowel “a” spelling list, she began to be able to solve other word spelling tasks in next short vowel “e”, “i”, “o”, “u” lists which were evidenced in session 2,3,4,5. In those spelling tasks, Mary not only acquired more basic CVC short vowel spelling abilities but also was getting familiar with a bit difficult consonant blend/diagraph-initial word spellings. In session 2, line 5, Kate provided Level 8 help, i.e., provided explanation at Mary’s pause, and then Mary learned it very fast and continued the spellings. Right in the next session 3, Mary was told that she didn’t make the “id” sound correct by Kate’s indication of the error in line 4 which was clearly Level 2 help. With Kate’s

intervention, Mary perceived the mistake and corrected it immediately. Then in line 8 in the same session Mary paused at the sound “tw”, Kate offered direct answer “tw” sound which was Level 6 help. So far Mary was able to understand Kate’s help which triggered her responsive actions in solving her spelling difficulties. Apart from Mary’s some discontinuing that brought about help from Kate, in next consecutive, Mary started to do the spelling tasks sessions independently without Kate’s direct intervention. In session 5, Mary could read the blend-initial words by herself without Kate's assistance.

The levels of Kate’s help were not rigidly followed as the spelling tasks went on. This meant that Kate was paying attention and sensitive to Mary based on Mary’s learning progress: what level of help was to be invoked and if one or more levels were to be overlooked, where to stop and allow the tutee to take over, and when to retrieve help. In times of decreasing help, Besides the oral spelling clues offered, Kate would appropriately offer praise by gesturing signs of thumb-up, saying “good job” or showing smiles when Mary spelled words correct or made a breakthrough at difficult-to-her words (i.e. consonant blend-initial word) in these sessions.

Generally speaking, Mary has gained the basic CVC short vowel spelling ability through lists of spelling tasks and Kate paid attention to what was easy or difficult to Mary in order to offer appropriate help timely by different levels during the interaction. Next, long vowels spelling tasks was the next challenge for Mary to overcome.

Excerpt of session 7

long vowel “a space e” spelling

“__ade” set

T: Today we are going to start from Page 10

1 K: Let’s start from the long vowel spelling. Remember how to read this

- “a_e” rule? We went over it before.
- 2 M: /e/ /e/
- 3 K: That’s correct. So the first word in the first row: ade ade f-ade
Fade.
- 4 M: f f-ade fade j-ade jade m-ade made w-ade wade bl-
ade blade, gl-ade glade, um... the same spelling skill sh sh
sh-ade:
- 6 K: sh-ade sha:
- 7 M: shade shade.
.....

According to Kate’s experience gained in CVC short vowel spelling process in knowing Mary’s learning progress and improvement when assisting Mary, Kate noticed that Mary was gradually able to spell independently which made her change the previous ways of providing help (offer spelling sound directly to the tutee) in the long vowels spelling tasks. In session 7 of long vowel “ade” set, line 1, Kate, instead of providing spelling sound first, told Mary to find the spelling rule in words. Mary answered Kate immediately in line 2. Then Kate demonstrated spelling of the first word in the first “ade” list “fade”. The hint was categorized as Level 3 help and the demonstration was categorized as Level 5 help. With Kate’s demonstration, Mary started to do the spelling for the first list, though slowly but with no difficulties. In line 5, Mary had difficulty in spelling “shade” (diagraph-initial word), Kate repeated Mary’s utterance and do the “sha” sound (Level 3 help) in order to let Mary continue to pronounce the whole word which could be seen in line 7. Kate’s reading along and repetition of Mary’s utterance helped Mary not to rely too much on Kate’s providing direct answer but leave some time for Mary to recall the spelling sound and finish the task on her own. Kate withdrew much more direct help according to Mary’s learning progress.

Excerpt of session 9

long vowel “i space e” spelling

“_ine” set

- 1 K: Alright. Let's move on to “i space e”. Come on, i space e
- 2 M: /ai/ /ai/ /ai/
- 3 K: d d-ine dine Ok. You try it.
- 4 M: i space e /ai/ /ai/ /ai/ ine ine, d-ine dine f-ine fine l-ine
line m-ine mine n-ine nine p-ine pine v-ine vine sh
sh-ine shine(.)..... ((Very fluent))

Excerpt of session 10

long vowel “o space e” spelling

“_oke” set

- 1 M: I can read others myself. o space e /o/ /o/ /o/ oke oke, c-oke
coke, [><] j-oke joke p-oke poke [><] w-oke woke y-oke
yoke ch-oke choke br-oke broke(.).....
((The tutee's reading speed was getting faster.))

Excerpt of session 11

long vowel “u space e” spelling

- 1 K: How about u space e?
- 2 M: /a/ /a/.
- 3 K: Um...No.
- 4 M: ((*pause for a second.*)) Oh, yes. I got it. /u/ /u/ cube dune sure
lune cute
- 5 T: Did Mary finish all by herself?
- 6 K: Yes, almost. But about “u space e”, Mary read it like /a/ /a/ in the
beginning, so she read “cube” as “cub”.
- 7 M: Um, um. ((*Nod.*))

The spelling process went smoothly in other “a space e” word spelling sets and in “i space e” word spelling sets with Kate's assistance in sounding out only the very first word of each set which indicated that Mary began to assume more learning autonomy. Excerpt 7 and 8 clearly showed that Mary wanted to try independently to process spelling rules to complete the tasks as she kept saying “I know. Let me try it.

Ok, I got it.”, not allowing the tutor to intervene. Mary’s comments about her interaction with Kate signified her greater self-control and gradual learning autonomy. In “o space e” and “u space e” tasks, Mary showed independence in doing the spelling and Kate gradually withdrew assistance in the two tasks. Kate was quite sensitive to offering or withholding assistance in the long vowel spelling interaction which little by little resulted in Mary’s learning independence and growing ability of long vowel spelling. Thus, Mary has not only gained basic spelling ability, familiarity with difficult spellings (consonant blends/diagraphs) but also built up self-independence in solving problems. After being reinforced with the basic CVC short/long vowel spellings, Mary faced the next challenge--- Synthetic Spelling.

Section II—Synthetic Spelling

Excerpt of session 17-1

A--

- 1 K: Now we are going to
- 2 read these words. Mary, you are able to do the previous basic readings well. Now you can use the same spelling rules as in the previous task to read these words .
- 3 K: Let’s start this first. Now you should finger point to the word yourself.
- 4 M: an at ant anti ang:
- 5 K: an gel angel(.)
- 6 M: angel angel angel(.)
- 7 M: ad: ad:
- 8 K: dam(.)
- 9 M: adam [<>] adam apple apple ax ax d-ad dad dad l-ag lag p-a [<>] pas:
- 10 K: What spelling rule do you see in the word? We practiced it last week.
- 11 M: a space e Oh, I got it. p-a p-a [<>] pace, a-r ar[ae r]:
- 12 T: We’ve learned the second word. How do you say “mei lao” in English?
- 13 M: art(.)
- 14 T: That’s right. So we pronounce “ar” as
- 15 M: [a r] I see, I see. art art
- 16 T: Alright. Let’s move on to the next session.

In the previous 4.2.1 task, Kate always used her index finger to point to words for Mary to spell. In the beginning of the task, Kate asked Mary to finger point spelling words for herself and start the spelling. Mary followed each word that she pointed and managed to spell out loud every new word. Most of the words in this excerpt were basic CVC spelling which Mary did well except a few sound-varied words (e.g. angel /dg/). From the excerpt, Mary slowed down her spelling speed due to the fact that a few words were spelling-varied, two-syllabic and she wanted to be careful at dealing them. In line 4 to 7, Mary encountered irregular spelling words, bidding for help and Kate directly offered the correct answer. Kate considered that irregular spelling was a new task for Mary and it was better to provide assistance directly in order not to frustrate Mary. Though Kate directly provided the answers, it was clearly seen that in some varied words Mary tried to read the best she could even though she could only make the first syllable correct before bidding help from the tutor. In line 9, Mary tried to read “a_e” word which had been reinforced in session 7, but failed and elongated the word “pas”. Kate offered help indirectly by clueing her the spelling rules: “What rules do you find in this word? We practiced it last week. Think about it.” Mary responded quickly in line 10 when she was reminded by the tutor’s clueing. Later on, interestingly, when Mary paused at the word “ar” in the same line and tried to read out loud its correct sound but elongated the sound, Kate offered help only by reminding Mary of a new word been taught in class: “We learned this word in lesson 3 last month. Remember the second vocabulary? How do you say *mei lao* in English?” Mary uttered “art” very quickly without a second thought in the next line (because the tutee bore the word in mind very well) and then she picked up the “ar” sound right on the spot. In line 15, Mary commented on the sound /ar/ by saying “I got it. I got it.” to prove that she learned the sound from the word. Kate was

sensitive and flexible to provide direct (Level 6 help) or indirect (Level 3, 4 help) help according to Mary's current learning development when Mary signaled that she failed to work on some varied words. This indicated that if the spelling rule concept was low in Mary's ZPD, Kate would provide as much direct help as possible to assist Mary to read; if the spelling rule concept was high in the ZPD, Mary was familiar with the spelling and Kate only provided indirect help in order to have Mary read words on her own. And Kate judged the condition according to her interactions with Mary, how far Mary could go on her own or how many spelling rules Mary has gradually acquired without much help or has not acquired yet. Kate wouldn't arbitrarily intervene Mary's spelling process when she was sure that Mary could finish the spelling independently.

Excerpt of session 17-2

B—

- 1 M: b b /b/ /b/ b-ee:
- 2 K: Two "e"s. We pronounce /i/.
- 3 M: b-ee bee(.)
- 4 M: b b /b/ /b/ bean(.)
- 5 K: Where did you see this word before?
- 6 M: Um.....?
- 7 K: We learned bean in the word "soy bean milk" in Lesson one.
- 8 M: Oh yes yes yes. I got it. soy bean milk soy bean milk
- 9 K: So here "ea" you pronounce as
- 10 M: long / i /
-
- 19 M: o o /o/ /o/ bl-o blo block bl bl bl-e bl-en blend.
- 20 K: block is Ji-mu, right? We learned it in teacher Anna's class.
- 21 M: Oh, yes, yes.

Some spelling words with consonant blends and vowel diagraphs started to show up here. Kate played an active role in guiding Mary's consonant blends and vowel

diagraphs learning by using the learned lesson to reinforce Mary's recognition of word sounds in this session. For example, Kate would repeat sound of vowel diagraph "ee" after Mary had read it in line 2. In line 4, when Mary spelt the word "bean", Kate immediately asked "Where did you see this word before?" She managed to remind Mary that the word was from lesson 1 vocabulary and Mary recalled the word and responded right after Kate's question in line 8. Thus, in line 9, Kate required Mary to infer the sound "ea" and Mary made it correct. In line 19 and 20, Kate translated the word "block" into Chinese to reinforce Mary's recognition after Mary uttered the spelling. On the basis of Mary's having acquiring basic spelling ability which made her do well in last session, Kate only offered clues (Level 2-3 help) to help Mary read words with consonant blends and vowel diagraphs correct. And Kate's indirect help reached intersubjectivity with Mary so that Mary could be able to understand what and how Kate guided her so that she was able to comprehend the instructions and respond correctly.

Excerpt of session 18-1

C---

- 1 K: Now they are C list.
- 2 M: can can v:
- 3 K: van van.
- 4 M: van man: ((Pause for a while. Ready to read words which begin with letter b and letter d.))
- 5 K: Letter b's belly faces right and letter d's belly faces left. You have a bit difficulty in telling them. Go go go.
- 6 M: bat, pat, dat, cat, cut(.)
- 7 K&M: cook cookie Bing-gang.
- 8 K: What rule do you see?
- 9 M: a space e cake sake lake cl cl clock.
- 10 K: What rule do you see? Ch ch ??
- 11 M: ch ch ch ch-e che:
- 12 K: ck ck

13 M: /k/ /k/ ch-eck check.

In this session, Mary did well in the word reading and Kate offered direct help only in subtle problems such as distinguishing the different shapes of letters or clueing blend sounds as in the last session where Mary elongated. In line 5, Mary paused at the word “man” (because Mary was confused by the next word for she couldn’t be sure whether the next word should be pronounced “bat” or “dat”), Kate, according to her pre-experiences of teaching Mary about distinguishing letter shapes in previous sessions, reminded Mary of the different shapes of “b” and “d” so that Mary made them right in line 6. In line 11, at Mary’s elongation, Kate reminded her of the blending sound “ck” in line 12 in order to help Mary read out the word “check”. Mary was able to independently read CVC-pattern words and started to show capability of reading words with blends or diagraphs though with Kate’s assistance aside. The role of Kate was active but indirect as seen in this session. Mary could comprehend the direct or indirect help Kate provided therefore she was able to respond to Mary’s assistance to elicit the correct reading.

Excerpt of session 19-1

E---

1 M: e e /e/ /e/ egg egg.

2 K: Um.

3 M: Ted Meg e-le-phant elephant:

4 K: How do you read this? ((Pause))

5 M: ((pause))

6 K: We read this as “ear” .

7 M: ear ear ear dear hear near rear.

8 K: So what’s the sound of “ea” ?

9 M: Um um((pause)) /i/ /i/ ea /i/ ear eat beach easy

.....

Excerpt of session 19-2

F---

14 M: fif fif-th th th fifth frog frog fro fro from from.

15 K: One kiss and you turn into a what?

16 M: frog. ((*laugh*))

17 K: Chi-zhi. We learned in teacher Anna's class. Class ...or school ...

18 M: fl fl f1-a fla flag.

.....

Excerpt of session 20-1

G---

24 M: a space e /e/ /e/ /e/ gate.

25 K: Yes. It's like you take a flight, you go to boarding gate No. 11. They say "gate" not door 11.

26 M: ga: gate gate

27 K: Yes.

.....

31 M: gra gr-ape grape.

32 K: Why not an "s" at the end?

33 M: We add "s" if there are more than two grapes.

.....

40 K: Alright. I'll sing out loud the next word you are going to read
"C C..... C C"

41 M: lemon

42 K: Bingo.

Kate was active in this excerpt as well in providing indirect, interesting clues to help Mary memorize words. Kate's frequently employing learned lessons or daily experiences to reinforce Mary's recognition of word sounds assisted Mary in recalling or learning words. Mary went well with the help offered by Kate in this excerpt.

Pausing in line 5, Mary was provided with the beginning "ear" sound in line 6 so that she proceeded the reading well in line 7. After Mary finished the "ear" set of words reading, Kate asked Mary to infer the "ea" sound and Mary made it right and was able to apply the sound to other words reading in line 9. Having Mary to backward infer the sound "ea" has been done in session 17 and in this session, Mary was asked to infer it again and furthermore she was able to apply the sound to other words reading.

In next few lines in the same session, Mary went smoothly with the reading and didn't elongate at any words. During the next few lines in which Mary did the reading without any problems, Kate, instead of keeping silent, chimed in with learned lessons or daily experiences to assist the tutee in recalling or memorizing words. For example, in line 15, Kate used fairy tale "the Princess and the Frog" to reinforce Mary with the word "frog". In line 17, again in order to elicit the word "flag" from Mary, Kate used Chinese to clue about what has been learned in class. In line 25, Kate provided daily experience to help Mary meaningfully learn the word "gate". In line 32, when it came to distinguishing plural nouns, Kate imitated the teacher's teaching tone by asking Mary "why not an 's' to the end of the word 'grape'?" In line 40-42, Kate sang a kid song to help Mary elicit the word "lemon". Assistance above was implicit help which Kate used as clues to guide Mary and she was able to respond to them in such relaxed tutoring atmosphere. In this excerpt, unlike previous sessions in which Kate sometimes offered linguistic clues to help elicit answers from Mary, she changed her previous ways of giving direct linguistic answer into totally indirect word clues offering including asking, reminding, chatting, requiring and Mary was able to respond correctly to the guidance Kate provided as well. With the manifestation of Mary's automaticity starting to increase, the level of Kate's assistance began to decrease, i.e., assistance gradually withdrawn.

Excerpt of session 20-2, 21-1, 23-2

H---

- 1 K: h. ill.
- 2 M: hill hill.
- 3 K: Hill is small mountain that is lower than a normal mountain.
- 4 M: ill bill fill mill pill.
- 5 K: How do you read the next?
- 6 M: o space e h o h-o hom: home.
- 7 K: Yes. We say "go home".

- 8 M: go home Rome bone cone.
 9 K: Very good. You notice the different articulation manner of letter m and letter n. Letter m—close your mouth. Letter n—open your mouth.

.....

I---

- 15 M: I I ig:
 16 K: igl.. then two o's, we usually read
 17 M: oo /u/
 18 K: ig. loo. igloo
 19 M: igloo igloo igloo and ice cream.
 20 K: Yes. You just read "ice". Do you like ice cream?
 21 M: Yes.
 22 K: So, these are
 23 M: ice mice rice nice.
 24 K: mice.

.....

N---

- 32 M: n n-eck neck deck peck beck.
 33 M: net get wet let set.
 34 M: Um. /n ai/
 35 K: What rule?
 36 M: i space e i i i.
 37 K&M: nine mine wine.
 38 K: How about this?
 39 M: o space e o o o note nope rope.
 40 K: number.
 41 M: number.
 42 K&M: member November—November.
 43 K: nut.
 44 M: nut cut but sh...sh:
 45 K: shut.
 46 M: sh..ut shut.

Along with words of basic one-syllabic CVC spelling, blend and diagraph spellings, in this session, few two-syllabic words were shown up. In this excerpt, Mary was getting able to finish most of the reading tasks independently. Kate, retrieving direct assistance, indirectly guided Mary's spelling by participating in their

conversations as guided conversation. In line 1-2, in the beginning, Kate started the initial sound “h-ill” and Mary continued the spelling. Kate started the initial sound in order to help Mary continue the spelling “ill” set. In line 4, Mary was able to decode the “ill” sound and applied it to other word reading. As to distinguishing articulation manner, in previous session, Mary was reminded of the difference of bilabial sound “m” and nasal sound “n”. In this excerpt, line 6-8, Mary made the reading right with correct mouth manner (m & n) without Kate’s assistance and Kate encouraged Mary by giving oral praise “Very good. You do notice the difference.” in line 9. In line 15, Mary elongated the sound “ig” when trying to spell the word “igloo”, Kate repeated the sound “ig” and offered help by asking Mary “how do you pronounce ‘oo’?” And Mary self-answered it and continued the reading. Being sensitive to Mary’s level of difficulties in this word “igloo” which help was only slightly needed on the second syllable, Kate offered clue to help Mary elicit correct reading. In line 20, Kate knew Mary recognized the word “ice cream” when hearing Mary’s uttering the word “ice”, Kate quickly reinforced the word “ice” by asking Mary a question “Do you like ice cream?” and Mary perceived the word sound “ice” as /ai s/ after the conversation so that she could propitiously finish the next “ice” word set. From line 32-39, Mary was able to finish the spelling tasks independently only with Kate’s few guided lines in between or even without help. With the clear help of Kate in line 45, Mary repeated the spelling again to make sure that she knew how to spell it. As to the two-syllabic words, Kate chose to read along these words with Mary instead of explaining rules to Mary in view of there were other two-syllabic words to be shown in the next excerpt and . The level of Kate’s help didn’t follow rigidly in every session as Mary was getting to assume more responsibility in the process of arriving at the appropriate output. Kate sometimes provided direct answers at some trivial part which Mary might have understood the concept, or sometimes provided indirect clues at some

words in which Mary might have difficulties. Generally speaking, it could be clearly found that the more responsibility Mary was able to assume in reading, the lower level of help Kate would offer. This indicated that Mary's reading independence was building up in the tutorial interaction and Kate's assistance was gradually withdrawn.

Excerpt of session 26-1

S---

1 M: s-i si sis sis:

2 K: You see. "er" we read /er/. /t-/er/. In this word, you see two vowels which one is in the front part and another in the latter part. They make the word two syllables. Spell the preceded consonant with the vowel "i" and you'll get a sound and that is the first syllable. Spell the preceded consonant with the vowel "er" and you'll get a sound and that is the second syllable.

3 K: s-is sis(.) t-er ter(.) sister.

4 M: sis, ter sister.

5 K: Um. Yes.

6 M: sun sunny.

7 K: "ay" we read /e/ d-ay.

8 M: day.

9 K: Sun-day.

10 M: Sunday.

11 M: sit sick.

12 K: sheep(.) "sh" we read:

13 M: /sh/.

14 K: two e's.

15 M: /i/.

16 K: /ip/ sh-eep.

17 M: sheep sheep.

18 K: Yes. Sheep.

19 M: sheep beep keep deep sheep.

20 K: Excellent.

21 K: Alright. The next word...cover letter s. "am" is

22 M: /ae m/ S-am Sam.

23 K: Yes. Again.

24 M:

25 J&M: Sam.

- 26 K: ple.
27 M: ple.
28 J&M: sample.
29 K: Two vowels in this word. That means it has?
30 M: Two syllables.
31 K: The first syllable?
32 M: /æ n/.
33 K: and:
34 M: /aen d/.
35 K: /aend/.
36 K: Sand.
37 M: sand.
38 K: sandbag.
39 M: sandbag.
40 K: sandwich.
41 M: sandwich.
42 K: Sandwich is san-min-chi.
43 K: Sometimes the sound of “ch” is irregular. In this word, we don’t read /ch/ sound but /k/ sound. School.
44 M: school.

In this excerpt, consonant/vowel diagraphs were kept shown up here, two-syllabic words became the main part in this excerpt and Mary worked hard on those spellings since she was still not familiar with them. Mary bade for help for much more times in two-syllabic words and Kate guided Mary with patience. In line 1, as to the two-syllabic word “sister,” Mary was able to complete the forepart spelling “sis” (which was a standard CVC spelling) but failed the latter part “ter” (vowel diagraph & second syllable). At Mary’s elongation, Kate explained the spelling rules and read along with the tutee which helped the tutee be able to proceed next two-syllabic words “sunny, Sunday.” With the guidance of the tutor aside, the tutee could be able to continue next spellings from line 12-42, including Kate’s clueing word sounds (Level 3 help) in line 12-16 and reading along (Level 7 help) together with Mary in line 36-42. More help was provided to Mary in this excerpt, but most of

the help was about Kate's guiding Mary to elicit answers instead of offering Mary direct answers according to Mary's reading development and fluency. In line 37, Mary was offered assistance in reading out the word "sand" and then was accompanied by Kate to read next two-syllabic words. Examining each two-syllabic word Mary bade for help and the way Kate assisted, it was found that having equipped with rigid CVC spelling ability made Mary actually could be able to spell each single syllable in a two-syllabic word but failed to combine the two syllables together. With Kate's guided assistance, Mary learned the way to spell two-syllabic words.

Excerpt of session 27-3

W---

1 M: wet wa:

2 K: all is /ol/ so w-all.

3 M: wall ball ball tall wall wet win wint:

4 K: er is /er/.

5 M: win t-er win:ter(.) winter.

6 K: Right.

7 M: watch h-atch /a/.

8 K: hatch /ae/.

9 M: hatch match watch /ae/.

10 K: watch /a/.

11 M: watch /a/.

12 K: er is /er/.

13 M: wa(.) t wa(.) ter water aft:

14 K: er

15 M: after.

((Mary did a good job in this part.))

....

25 K: ((Noticed that the tutee pause for a second when seeing words with more than five letters.)) When you read a word, you may stop at the word for a while. Check how many vowels the word has which tells you how many syllables it has. Then find the spelling rules in the word. For example, a space e , i space e.... wh wh /w/ /w/ and others like... So you see this wh and ale. They are wh-ale:

26 M: wh wh-ale whale bale.

27 K: da:
 28 M: dale pale male.
 29 M: i space e i i /I/ /I/ wh wh /w/ /w/ /wit/ /wit/.
 30 K: wh:
 31 M: /w/.
 32 K: Here is a rule “i space e”.
 33 M: /ai/ /ai/.
 34 J&M: /w-ai/ /wai/ /wait/.
 35 K: Yes. white is bai-ser.
 36 M: white bite kite site white wind win.
 37 K: Yes. wind is feng.
 38 M: wind wink witch o o: o o: um...is:
 39 J&M: wood.
 40 K: oo is /u/ wood.
 41 M: wood.

Mary showed improvement in spelling two-syllabic words with consonant/vowel diagraphs as seen in this excerpt under the Kate’s guidance. Kate withdrew her reading along with Mary and only provided reminding assistance at Mary’s elongation. In line 3, as Mary elongated the word “wint”, Kate reminded the vowel diagraph sound “er”. Mary perceived there were two vowels in the word so that she inferred it as a two-syllabic word and continued the spelling “winter” in line 5. This occurred in line 12, too. As Mary was going to read “water”, Kate reminded Mary “er” sound in advanced which helped Mary carry out the following words spelling. After Mary read for a series of words, in line 25, Kate summed up the previous two-syllabic or more-than-five-letter words Mary spelt by saying “you should check out the word first about what spelling rules or how many syllables it has and read it out after discerning it.” as a reminder to reinforce Mary’s following spelling tasks. With Kate’s reminding, Mary did show careful attention in coding words as seen in line 26, 29, 33 and 38. When seeing the word “whale” in line 26, Mary decode it “wh-ale” ; in line 29, “wh-ite”.

All in all, in the 4.2.2 reading tasks, Kate's assistance to Mary was developmentally sensitive, in Lantolf and Aljaafreh's (1994) terms, "graduated and contingent". Kate's sensitivity to interactional cues and Mary's growing ability to act independently result in the giving and withholding of help in a developmentally sensitive manner.

Overview of the Tutee's Gains and the Tutor's Assistance

Evidence for Mary's language development and effectiveness of Kate's assistance was drawn on the basis of the following criteria: a) Changes in the amount or kind of strategic help needed by Mary for a particular structure in the same sessions and across sessions. In this connection, any increase in Mary's responsibility and self-reliance in performing the spelling tasks and any reciprocal decrease in Kate's responsibility and intervention were observed. b) Increased accuracy of the learners' independent use of the structure under consideration in the subsequent sessions.

In the early stages of learning, interaction between Mary and Kate was characterized by maximal regulation and intervention (level 8 help) from Kate, but as more and more processes and functions were appropriated by Mary, other-regulation or intervention gradually decreased (Level 1-0 help) until it finally became unnecessary, as Mary began to function independently relying on self-regulation or control. And the idea of the strategic help in the study was an important mechanism to provide us with a key to the transitions of intramental functioning. It also provided the needed information about the role of Kate's assistance. The development of interlanguage structures and the shifts in regulation from the intermental to the intramental plane were observed.

Development of CVC structure. Mary has laid the foundation of basic CVC spelling in 4.2.1 task which was an important basis for her to proceed the consecutive

spellings in 4.2.2 task. In 4.2.1 task, the spellings were one-syllable, systematic ordered and not much varied so that Mary followed each assistance Mary provided and completed the fixed spellings. It was clearly seen that Mary didn't have much trouble finishing the task and near the end of the 4.2.1 task, Mary was getting able to read independently and to solve problems on her own with decreasing assistance offered by Kate. With Kate's company aside, providing direct to indirect assistance, Mary was getting able to read words in the previous part of 4.2.1 task. This was how Mary depended on Kate's assistance and needed Kate's intervention to complete the readings. With the decrease of help, Mary's language development occurred as evidenced by Mary's assuming much of the reading responsibility. Near the end of 4.2.1 task, Mary was able to assume the responsibility of the reading without Kate's assistance. Other-regulation decreased while Mary's self-regulation emerged. This was how the language concept transited from the intermental plane to the intramental plane in the tutee's 4.2.1 learning. With the spelling basis Mary obtained in the 4.2.1 task, she was confident of dealing with varied spelling words in 4.2.2 task and this was also what the research was to examine how Mary applied her integrated, developed ability to synthetic, complicated spellings.

In the beginning of the 4.2.2 synthetic task, Mary encountered varied words and showed hesitation in the first several words. Polysyllables and sound variations were the causes that made Mary turn to Kate for help. Mary paused at the first few words managing to read at least the first syllable based on her basic CVC spelling ability. Breakdown occurred in the second syllable and Kate stepped in to help the reading continue. Though Mary has gained the basic CVC spelling ability and was able to read single-syllable words well, she wasn't capable for polysyllables and sound variation words yet. From line 1-6 in excerpt 17-1 of the 4.2.2, Kate's assistance was much needed with the second-syllable word reading. Most of the help was directly

intervened, and Mary was able to respond to Kate's guidance: In the latter part of line 6, Mary resumed one-syllable word reading well.

Excerpt of session 17-1

A--

- 1 K: Now we are going to read these words. Mary, you are able to do the previous basic readings well. Now you can use the same spelling rules as in the previous task to read these words.
- 3 K: Let's start this first. Now you should finger point to the word yourself.
- 4 M: an at ant anti ang:
- 5 K: an gel angel(.)
- 6 M: angel angel angel(.)
- 7 M: ad: ad:
- 8 K: dam(.)
- 9 M: adam [<>] adam apple apple ax ax d-ad dad dad l-ag lag p-a [<>] pas:
- 10 K: What spelling rule do you see in the word? We practiced it last week.
- 11 M: a space e Oh, I got it. p-a p-a [<>] pace, a-r ar[ae r]:
- 12 T: We've learned the second word. How do you say "mei lao" in English?
- 13 M: art(.)
- 14 T: That's right. So we pronounce "ar" as
- 15 M: [a r] I see, I see. art art
- 16 T: Alright. Let's move on to the next session.

Doing well in basic CVC spelling can be an important basis for Mary to extend to other spelling learning (though she seemed to be getting good at spelling basic CVC, single syllabic words only). In the last part of excerpt 17-1, Mary showed that she was able to spell the word "pace" in line 11 using CVC spelling mode "p-a pa pace" but only to find that she forgot the long vowel spelling rule. With Kate's Chinese clueing in line 12, Mary could proceed with the reading on her own. Mary has internalized the CVC, one-syllabic spelling pattern except that she still needed Kate's help to clue the long vowel. In the next consecutive sessions, the same

situation occurred as well when Mary actually tried to spell the target words but only to find that she was not familiar with other diagraph rules which caused the spelling break down. With Kate's reminder, the spelling continued. In Excerpt 17-2, based on Mary's CVC spelling experience, she could almost complete the single syllabic word reading but failed in the ending sound which was a consonant diagraph "ck" in line 3. With Kate stepping in for clues, Mary continued the task. Such case could be seen in excerpt 18-1, line 4 the beginning "ch" sound and in excerpt 19-2, line 13 the ending "th" sound. Mary also tried two-syllabic words in excerpt 20-2 with Kate's help aside. Mary's pause triggered Kate's intervention and Kate's assistance successfully triggered Mary's responsive action as well so that the help scaffolded Mary's learning concept and she could complete the reading tasks. The level of Kate's assistance began to decrease as the sessions went over times, which indicated Mary's learning was getting improved and more engaged, autonomous and independent. Though Mary had difficulties in distinguishing some diagraphs and polysyllables, it did not hinder her from trying to read out loud a new word based on her learned basic CVC spelling rules. Instead, having taken in the basic CVC spelling rules facilitated Mary in being confident of learning new words, extending the spelling skills knowledge to other new words reading. This was evidenced in next long vowel, consonant blends, vowel diagraph learning. In Excerpt 23-1, Mary was able to freely read single-syllabic words with vowels changed in between but not yet the polysyllables like the word "monkey" in line 2, "hunter" in excerpt 20-2.

In these sessions, the built-up, in-take basic CVC spelling ability was rigid foundation which affected and contributed to Mary being confident to apply the ability to the synthetic spellings though she might encounter breakdown.

Excerpt of session 17-2

B—

- 1 M: b b /b/ /b/ b-ee:
 2 K: Two “e”s. We pronounce /i/.
 3 M: b-ee bee(.)
 4 M: b b /b/ /b/ bean(.)
 5 K: Where did you see this word before?
 6 M: Um.....?
 7 K: We learned bean in the word “soy bean milk” in Lesson one.
 8 M: Oh yes yes yes. I got it. soy bean milk soy bean milk
 9 K: So here “ea” you pronounce as
 10 M: long / i /

.....

- 19 M: o o /o/ /o/ bl-o blo block bl bl bl-e bl-en blend.
 20 K: block is Ji-mu, right? We learned it in teacher Anna’s class.
 21 M: Oh, yes, yes.

Excerpt of session 18-1

C---

- 1 K: Now they are C list.
 2 M: can can v:
 3 K: van van.
 4 M: van man: ((Pause for a while. Ready to read words which begin with letter b and letter d.))
 5 K: Letter b’s belly faces right and letter d’s belly faces left. You have a bit difficulty in telling them. Go go go.
 6 M: bat, pat, dat, cat, cut(.)
 7 K&M: cook cookie Bing-gang.
 8 K: What rule do you see?
 9 M: a space e cake sake lake cl cl clock.
 10 K: What rule do you see? Ch ch ??
 11 M: ch ch ch ch-e che:
 12 K: ck ck
 13 M: /k/ /k/ ch-eck check.

Excerpt of session 19-2

F---

10 M: fan fat cat map bat lag ((fluent))

11 K: i i /I/ /I/

12 M: f-i fi fill fish fig fif:

13 K: Not fif. The last two letters: th. Put your tongue in the middle of your upper and lower teeth.

14 M: fif fif-th th th fifth frog frog fro fro from from.

15 K: One kiss and you turn into a what?

16 M: frog. ((*laugh*))

17 K: Chi-zhi. We learned in teacher Anna's class. Class ...or school ...

18 M: fl fl f1-a fla flag.

.....

Excerpt of session 20-2

H---

1 K: h. ill.

2 M: hill hill.

3 K: Hill is small mountain that is lower than a normal mountain.

4 M: ill bill fill mill pill.

5 K: How do you read the next?

6 M: hun: hun:

7 K: hun(.) t-er.

8 M: hun(.) t-er ter: hunter.

9 K: What does a hunter mean? Lei-ren.

10 M: h-a ha han hand Hank.

.....

Excerpt of session 21-2

J---

1 K: Then we go to the "J" part.

2 M: ja jam.

3 K: Look at the "am" set.

4 M: jam ham dam j-a: r:

5 K: We read ar ar /ar/ /ar/ so this word "jar" is:

6 M: jar jar bar bar far far car car.

- 7 K: You know what a bar mean?
 8 M: Um. I don't know.
 9 K: "Bar" means "kuai" in Chinese. We use this as a quantifier, like a bar of chocolate. And "jar" means "kuan" in Chinese. Like a jar of candy.
 11 M: jeep jean.
 12 K: "New-zhai-ku"
 13 M: jug jum: jump.
 14 K: jump, Chinese is "tiao".
 15 M: dump mum jam jelly.
 16 K: Jelly tastes very good.

Excerpt of session 23-1

M---

- 1 M: mud mud mod mad mood...moon monk mon:
 2 K: key
 3 M: Oh, monkey.

Development of Long Vowel Structure. Doing well in basic CVC spelling can be an important basis for Mary to extend to other spelling learning. It was evidenced that all the way to excerpt 23 Mary gradually integrated the basic CVC spelling rules with long vowels spelling in the synthetic spelling task. In excerpt 17-1, line 9, she was able to spell the word "pace" using CVC spelling mode "p-a, pa, pace". At the beginning of the task, due to many varied words appeared in one session and it did take a span of time for Mary to response to each different spelling rule (basic CVC, long vowels, blends, diagraphs...), Mary needed Kate's intervention in helping her remind and distinguish the long vowel rules as seen in excerpt 18-1, line 8 and excerpt 20-1, line 1. Being reminded of the rules at the beginning, Mary could continue the spelling right after Kate's assistance was provided. From excerpt 17 to 28, Mary was getting familiar with the varied spellings and was able to distinguish the long vowel spelling rules changed in between and finish the task by herself. This was where long vowel knowledge has been transited from Mary's intermental plane to the intramental

plane. Mary was able to explain which long vowel rule in a word and used CVC spelling pattern to complete the spelling. It was clear that with Kate's reminder and the CVC spelling foundation established in the 4.2.1 task, Mary could be deliberate in doing the readings in this task. Applying 4.2.1 basic reading ability to 4.2.2 synthetic reading in long vowel part without much direct intervention, Mary only needed indirect clues to her bidding for Kate's help.

Excerpt of session 17-1

A---

10 K: What spelling rule do you see in the word? We practiced it last week.

11 M: a space e Oh, I got it. p-a p-a [<>] pace, a-r ar[ae r]:

Excerpt of session 18-1

C---

8 K: What rule do you see?

9 M: a space e cake sake lake cl cl clock.

Excerpt of session 20-1

G---

24 M: a space e /e/ /e/ /e/ gate.

25 K: Yes. It's like you take a flight, you go to boarding gate No. 11. They say "gate" not door 11.

26 M: ga: gate gate

27 K: Yes. Great. You can do it yourself.

28 M: cake make rake sake gfeat? umm?

Excerpt of session 20-2

H---

6 M: o space e h o h-o hom: home.

7 K: Yes. We say "go home".

8 M: go home Rome bone cone.

9 K: Very good. You notice the different articulation manner of letter m and letter n. Letter m—close your mouth. Letter n—open your mouth.

.....

Excerpt of session 22-1

K--- ((fluent))

Excerpt of session 23-1

N---

3 M: Um, um /n ai/

4 K: What rule do you see?

5 M: i space e i i i.

6 K & M: nine mine wine.

7 K: What about this?

8 M: o space e o o o note nope rope: num:

9 K: number

Development of Consonant Blends, Diagraphs and Vowel Diagraphs Structure.

Mary's basic CVC spelling ability has been an influential basis on her learning consecutive spellings as well as seen in the below consonant blends, consonant diagraphs and vowel diagraphs spellings. Consonant blends were made up with two letters which were synchronously pronounced their own individual sounds and the tutee did quite well in responding to these since she practiced the individual sound a lot in previous 4.2.1 task. In 4.2.2 task, excerpt 17-2 and excerpt 19-2, Mary did the readings well without Kate's intervening for those words were mainly a combination of consonant blends, a single vowel and a single consonant. However, as to words with consonant or vowel diagraphs, Mary bid for much help from Kate. Diagraphs were made up with two letters which were pronounced another sole, new sound different from or similar to the original two letters and this really took the tutee much time to memorize. As to consonant diagraphs, in excerpt 17-2, line 2, Mary could have completed the word "black" but failed the consonant diagraph "ck" and she turned to Kate for assistance. However, in the consecutive spellings with "ck", Mary

didn't hesitate at it at all and could appropriate the correct sound and finish the spelling as seen in excerpt 17-2, line 7 and excerpt 18-1, line 6 and 10. In some other consonant diagraphs, Mary also worked hard and has already memorized their sounds in previous practice but only need Kate's help in reminding the sounds in the task. In excerpt 18-1, line 7, Mary's responsive action was triggered by Kate's reminding the sound "ch" and she could quickly complete the spelling; in excerpt 26-1, Kate read out loud the word "sheep" and Mary was able to decode it and learned both the consonant diagraph "sh" and the vowel diagraph "ee". After learning sounds of the diagraphs, she could easily generalize the rules to other word spellings as evidenced in other sessions. As to vowel diagraphs, Mary needed Kate's reminding as well. In excerpt 19-1, Mary sought Kate's reminding of the sound "ear" and then she continued the consecutive spellings and concluded the "ea" sound as /i/. And Mary did the spellings with "ea" correct in next excerpt 21-2, line 11. In some other vowel diagraphs, though Mary occasionally needed the assistance, she no longer needed the entire spelling help but timing, subtle cues from Kate. With basic, solid CVC spelling ability and by practicing these blend/diagraph rules, Mary gradually solved most readings on her own. Mary was getting more and more independent of completing synthetic spellings. The levels of Kate's help also started to decrease and was almost withdrawn when the spelling task came to the end.

Excerpt of session 17-2

B---

13M: b b /b/ /b/ o space e /o/ /o/ /o/ [<>] b-o bon bone bl
bl /bl/ /bl/ bla:

14K: bla then?

15M: bl:

16K: ck ck /k/ /k/

17M: bl-a bla black black.

18K: Yes. black is hey-ser.

19 M: o o /o/ /o/ bl-o blo block bl bl bl-e blen blend. 7

20 K: Block is Ji-mu. We learned it in teacher Anna's class, right?

21 M: Oh, yes, yes.

Excerpt of session 18-1

C---

8 K: What rule do you see?

9 M: a space e cake sake lake cl cl: clock.

10 K: What rule do you see? Ch ch?

11 M: ch ch ch ch-e che:

12 K: ck ck.

13 M: /k/ /k/ ch-eck check.

Excerpt of session 19-1

E---

3 M: Ted Meg e-le-phant elephant:

4 K: How do you read this? ((Pause))

5 M: ((pause))

6 K: We read this as "ear".

7 M: ear ear ear dear hear near rear.

8 K: So what's the sound of "ea" ?

9 M: Um um((pause)) /i/ /i/ ea /i/ ear eat beach easy

.....

Excerpt of session 19-2

F—

10 M: fan fat cat map bat lag. ((fluently))

11 K: i i /I/ /I/.

12 M: f-i fi: fill fish fig. fif.

13 K: Not "fif". The sound of th—you should put your tongue in between the upper teeth and the lower teeth.

14 M: fif fif-th th th fifth frog frog fro fro from from.

15 K: One kiss and you turn into a what?

16 M: frog. ((laugh))

17 K: Chi-zhi. We learned in teacher Anna's class. Class ...or school ...

18 M: fl fl f l-a fla flag.

.....

Excerpt of session 20-1

G---

24 M: a space e /e/ /e/ /e/ gate.

25 K: Yes. It's like you take a flight, you go to boarding gate No. 11. They say "gate" not door 11.

26 M: ga: gate gate

27 K: Yes.

28 M cake make rake sake gleat: umm?

29 K: g-r gr gr.

30 M: gr gr gr-ea great.

31 J Alright. Next.

31 M: gra gr-ape grape.

32 K: Why not an "s" at the end?

33 M: We add "s" if there are more than two grapes.

34 M: grade grade.

35 K: Grade is---Chen-zhi. Do you usually get good grades?

36 M: Ha,ha. No, not really. ((Laugh))

37 M: g-r: gr gr-ee green.

38 K: Liu-ser.

.....

40 K: Alright. I'll sing out loud the next word you are going to read
"C C..... C C"

41 M: lemon

42 K: Bingo.

Excerpt of session 21-2

J---

1 K Then we go to the "J" part.

2 M ja: jam.

3 K Look at the "am" set.

4 M jam ham dam j-ar.

5 K We read ar ar /ar/ /ar/ so "jar" is:

6 M jar jar bar bar far far car car.

7 K You know what a bar mean?

8 M Um. I don't know.

9 K "Bar" means "kua" in Chinese. We use this as a classifier, like a bar of

10 chocolate. And "jar" means "kuan" in Chinese. Like a jar of candy.

11M jeep jean.

Excerpt of session 26-1

S---

12 K: sheep(.) “sh” we read:

13 M: /sh/.

14 K: two e’s. We read it as:

15 M: /i/.

16 K: /ip/(.) sh-eeep.

17 M: sheep sheep.

18 K: Yes. Sheep. Mien-yang.

19 M: sheep beep keep deep sheep.

20 K: Excellent.

Turning to Kate for help did not indicate that Mary was totally unable to finish tasks herself. Instead, examining carefully Mary’s learning progress, with Kate’s gradual and contingent assistance, Mary was becoming able to appropriate Kate’s help and output correct spellings and did show learning autonomy. A solid CVC spelling basis gained in former basic reading task along with Kate’s timing, appropriate assistance facilitated Mary gradually solve synthetic spelling tasks independently. In synthetic spelling task, there were a number of assistance requests in the interaction, however, explicit, direct help decreased and implicit, indirect, timing help increased over times. Kate’s provision and withdraw of assistance was depended on Mary’s learning progress and the degree of her learning autonomy. In the former part of the synthetic task, it was clear that Mary needed cues or direct intervention from Kate in order to complete reading tasks; in the last excerpt (from excerpt 26-1,) Mary could almost be independent from Kate and complete the task autonomously. In synthetic reading task, sometimes Kate became less responsive to Mary’s bids for help. Her unresponsiveness was evidence of her discernment that even though Mary bid for help, Kate considered that she has provided enough help in the past so that Mary should be able to perform without assistance and she did make it without Kate’s temporary

withdrawing. Besides Mary's academic learning progress, her learning attitudes and motivation were greatly escalated by the eagerness.

If we look at the help given in session 17 and in session 26, the extent of development became abundantly evident. If, however, we only consider the learner's production or performance in an individual session, independent from the tutor and the social setting of the tutoring interaction, we would have come to a different conclusion; we would have concluded that there was no change and hence, no effect of the assistance given in the individual session since the tutee was not able to read the spelling words independently. Consideration of the product in this way denied us access to the interesting mechanisms of change and transition that took place gradually as well as the increased improvement in the performance of the tutee as she engaged in the activity with the more capable other. The change in the tutee's control over the knowledge and the use of the structures would have been also missed. All of this would have been lost if only the final product or the actual level of development of the tutee had been considered.

The Tutee's Internalization of Spelling Rules

Mary's improvement process is visible through analysis of the interaction which shows her increasing autonomy according to the levels of internalization outlined by Aljaafreh and Lantolf (2000, p75) in Table 5. Kate provided spelling sounds in response to Mary's bids for help, then provided correct models and then corrected Mary when she made errors. Kate's help became more implicit in response to Mary's gains. In some excerpts, Kate prompted answers before Mary's answers were elicited, while in some excerpts, Kate withdrew her help in order to let Mary solved her own problems. The fact that the help was appropriate and effective is evidenced by the data which showed the help provided gradually led to Mary's language development.

The development which occurred in this remedial setting does not guarantee that the spelling rules are acquired for all time—Mary has not yet reached to “Level 5” where she would be able to use the spelling rules correctly in a broader range of contexts. This research is not to claim that the tutee has fully mastered the rules but she is on her way. Through their interactions, the tutee has moved to “Level 4” where she is able to correct her own errors and to use the spelling rules in a broader range of contexts in order to build optimally upon what she accomplished in this particular session.

Table 5: Transition from interpsychological to intrapsychological functioning (Aljaafreh and Lantolf, 1994)

Levels of internalization from interpsychological to intrapsychological functioning	
Level 1	The learner is unable to notice, or correct the error, even with intervention.
Level 2	The learner is able to notice the error, but cannot correct it, even with intervention, requiring explicit help.
Level 3	The learner is able to notice and correct an error, but only with assistance. The learner understands assistance, and is able to incorporate feedback offered.
Level 4	The learner notices and corrects an error with minimal, or no obvious feedback, and begins to assume full responsibility for error correction. However, the structure is not yet fully internalized, since the learner often produces the target form incorrectly. The learner may even reject feedback when it is unsolicited.
Level 5	The learner becomes more consistent in using the target structure correctly in all contexts. The learner is fully able to notice and correct his/her own errors without intervention.

We could not be sure that the tutee had internalized the structures and she would be correctly used afterwards, but one thing that could be sure was that these structures, from the latest performance and the last round of help, were now significantly shown increased or in gradual development. More time might be needed to follow these

structures to the final stages of development. It was evident that development did not happen as a sudden shift but rather gradually evolved and passed from total reliance on the tutor, to partial reliance on the self and then to independent functioning and total reliance on the self. Development was not instantaneous but a dynamic process which took place slowly and gradually as the data showed over and over again.

Perceptions of the Peer Tutoring

The Tutor's Perceptions. The tutor's interviews identified some benefits the tutor obtained from the peer tutoring. The most significant benefit elicited from the tutor echoed what Beasley (1997) claimed was a major benefit of peer tutoring---that the tutor learned from teaching. The tutor mentioned that the peer tutoring helped her with her own studies either by improving her own language ability or her awareness of the learning process.

Kate: You can't imagine how tutoring add to my learning life...tutoring helped me a lot in my studying. I began to actually hear myself talking. I wonder how I might sound to Mary when I explained what I reorganized in my mind.

(From the third individual interview)

The second most significant benefit was the feeling of doing something worthwhile to help others. The reasons for the feeling were likely to be found in sociocultural factors. In the tutor's class, learning was almost project-oriented. Teamwork was encouraged. Her homeroom teacher liked to designed as many tasks as possible for peers to learn from one another. Because the tutor's ability is considered high level in a team, it was natural for her to offer help to other low achieving students. Whenever tasks were done together, the tutor was always rewarded by her teacher verbally for assisting peers. The other reason mentioned was from a religious viewpoint: she was gaining "God's reward" which made her felt a deep sense of satisfaction when doing things right.

Kate: I like to see the peers I taught pass English tests and catch up our grade level...just seeing the peers happy and grateful for the help I offered would make my day...I like the feeling of teaching others just like the way my teacher Anna or other subject teachers teach students. I like Mary's learning attitudes. She is really hard working. And I feel a bit proud of myself for helping Mary make great progress in English. The more she desires to learn, the happier I am to teach her....

(From the third individual interview)

The third benefit was the sense that they were becoming more responsible. The tutor mentioned that she became better at time-keeping, which was something that was generally a challenge for students after school. This stemmed from her experience at school where movement was regulated by the school bell and students were given very little control over their actions and learning. However, there was no bell after school and she was given a large degree of freedom, so there was a necessity for her to learn how to manage her time effectively.

In addition to the benefits, the tutor mentioned two challenges, too. In the very beginning of the peer tutoring, the frequency in which the tutee failed to keep her appointments or arrived late made the tutor feel unappreciated and frustrated. Later, the tutor felt much better and again expressed willingness to teach because the tutor knew some information about the tutee from the researcher that tardiness and not attending appointments was due to the tutee's lack of organization and time-management skills rather than her lack of interest in learning. Another challenge was the tutor had encountered several times when she was unable to help the peer which made her felt she was losing face if she had to admit she could not do something. There were reasons for this such as being unfamiliar with the language point; being unable to determine what the tutee needed help with. Fortunately, the researcher provided timely help whenever the tutor turned to her for help in the mid of peer tutoring and also offered a teacher-tutor reflection every three week to make sure

that the tutoring proceeded without serious difficulties. These measures did solve the tutor's teaching problems and relieve her teaching anxiety.

The tutee's perceptions. From the tutee's interviews, there were some significant changes occurred in the tutee both academically and psychologically. Academically, the tutee's most obvious change in the interactions from the first session to the last one was her familiarity with and internalization of phonics which led to development of word recognition and spelling ability and furthermore to her development of basic reading ability as well. Mary became less timid and less hesitant in the interaction and later on more confident and active in producing the target language output (words spelling and texts reading). Mary's learning attitude and self-confidence were greatly improved with the consecutive build-up of basic word recognition and reading ability. Psychologically, the main benefit to the tutee was confidence building and feeling more secure about using English. This is consistent with the observations made by Kalkowski (1995) and Beasley (1997) about the tutee's gains in peer tutoring.

Mary: I really like such a companionship in learning English. Kate gave me both visible and invisible support. She made me laugh and relaxed when we learned new things or reviewed lessons. She had her ideas and ways of helping me from the very beginning: from A-Z letter name and sound relationship to complicated sentence making and storybook reading. Sometimes she knew that I was down and did not feel like learning, she would just accompany me and did not push me hard. She would wait until I felt like learning again. We have been using a wider variety of resources such as video and computers. Those extra resources added more fun to learning.

(From the second individual interview)

The tutee expressed the tutoring program was beneficial which she benefited a lot from working with a peer tutor. Her English proficiency was improving as a result. In the beginning, the tutee felt reluctant to come to the remedial class. As time went by, she started loving to come. She thought being tutored by a friend she was close to made her feel secure and the tutor really made the remedial instructions fun. There

was one point raised the issue of the perceptions the tutee about the role of the tutor. The tutee thought that a tutor in some ways should provide the same function as their regular English teacher and in some ways as a friend. In other words, the tutor should be as knowledgeable and capable as the regular teacher and yet as nice and nonjudgmental as a close friend. In some ways, the tutor seemed to be a significant other in the tutee's learning. This point is to be discussed in the next chapter. All in all, the interaction of such a dyad sparked a positive teaching and learning circle and relationship.



CHAPTER FIVE

DISCUSSION

In the previous chapter, findings from the observation, the tutor and the tutee's feedback and responses are presented in detail. In this chapter, significant themes in response to the major concerns of the present study are addressed in depth to obtain a more comprehensive picture of remedial instruction for the underachiever at the elementary level. Section 1 to section 3 attempts to answer the research questions:

“What role does the tutor training play in the peer interaction?”

“How does the tutor training have impacts on the tutor's teaching and the tutee's learning?”

“How do relationships between the tutor and the tutee influence the tutor's teaching and the tutee's language development?”

Question 1: What role does the tutor training play in the peer interaction?

With tutor training ahead of the peer tutoring, the tutor was able to get the gist of helping the tutee in solving learning difficulties. It was found that the tutor training helped Kate be able to know how to interact with Mary and assist her in learning.

Kate: I did learn lots of teaching skills from my teacher when she guided us the ways to assist our tutees in the training. Usually, I did not relate the ideas of “levels” to assisting a peer. I gave random instructions normally according to my observation of the peer's learning. Well...before I did not really know if my assistance worked well on the peer or not in our interaction. In peer tutoring, all I needed to do is provide answers and let the peer repeat after me over and over again until she was able to read independently. At most, I gave some explanations. But, now, my eyes were wide open by the idea of levels of help. It gave me a new thinking of how to assist the peer more clearly and effectively. With the guidelines of levels of help aside, like a doctor, I probed the peer's current ability by giving general assistance to see if she had any response to it.

In the back and forth interactions, the peer's verbal or non-verbal reactions let me understand her level so that I adjusted the level of help based on her need. I must admit that this is a good way to help a peer. It was really good.

(From the third individual interview)

As Mary was getting control of the spelling structures, Kate withdrew high support and employed a great amount of low support like clues eliciting, asking, reminding, chatting, requiring, guiding... which were very much like the way her teacher's in-class teaching behaviors. Kate seemed to play a role like a teacher. What makes her act like a teacher, knowing how to assist her peer appropriately? In Kate's interview, the best way to know how to interact with Mary and assist her learning was to learn teaching skills from the teacher. Kate expressed that if she had not have tutor training before the peer tutoring, she would not have any good or effective ideas in helping Mary.

In the close one-on-one interactions, due to the tutor training ahead of the peer tutoring, Kate obtained a good understanding of finding where Mary was "at"—that was, of what Mary knew or did not know at the beginning of an activity. Because of some techniques or tips learned in the tutor training, Kate became a good observer and listener. She was sensitive to discern how well or not Mary could do in every task and based on Mary's current understanding through their frequent dialogic interactions, she provided suitable assistance to help Mary participate in tasks. From time to time, Kate used the training techniques to progressively adjust her assistance (high/low) to address the needs of Mary's current grade level until the structure was built up. Scaffolding is not just any assistance which helps a learner accomplish a task. It is help which will enable a learner to accomplish a task which they would not have been quite able to manage on their own and it is help which is intended to bring the learner closer to a state of competence which will enable them eventually to complete such a task on their own (Maybin, Mercer & Steirer, 1992). It does take a skilled and

knowledgeable person to do scaffolding. In Kate's past experience of being a tutor, she had no idea of effective teaching and could just "help" by providing the correct spelling in order to let the tutor "complete" the tasks. However, in this study, Kate scaffolded how to think about the spelling by encouraging Mary to think about the sounds of the word and how they could be put together and read. Kate did more than just helping by supporting Mary to tackle *future* tasks in new contexts---be able to know how to think, not simply what to do. This is what this study found that implementing the tutor training ahead of the tutoring sessions helps equip the tutors with more knowledge of good social skills, tutees' difficulties observation/probe, and appropriate assistance provision. Learning in the tutor training ahead of the tutoring sessions equip the tutor with knowledge of good interaction with the tutee. It was found that a 5th grader in the present study was able to appropriately assist her peer as long as he/she is given a training and guided by the teacher before the tutoring sessions.

There was one point about the tutee's preferred learning style being raised here. Information elicited from the observation and the interviews, Mary tended to learn more from visual aids such as words with pictures or Kate's using mouth to do exaggerating demonstration of sounds or spellings. The teacher should work with Kate so that they can find out what learning styles (visual, oral, kinesthetic, and so on) the tutee prefers. A learning styles inventory can be useful. Then the teacher can help the tutor adapt her tutoring to her tutee's preferred style.

Question 2: How does the tutor training have impacts on the tutor's teaching and the tutee's learning?

The Tutor's Perceptions. Due to the tutor training, the levels of assistance helped the tutor diagnose the tutee's learning difficulties so as to provide appropriate assistance. Under the teacher's training guidance, Kate generally followed the original five levels of help from direct level to indirect level to help Mary. Every ongoing decreased/increased level of help provided was based on Mary's current learning level during the interaction. Thus, in the dialogic interaction, by closely observing how Mary responded to every level of assistance provided, Kate was able to decide Mary's current ability by the level of help she offered and thus slowly tailored her provision appropriately to Mary's needs. This is consistent to Lantolf and Aljaafreh's study about learning development. Graduation and contingency of the assistance work in such a way that Kate, together with Mary, tried to discover Mary's ZPD in order to determine if help was required and appropriate for Mary.

There are factors that the tutor training influenced the tutor's teaching. In the training, other than provision of levels of help, the teacher often encouraged Kate to act like a professional helper orally, praising that she was capable enough to do the job as well as a real teacher. From sociocultural perspective, "role theory--one becomes what one does" might explain this. Hence if the tutor acted like a teacher, then she took on the teacher's characteristics, including status, authority, self-perceptions and attitudes. Kate started to care about Mary's learning needs, listening to her difficulties, creating flexible, friendly environment in peer tutoring which reduced anxiety and facilitated learning (Cohen, 1986; Nevi, 1983). Kate acquired some social skills to interact with Mary properly in order not to frustrate Mary. From cognitive perspective, put forth by Slavin (1996), due to frequent exchanges of information and responses, the development of shared understandings of solutions to problems and the generation of strategies occurred. The need to integrate new information into the tutor's existing mental structures and experience with

multiple sources of the tutee's responses enhanced the tutor's capacity to organize information. These factors facilitated Kate not only to beware of adjusting assistance to meet Mary's needs but also to discover that the original 5 levels were not enough to meet Mary's needs and more levels of assistance were needed. Thus, from the study analysis, help could be categorized into nine levels of help. From Kate's interview, Kate not only employed what the teacher told her but also developed and integrated her own kinds—other four levels in the interaction.

Kate: I think the more I interacted with Mary, the better I understood her current ability. Every kind of help offered was decided by Mary's learning ability. Those extra kinds came out so naturally that I did not even think about they were not from the teacher's guidance. Probably it was Mary's reaction that elicited my talking...or maybe it was because I learned from the way the teacher instructed me in the tutor training program. My teacher likes to do some warm-ups like joking or chatting before we go into the lesson. I like the way my teacher interacts with us. It's very casual and no pressure. I usually learn things in such a relaxed atmosphere. So I think it was natural to add extra, flexible kind of help to entertain Mary and better understand her instead of rigidly following the fixed kinds only. The fixed kinds of help could help me find Mary's ability but later, mine was also good too to assist Mary. Ha ha ha (laughing)....

(From the second individual interview)

Kate used the teacher's five levels strategy in the beginning. Based on that, she developed her own extra strategies from the interactions later, incorporating them into the original fixed ones. Kate clearly identified Mary's difficulties with the nine levels of help and assisted her in building up reading ability. The extra four levels helped the study discover that Kate's potential creativity played a role in peer tutoring. Based on the tutor training, the tutor's self-developed, spontaneous, creative and flexible ideas of teaching were aroused and well embedded to help making the tutee's learning fun. This echoes Bergen & Mi (2002) study that students, traditionally viewed as recipients of education, are now seen as a potential source of help and assistance. A trained tutor has the potential for doing the tutoring job better.

One more point about the influence of the training needed to be paid attention to. Besides the tutor training ahead the peer tutoring, Kate needed to go over the sessions with the teacher (the trainer) regularly to make sure that the tutorial was on the right track to lead the tutee to development. With the teacher's company, Kate had guidance of when or when not to offer help, how to tailor to the tutee's needs or some difficult language points.

Kate: We had a review of the sessions regularly. Each time the teacher asked me about Mary's learning and her response. Whether Mary was making progress or not, the teacher always reminded me of paying attention to her reaction. If Mary stepped a bit forward, then I can lower my support a little bit; otherwise, high support was needed. Ha ha...it's like two-people dancing. She comes toward me and I step back a bit. Though it took efforts to focus on Mary's learning, I feel much assured with the teacher being aside guiding me when I helped Mary. So I can have a clear idea that I am on the right track to lead Mary to growth.

(From third individual interview)

The tutor training provided the tutor with some ways as to how to teach and interact with the tutee and the every-three-week reflection review was a chance to make sure if the tutor proceeded the tutoring without any serious difficulties. The reflection review was also a good reminder for the tutor to check if her assistance was too much or too easy so as to adjust to the tutee's needs and meet the current grade level of the tutee. The function of reflection reviews should not be overlooked.

The Tutee's Perceptions. From Mary's interviews and classroom observation, Kate's providing several levels of help and carefully tailoring assistance to Mary's needs helped her improve a lot.

Mary: I think Kate was very nice to me. She always made me laugh when learning. The learning atmosphere was easy and relaxed. I found she paid very close attention to find my learning difficulties and kept asking me lots of questions and offered some strategies to help me learn. I was asked to think, think, think all the time about how to read words correctly. I would get nothing

if I did not use my brain and only wanted to wait for the answers from Kate---because she would give me nothing. I am curious why she knows so many ways to help me learn. Those strategies helped me to build up the reading ability. She did act like teacher Anna in some ways such as demonstration of sounds or provision of lots of examples to support the spelling or reading materials. My past experience in peer tutoring was only being asked to repeat after the tutor and read out loud the answers. I felt I acted like a robot, not knowing what was really going on in learning word structures. So I failed in the tests. Ha ha...so this is why I was asked to attend the remedial class again this year. But this year was different. Kate was good and capable enough like a real teacher. She really had good ways to guide me to learn.

(From third individual interview)

Based on Mary's verbal or non-verbal response to Kate's inquiries, Kate adjusted and offered assistance suitable for Mary's ability to encourage her to keep on doing. In the beginning, Kate provided full assistance to help Mary build up basic structures and gradually by more close interactions, Kate adjusted her assistance to meet Mary's needs from time to time since Mary was making progress as well; later on, as Mary assumed more responsibility, Kate withdrew the assistance accordingly. The scaffolding was successfully erected and led to Mary's learning autonomy.

Mary began to assume more responsibility for the spelling tasks and to actively respond to Kate's prompts and use them to do the spelling herself. It can also be seen that as Mary started to respond actively and take part in the interaction, there was a reciprocal decrease of Kate's responsibility, allowing Mary to finish the tasks.

Random and uniform provision of help is a customary procedure of offering assistance in peer tutoring interaction (Aljaafreh, 1992). Traditionally, the tutors usually guess at what the tutees have in mind or try to say on the basis of their own understanding. Aljaafreh stated that it will be a problem or time wasting if the tutors do not follow assisting procedures guided by the tutees' capabilities and responsive to their ZPD. In the present study, it showed that a fifth grader, as long as being trained and equipped with both teaching and social skills, can do as well as a teacher. The

training benefited both the tutor's teaching and the tutee's learning. The training can provide the tutor with flexible strategies and thoughts to guide the tutee to learn more logically and easily. Instead of turning the tutor loose to work one-on-one with the tutee, some amount of tutor training is needed. Furthermore, the tutee's learning styles inventory can be useful in enhancing the benefit of peer tutoring as previously stated. Thus, the teacher can help the tutor adapt her tutoring to her tutee's preferred style.

Question 3: How do relationships between the tutor and the tutee influence the tutor's teaching and the tutee's language development?

As friendship grew in the tutor and the tutee, more challenging learning matters became possible. The tutor came to know more about the instructional needs of the tutee and the tutee was willing to be more self-revealing about her shortcomings. The significant revelations could be one turning point in the learners' development process.

According to interviews, Mary revealed that she was willing to participate in the sessions because she did want to make a breakthrough above her current English level. Because Kate, her good friend, was assigned to be her tutor this semester, she felt quite comfortable and was not afraid of letting out her learning difficulties to Kate or asking any questions. She felt very secure that Kate would keep whatever talked only between them and would not laugh at her low achieving performance. Also, Mary found that good friend would be more willing to pay attention to what she really needed. Friendship made the tutee have a sense of security, reducing learning anxiety.

Mary: I was frustrated to be listed in the remedial class again this semester. This means my ability is still under the average level of my grade and sometimes felt labeled as "learning idiot". So I decide to study harder with my good friend's helping.

(From first group interview)

On the basis of good relationship along with Mary's determination to learn, Mary was quite open to learning, to responding and to asking questions. Thus, in their constant dialogic interactions, Kate had chances to understand Mary's real learning problems so as to offer enough help. In other words, without constant dialogic negotiations and Mary's open-mindedness to learning, Kate would not have the access to Mary's actual learning strengths and weaknesses so as to adjust her tutorial and provide appropriate, understandable assistance which triggered Mary's response. Good relationship helps the tutor and the tutee reciprocally benefit in teaching and learning.

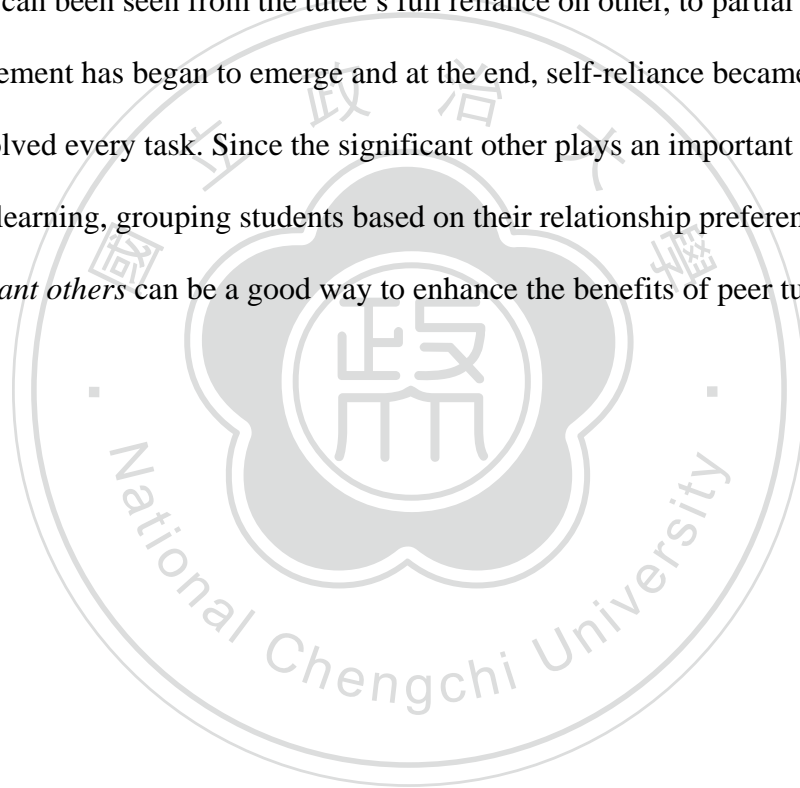
Kate: If we had not have many verbal or non-verbal interactions in the tutorial, I would have just taught like a robot, only one-way lecturing not knowing what Mary's problems were and the tutorial would be very boring for both of us because I was the only one doing the talking and Mary doing the listening. She was a good friend of mine and she was not afraid of letting me know her learning difficulties. Her willingness and motivation to learn was pretty high, maybe because I was her good friend and she was happy to be tutored by me. From her dialogic responses, I could determine her weaknesses so as to give assistance to suit her needs. I was very happy that Mary was not passive about learning and she was willing to let me help with her difficulties. Later on, by Mary's independent reading or rejection of my help...those signs, I knew she was moving away from reliance on me and started to make progress. When the signs were getting more obvious, I knew I had to do something to "cooperate with" her learning independence. So I made an adjustment to my assistance. I became more sensitive to her response and carefully observed her performance in order to assess suitable assistance that helped her build structures.

(From second group interview)

In the present study, the tutor played a significant other in the tutee's learning.

With the tutor's oral encouragement, provision of the friendly learning atmosphere and timely assistance, the tutee's motivation was raised, finding learning was full of fun and was willing to engage herself more in the tutoring sessions. Mary's participation willingness and self-esteem were relatively escalated as she was making obvious progress. These made Mary want to be more involved in the peer tutoring as a result.

Even though the appropriate level of assistance was usually determined by the tutor, it was reached through the reactions and the information the tutor obtained from the tutee. Appropriate assistance does not mainly depend on how skillful and sensitive a tutor was to provide help but also on the active response from the tutee. The tutee highly attended to the tutor's teaching and followed every step the tutor instructed. The tutee's active involvement together with the tutor's timely provision of proper assistance could explain the tutee's gradual language improvement. The language change can be seen from the tutee's full reliance on other, to partial reliance since improvement has began to emerge and at the end, self-reliance became the way the tutee solved every task. Since the significant other plays an important role in the tutee's learning, grouping students based on their relationship preference or *significant others* can be a good way to enhance the benefits of peer tutoring.



CHAPTER SIX

CONCLUSION AND IMPLICATIONS

The present study investigated the detailed interactions in peer-tutoring remedial class on two fifth-grade elementary school students. This chapter first summarizes the findings of this study. Next, a summary of the findings of the present study versus findings of the previous studies was provided. Last, limitations, pedagogical implications and suggestions for further studies are discussed.

Summary for the Findings

The case study, based on qualitative inquiry, investigated the effect of peer tutoring in Taiwan remedial instructions. One dyad was drawn from the 15 remedial instruction groups. The interactions between the tutor and the tutee were observed and discussed in detail.

Conducted through a class-wide peer-tutoring program, this study arranged 30 participants into 15 dyads in a remedial class. The combination was of high-low level of English proficiency. In order to obtain more detailed, in-depth observation and accounts of one-semester long peer interactions, focus was on one dyad which was selected according to learning attitudes and participation willingness in the study. This research lasted for a whole semester (twenty weeks). It began with a pre-tutoring preparatory stage, which was a two-week tutor training provided by the researcher before the peer tutoring sessions started. The tutor was trained with basic teaching knowledge, techniques and social skills in the pre-tutoring training. Then the peer tutoring session was conducted for 18 weeks: thirty minutes per session, two sessions per week. It was conducted in mornings at the tutee's extra learning hours. The peer-tutoring sessions were to have the tutee complete the designed tasks and to have the tutor offer assistance when needed. The tasks were designed based on the textbook

and of gradation which helped the tutee meet the expectations of her grade level of English. Every three weeks during the peer tutoring sessions, the researcher and the tutor would meet and went through a reflection review to ensure that the tutoring process proceeded without any serious problems. In the last week, interviews were conducted after the peer tutoring sessions. The tutor and the tutee was interviewed individually or in a group at least three times during data collection.

The result was : First, with tutor training ahead of the peer tutoring, the tutor was able to get the gist of helping the tutee in solving learning difficulties. It was found that the tutor training helped Kate be able to know how to interact with Mary and assist her in learning. Second, due to the tutor training, the levels of assistance helped the tutor clearly diagnose the tutee's learning difficulties so as to provide appropriate assistance. Under the teacher's training guidance, Kate generally followed the original five levels of help while incorporated the other self-developed four levels of help from direct to indirect kind to assist Mary. Every ongoing decreased/increased level of help provided was based on Mary's current learning level during the interaction. From the tutee's interviews and classroom observation, the tutor's providing several levels of help and carefully tailoring assistance to the tutee's needs helped the tutee have a better understanding of what her difficulties were and how to solve problems. Third, as friendship grew in the tutor and the tutee, more challenging learning matters became possible. The tutor came to know more about the instructional needs of the tutee and the tutee was willing to be more self-revealing about her shortcomings. The tutor played a significant other in the tutees' learning.

Findings of the Present Study vs. Findings of Previous Studies

All in all, the results of the study are in agreement with the findings of the

previous studies in the following aspects. First, this was consistent to Pugh's (2005) findings that the tutee was not the only beneficiary of peer tutoring. In the interactions, the tutor gained a better understanding of the subject matter as she explained it to the tutee. And the responsibility of being a peer tutor could be empowering. Second, the levels of assistance given in the tutor training helped the tutor clearly diagnose the tutee's learning difficulties so as to provide appropriate assistance. This corresponded to what was confirmed in Lantolf and Aljaafreh (1995) studies that the help led development did not occur in a random way, but in an orderly and developmentally sensitive manner in peer interactions. Third, the researcher found that relationship played a role in shaping the peer tutoring. Good relationships made both the tutor and the tutee felt comfortable with each other first and reduced the learning/teaching anxiety.

On the other hand, inconsistencies also arose between this study and the previous research. In Lantolf and Aljaafreh (1995) studies, the adult tutor was able to provide the assistance naturally to the tutee which could be categorized into nine levels. And the levels of help did assist the tutee in every level of progressing. In their research, little attention has been paid to discussion of the tutor's teaching ability. Whether the tutor training was given ahead of the peer tutoring was unknown and not emphasized. However, in elementary level, students placed in collaborative contexts do not spontaneously use higher order thinking and ask good questions, nor do they use appropriate social skills (Cohen, 1994). Without training, explanations in collaborative groups or dyads are often confused and time wasting. (Fuchs, Fuchs, Bentz, Phillips, & Hamlett, 1994; Fuchs, Fuchs, Kazdan & Allen, 1999). In the present study, the researcher gave some credits to the tutor training for shaping the peer tutoring in a good way. There were two benefits found in provision of some amount of tutor training ahead of the peer tutoring---socially, it encouraged the tutor

to act properly with the tutee; pedagogically, it facilitated the tutor to obtain clear ideas of helping the tutee and stimulated the tutor's potential ability such as creativity to do the tutoring job better.

Another inconsistency was found. In previous studies, the combination of the tutor and the tutee was assigned by the teachers basically based on the high/low ability. Their perceptions of a good/bad peer tutoring were known from cognitive perspectives only. Little attention has been paid to discussion of their perceptions from sociocultural perspectives. Friendship was listed as an important factor that might have an impact on the peer tutoring, yet with limited discussion. The combination in the present study was based on both the high/low ability and friendship. In the study, perceptions of the peers were elicited from more sociocultural perspectives. It was found that they tended to learn more from such a good relationship. Good relationships made both the tutor and the tutee felt comfortable with each other as previously stated. As friendship grew deeper in between, more challenging learning matters became possible such as self-disclosure of real learning difficulties. Significant revelations of difficulties sometimes could be the tutee's turning points to progress because the tutor could offer suitable solutions to her problems. Thus, from sociocultural perspectives, "friendship" was found a significant role in benefiting peer tutoring whose in-depth meanings might be missing if we only look at it from cognitive perspectives. It would be better for a teacher to look after the holistic needs of students for there are a variety of factors being involved in learners' dynamic learning.

Theoretical and Pedagogical Implications

Theoretical implication. Consistent with Vygotsky's sociocultural learning theory, Students, traditionally viewed as recipients of education, are now seen as a potential

source of help and assistance. Students have potential for acting good helpers among peers. Creativity and flexible adjustment to peers' needs make the tutors better help.

The present study confirms that providing tutor training ahead of the peer tutoring sessions is helpful to equip the tutors with knowledge of social and teaching skills, i.e. observation/probe of the tutee's learning style and difficulties, and timely provision of appropriate assistance. These skills are beneficial for the tutor in motivating the tutee and getting her involved more in learning. The trained tutor did have potential in sharing the teacher's responsibility in helping out the low achiever.

Pedagogical Implications. The first implication is the emphasis on tutoring training. Peer tutoring relieves teachers of many reteaching burdens, and the skills peers learned through peer tutoring carry over into success in the regular classroom setting. As previously discussed, tutor training plays an important role in shaping good peer tutoring. Random and uniform provision of help is a customary procedure of offering assistance in peer tutoring interaction (Aljaafreh, 1992). Traditionally, the tutors usually guess at what the tutees have in mind or try to say on the basis of their own understanding. Aljaafreh stated that it will be a problem or time wasting if the tutors do not follow assisting procedures guided by the tutees' capabilities and responsive to their ZPD. This echoed Cohen (1994) study that students placed in collaborative contexts do not spontaneously use higher order thinking and ask good questions, nor do they use appropriate social skills. The tutor training provides the tutors with skills as to how to teach and interact with the tutee. But, how long is the tutor training appropriate and enough, what should be included in the tutor training, should the training be structured or semi-structured, who should be the trainer, should there be more support for the training...these are the questions suggested for further studies.

Besides the tutor training, the regular review with the teacher is a good chance

to make sure if the tutor proceeds the tutoring without any difficulties. The review is also a reminder for the tutor to check if her assistance was too much or too easy so as to adjust to the tutee's needs and meet the current grade level of the tutee.

Second, every student has a preferred learning style, and it is better for the peer tutor—with the teacher's assistance—to learn about the tutee's learning style and try to tutor by using that way. Peer tutoring should not be drudgery for either the tutor or the tutee. Tutors can use academic games that promote learning, for example. One part of the tutor training is to help the tutors become good observers and listeners so that they can better discern what they can do to help their tutees learn most. The teacher should work with tutors so that they can find out what learning styles their tutee prefer: visual, oral or kinesthetic... A learning styles discovery can be helpful. Then the teacher can help the tutors adapt their tutoring to their tutee's preferred style.

Limitations of the Study

This present study was designed to better understand the insights of peer tutoring process in the interaction of two students in elementary English remedial class. The study was conducted for 20 weeks of tutor training and observation of peer-tutoring process but nevertheless, has certain limitations.

As a consequence of the restricted time and limited human power, this study could only observe one dyad. Even though this qualitative case study did not aim to generalize the findings; yet, if more time is given and more human power can be involved, it would be possible to see a larger trend of different combinations of dyads and peer-tutoring styles. Other factors that might have impacts on combination of peers such as age, gender, learning styles...are not discussed here but they are good resources for future studies.

Peer tutoring is as valuable for the student tutor as it is for the tutee. Both gain from the interaction. The tutor and the tutee do learn from one another. Peer tutoring

helps students share responsibility of teaching workload. Based on the findings of the present study, it is suggested that language teachers should pay close attention to developing pedagogical ability in students that are likely to enhance learning and achievement. When grouping peers, consideration of the learners' learning difficulties, learning styles, relationship preference and psychological needs is important.



References

- Aljaafreh, A. (1992). Negative feedback in second language learning and the zone of proximal development. Dissertation, University of Delaware.
- Aljaafeh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal* 78, 465-483.
- Anton, M., & F. DiCamilla. (1998). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *The Canadian Modern Language Review*, 54(3), 314-342.
- Bakhtin, M. M. (1986). (Y. McGee, Translator). *Speech Genres and Other Late Essays*. Austin, TX: University of Texas Press.
- Beasley, C. (1997). Students as teachers: The benefits of peer tutoring. In R. Pospisil and L. Willcoxson (Eds.), *Learning Through Teaching* (pp. 21-30). Proceedings of the 6th Annual Teaching Learning Forum, Murdoch University. Perth: Murdoch University. Retrieved from <http://lsn.curtin.edu.au/tlf/tlfi1997/beasley.html>
- Bentz, J. L., & Fuchs, L. S. (1996). Improving peers' helping behavior to students with learning disabilities during mathematics peer tutoring. *Learning Disabilities Quarterly*, 19, 202-215.
- Bergen, Timothy J. and Mi, Han-fu. (2002). Peer tutoring and the self-instructional module. *Educational Research Quarterly*, 25(4), 28-35.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). Boston: Allyn & Bacon.
- Borkan, J. M., Miller, W. L., Neher, J. O., Cushman, R., & Crabtree, B. F. (1997). Evaluating family practice residencies: A new method for qualitative assessment. *Family Medicine*, 29(9), 640-647.

- Chang, V. (2002, May 4). English goals too high for children. *Taipei Times*, pp.8.
- Chaudron, C. (1977). A descriptive model of discourse in the corrective treatment of learners' errors. *Language Learning*, 27, 29-46.
- Chen, F. M., Huang, Y. L., Liu, L. (Eds.). (2003). *Happy Baby Flashcards for Phonics*. Taiwan Mac Educational Co., Ltd.
- Chou, C. T. (2002, July 8). Closing the English proficiency gap. *Taipei Times*, pp.8.
- Cohen, E. G. (1994). Restructuring the classroom: conditions for productive small groups. *Review of Educational Journal*, 64 (1), 1-35.
- Cohen, J. (1986). Theoretical considerations of peer tutoring. *Psychology in the Schools*, 23(2), 175-186.
- Cohen, P., Kulik, J., & Kulik, C. (1982). Educational Outcomes of tutoring: A meta-analysis of findings. *American Educational Research Journal*, 19, 237-248.
- De Lisi, R., & Golbeck, S. L. (1999). Implications of Piagetian theory for peer learning. In A. M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning*. New Jersey: Erlbaum Press.
- Donato, R. (1994). 'Collective scaffolding in second language learning' in Lantolf and Appel 1994b.
- Duff, P. A. (2008). *Case Study Research in Applied Linguistics*. New York, NY: Lawrence Erlbaum Associates.
- Dupaul, G. J., Ervin, R. A., & Hook, C. L. (1998). Peer tutoring for children with attention deficit hyperactivity disorder: Effects on classroom behavior and academic performance. *Journal of Applied Behavior Analysis*, 31(4), 579-592.
- Fantuzzo, J.W., King, J. A., & Heller, L. R. (1992). Effects of Reciprocal Peer Tutoring on Mathematics and School Adjustment: A component analysis. *Journal of Educational Psychology*, 84(3), 331-339.
- Fantuzzo, J.W., Polite, K., & Grayson, K. (1990). An evaluation of reciprocal peer

- tutoring across elementary school settings. *The Journal of School Psychology*, 28, 309-323.
- Fawcett, L. M., & Garton, A. F. (2005). The effect of peer collaboration on children's problem-solving ability. *British Journal of Educational Psychology*, 75, 157-169.
- Frasier, P. Y., Slatt, L., Kowlowitz, V., Kollisch, D. O., & Mintzer, M. (1997). Focus groups: A useful tool for curriculum evaluation. *Family Medicine*, 29(7), 500-507.
- Fuchs, L. S., Fuchs, D., Bentz, J., Phillips, N. B., & Hamlett, C. L. (1994). The nature of student interactions during peer tutoring with and without training and experience. *American Educational Research Journal*, 34(1), 75-103.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Phillips, N. B., Karns, K., & Dutka, S. (1997). Enhance students' helping behavior during peer-mediated instruction with conceptual mathematical explanations. *The Elementary School Journal*, 97(3).
- Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (1999). Effects of peer-assisted learning strategies in reading with and without training in elaborated help giving. *The Elementary School Journal*, 99(3), 201-219.
- Garton, A. F., Harvey, R., & Pratt, C. (2003). *The role of language in collaborative problem solving*. Unpublished manuscript.
- Garton, A. F., & Pratt, C. (2001). Peer assistance in children's problem solving. *British Journal of Developmental Psychology*, 19, 307-318.
- Greenwood, C. R., Arreaga-Mayer, C., & Utley, C. A. (2001). Class-wide peer tutoring learning management system: Applications with elementary-level English language learners. *Remedial and Special Education*, 22(1).
- Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Working with ESL Children in the Mainstream Elementary Classroom*. Heinemann.
- Hall, J. K., & Verplaetse, L. S. (2000). *Second and Foreign Language Learning*

- through Classroom Interaction*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hammond, J. (ed.) (2001). *Scaffolding: Teaching and Learning in Language and Literacy Education*. Newtown, Australia: Primary English Teaching Association.
- Hogan, D. M., & Tudge, J. R. H. (1999). Implications of Vygotsky's theory for peer learning. In A. M. O'Donnell and A. King (Eds.), *Cognitive Perspectives on Peer Learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Holuga, S. (1994). *The effect of metacognitive strategy training with verbalization on the oral accuracy of adult second language learners*. Unpublished doctoral dissertation, University of Toronto (OISE), Toronto, Canada.
- Kalkowski, P. (1995). Peer and cross-age tutoring. *School Improvement Research Series*. North West Regional Educational Laboratory. Retrieved from <http://www.nwrel.org/scpd/sirs/9/co18.html>
- King, A. (1994). Guiding knowledge construction in the classroom: Effects of teaching children how to question and how to explain. *American Educational Research Journal*, 30, 338-368.
- King, A. (1999). Discourse patterns for mediating peer learning. In A. M. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 87-115). New Jersey: Erlbaum Press.
- King, A., Staffieri, A., & Adelgais, A. (1998). Mutual peer tutoring: Effects of structuring tutorial interaction to scaffold peer learning. *Journal of Educational Psychology*, 80(1), 134-152.
- Kowal, M., & Swain, M. (1997). From semantic to syntactic processing: How can we promote metalinguistic awareness in the French immersion classroom? In R. K. Johnson and M. Swain (Eds.), *Immersion Education: International Perspectives*. Cambridge: Cambridge University Press.
- Kozulin, A. (1998). *Psychological Tools*. Cambridge, MA: Harvard University Press.

- Kruger, A. C. (1992). The effect of peer and adult-child transactive discussions on moral reasoning. *Merrill-Palmer Quarterly*, 38, 191-211.
- Lantolf, J. P. (ed.) 2000. *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.
- Lantolf, J. P., & Aljaafreh, A. (1995). Second language learning in the zone of proximal development: A revolutionary experience. *International Journal of Educational Research* 23: 619-632.
- Lantolf, J. P., & Appel, G. (Eds.) (1994b). *Vygotskian Approaches to Second Language Research*. Norwood, NJ: Ablex Press.
- Levin, I., & Druyan, S. (1993). When sociocognitive transaction among peers fails: The case of misconception in science. *Child Development*, 64, 1571-1591.
- Light, P. L., & Littleton, K. (1994). Cognitive approaches to group work. In P. Kutnick & C. Rogers (Eds.), *Groups in schools* (pp. 87-103). London: Cassell.
- Maybin, J., Mercer, N., & Steirer, B. (1992). Scaffolding' Learning in the Classroom. In Norman, K. (Ed.), *Thinking Voices: The Work of the National Curriculum Project*. Hodder & Stoughton for the National Curriculum Council, London.
- Morgan, D. L. (1998). *Focus group kit: The focus group guidebook* (Vol. 1). Thousand Oaks, CA: Sage.
- Moshman, D., & Geil, M. (1998). Collaborative reasoning: Evidence for collective reality. *Thinking and Reasoning*, 4, 231-248.
- Nevi, C. N. (1983). Cross-age tutoring: Why does it help tutors? *The Reading Teacher*, 36, 829-898.
- Ohta, A. S. (2001). *Second Language Acquisition Processes in the Classroom: Learning Japanese*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ohta, A. S. (1995). Applying sociocultural theory to an analysis of learner discourse: Learner-learner collaborative interaction in the zone of proximal development.

- Issues in Applied Linguistics*, 6, 93-121.
- Pugh, K. H. (2005). Peer Tutoring Do's and Don'ts. *Phi Delta Kappa Fastbacks*, 528.
- Puchner, Laurel D. (2003). Children teaching for learning: What happens when children teach each other in the classroom? Paper presented at the 2003 Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Rafoth, M. A. (1998). Sharing the secret: Peer tutoring and independent learning. *Teaching and Change* 5(3-4), 245-60.
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.
- Rogoff, B., & Wertsch, J. V. (ed.) (1984). The Zone of Proximal Development: Some Conceptual Issues. *Children's Learning in the 'Zone of Proximal Development'*. San Francisco: Jossey-Bass.
- Rosenshine, B., & Meister, C. (1994). Reciprocal teaching: A review of the research. *Review of Educational Research*, 64 (4), 479-530.
- Samaha, N. V., & De Lisi, R. (2000). Peer collaboration on a nonverbal reasoning task by urban minority students. *Journal of Experimental Education*, 69(1), 5-14.
- Schattner, P., Shmerling, A., & Murphy, B. (1993). Focus groups: A useful research method in general practice. *Medical Journal of Australia*, 158(9), 622-625.
- Slavin, R. E. (1991). Synthesis of research on cooperative learning. *Educational Leadership*, 71-82.
- Slavin, R. E. (1996). Research on Cooperative Learning and Achievement: What we know, what we need to know. *Contemporary Educational Psychology*, 21, 43-69.
- Strough, J., Berg, C. A., & Meegan, S. P. (2001). Friendship and gender differences in task and social interpretations of peer collaborative problem solving. *Social Development*, 10(1), 1-22.
- Swain, M. and S. Lapkin. (1998). Interaction and second language learning: Two

- adolescent French immersion students working together. *The Modern Language Journal*, 83, 320-38.
- Talyzina, N. (1981). *The Psychology of Learning*. Moscow: Progress Press.
- Teasley, S. D. (1995). The role of talk in children's peer collaborations. *Developmental Psychology*, 31(2), 207-220.
- Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge University Press: Cambridge.
- Tudge, J. R. H. (1992). Processes and consequences of peer collaboration: a Vygotsky analysis. *Child Development*, 63, 1364-79.
- Tudge, J. R. H., & P. Winterhoff. (1993). Vygotsky, Piaget and Bandura: perspectives on the relations between the social world and cognitive development. *Human Development*, 36, 61-81.
- Van Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity*. Longman, London.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, MA: MIT Press.
- Action*. Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1978). *Mind and Society*. Cambridge, MA: Harvard University Press.
- Webb, N. M. (1992). Testing a theoretical model of student interaction and learning in small groups. In R. Hertz-Lazarowitz & N. Miller (Eds.), *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 102-119). New York: Cambridge University Press.
- Wells, G. (1986). *The Meaning Makers: Children Learning Language and Using Language to Learn*. Hodder & Stoughton, London.
- Wertsch, J. V. (1979). The regulation of human interaction and the given-new organization of private speech. In G. Ziven (Ed.), *The Development of Self-Regulation Through Private Speech*. New York, NY: Wiley.

- Wertsch, J. V. (1985). *Vygotsky and the Social Formation of Mind*. Cambridge: Harvard University Press.
- Wertsch, J. V. (1991). *Voices of the Mind. A Sociocultural Approach to Mediated Action*. Cambridge: Cambridge University Press.
- Wertsch, J. V. (1998). *Mind as Action*. Oxford: Oxford University Press.
- Wertsch, J. V., & Hickmann, M. (1987). Problem-solving in social interaction: A microgenetic analysis. In M. Hickmann (Ed.), *Social and Functional Approaches to Language and Thought*. Orlando, FL: Academic Press.
- 鄒文莉 (Tsou, W.L.) (2002)。國小篇：大班教學面面觀。敦煌英語教學雜誌，35，10-12。
- 林素娥、謝靜惠 (Lin, S. O., & Hsieh, C. H.) (2001)。Phonics 創意教學字母的發音。台北市：東西出版事業有限公司。
- 林靜宜 (Lin, C.Y.) (2003)。「國小英語教學現況民意調查」分析報告。台北：中華民國全國教師會。
- 劉芳伶 (Liu, F. L.) (2001)。國小英語教師教育專業能力與專門學科素養之研究 (未出版之碩士論文)。國立屏東師範學院，屏東。
- 盧貞穎 (Lu, C. Y.) (1999)。國小英語教師的成長和國小教學。人文及社會學科教學通訊，10(4)，154-166。
- 詹餘靜、蔣月美 (Chan, Y. C., & Chiang, Y. M.) (2002)。彈性能力分班在國小英語教學之實施：北市龍安國小個案研究。第九屆中華民國英語文教學國際研討會論文集 (頁 634-643)。台北：文鶴。
- 張武昌、周中天、陳純音、葉錫南、林正昌、許月貴 (Chan, W. C., Chou, C. T., Chen, C. Y., Yeh, H. N., Lin, C. C., & Hsu, Y. K.) (2003)。國民中學學生基本學力測驗英語雙峰現象暨改進措施。台北：國立台灣師範大學英語系 (教育部委託研究)。
- 張愈敏 (Chang, Y. M.) (1997)。不再放牛吃草！高市篇—國中適性教育班。師說，

102, 36。

張新仁 (Chang, S. J.) (2001)。實施補救教學之課程設計與教學設計。教育學刊，
17, 85-106。

陳瓊如、李維揚 (Chen, C. J. & Li, W. Y.) (2004, May)。點燃台北縣教育局「引進
大學資源、活絡英語學習」活動：以銘傳大學與中湖國小的合作模式為例。
英語教育電子月刊，7。取自

<http://ejee.ncu.edu.tw/teacherarticle/teacherarticle.asp>

賈惠文 (Jia, H. W.) (2004)。同儕個別教學對國小英語低成就學生字母拼讀學習成
就及學習態度影響之研究。國立台北師範學院，台北市。

游麗卿 (You, L. C.) (1992)。Vygotsky 社會文化歷史理論：搜集和分析教室社會溝
通活動的對話及其脈絡探究概念發展。國教學報，11, 230-258。



Appendix A

Basic spelling word list

Short vowel a	ad	bad dad fad had lad mad pad sad tad Brad Chad clad glad
	ag	bag gag jag lag nag rag sag tag wag brag crag drag flag
	am	dam bam jam Pam ram Sam tam yam clam cram gram
	an	ban can Dan fan man pan ran tan van
	ap	cap gap lap map nap rap sap yap chap clap flap
	at	bat cat fat hat mat pat rat sat vat
Short vowel e	ed	bed fed led Ned red Ted wed bled bred
	eg	beg keg leg Meg peg
	ell	bell cell dell fell jell Nell sell tell well yell
	en	Ben den hen Ken men pen ten yen
	et	bet get jet let met net pet set wet yet
Short vowel i	id	bid did hid kid lid mid rid
	ig	big dig fig gig jig pig rig wig
	ill	ill bill dill fill hill Jill kill mill pill
	in	bin fin kin pin tin win
	ip	dip hip lip nip rip sip tip zip
	it	Bit fit hit kit lit pit sit wit
Short vowel o	ob	Bob cob gob job lob mob rob sob
	od	cod mod nod pod rod sod
	op	bop cop hop mop pop sop top chop crop
	ot	Cot dot got hot jot lot not pot rot tot
	ox	ox box fox lox pox
Short vowel u	ub	cub dub hub nub rub sub tub
	ug	bug dug hug jug lug mug pug rug tug
	um	bum gum hum mum sum
	un	Bun fun gun pun run sun
	ut	but cut gut hut jut nut rut
Long vowel a_e	ade	fade jade made wade blade
	ake	bake cake fake Jake lake make rake sake take wake
	ale	bale Dale gale male pale sale tale
	ame	came dame fame game lame name same tame
	ane	cane Jane lane mane pane sane vane wane
	ate	date fate gate hate Kate late mate rate
	ave	cave Dave gave pave rave save wave

	aze	daze faze gaze haze maze raze
Long vowel i_e	ide	hide ride side tide wide
	ike	bike dike hike like Mike pike
	ile	file mile Nile pile tile vile
	ine	dine fine line mine nine pine vine
	ipe	pipe ripe wipe
	ire	fire hire tire wire
	ite	bite kite mite rite site
	ive	dive five hive jive live
Long vowel o_e	oke	coke joke poke woke yoke
	ole	dole hole mole pole role
	ome	dome home Nome Rome
	one	bone cone hone lone tone zone
	ope	cope dope hope mope nope pope rope
	ore	bore core fore gore more pore sore tore wore
	ose	hose nose pose rose
	ote	note rote vote quote
Long vowel u_e	ube	cube lube tube
	ure	cure lure pure sure
	use	use fuse muse ruse
	ute	cute jute lute mute flute

Appendix A

Synthetic spelling word list

A	<u>ant</u> an and anti angel <u>add</u> Adam apple <u>ax</u> fax dax max <u>ape</u> rape jape cape <u>arm</u> art are ark
B	<u>box</u> bob bog bomb <u>bag</u> fag cag dag <u>ball</u> fall wall mall <u>bee</u> beef beet beetle <u>bean</u> beat beam bead <u>boy</u> joy toy soy <u>bug</u> bum buff buck <u>bus</u> but bun bud <u>boat</u> coat doat moat <u>block</u> <u>blot</u> <u>black</u> blab bland blank
C	<u>cake</u> take sake make <u>cup</u> cut cub cusp can <u>fan</u> ban man <u>cat</u> cab cad can <u>cow</u> jow pow dow <u>cookie</u> cool cook coop <u>clock</u> clot clod clog chair
D	<u>dig</u> did din dim <u>dog</u> jog fog hog doll <u>duck</u> dust dusk <u>dress</u> dreg <u>drink</u> rink brink prink
E	<u>egg</u> leg teg meg elephant e-mail <u>ear</u> lear fear dear <u>eat</u> east easy
F	<u>flag</u> lag slag blag <u>fan</u> can ban man <u>fat</u> cat bat mat <u>feet</u> fee feel feed <u>fish</u> fig <u>fox</u> fog fob <u>frog</u> from
G	<u>girl</u> gum <u>gate</u> fate cate sate grape grade <u>green</u> greet greed
H	<u>hat</u> hash <u>hop</u> top mop pop <u>hot</u> hop hob hog hug Hun hum hunter hen hill <u>home</u> dome pome tome
I	igloo <u>ice</u> vice nice mice
J	<u>jam</u> ham dam Sam <u>jar</u> far car bar jib jeer jeep <u>jet</u> let bet met jug jump jello
K	kick kill kiss <u>king</u> ting ping bing kit <u>kite</u> site bite mite
L	leg teg seg Meg log lamp land lip lips list <u>lock</u> bock mock sock <u>land</u> band sand mand lake late lace lade lemon lent lend
M	<u>man</u> fan dan pan <u>moon</u> moor moot mood monkey mango lingo fango tango map lap cap zap mud mod mad mood music milk meat meal mean <u>mat</u> pat sat bat <u>mug</u> mud muff much
N	<u>neck</u> deck beck peck <u>nest</u> best pest rest <u>net</u> let get set <u>nine</u> line mine wine <u>nose</u> lose dose rose number nut cut but shut
O	<u>ox</u> fox box cox <u>old</u> fold cold told
P	pig fig big dig <u>pea</u> sea tea flea pizza pit <u>pen</u> hen ten men <u>park</u> bark dark mark <u>pot</u> lot dot hot
Q	<u>queen</u> teen been keen
R	ruler <u>rat</u> fat hat bat <u>red</u> fed bed <u>rice</u> dice nice mice <u>ring</u> king sing wing <u>rose</u> rope Rome <u>rug</u> bug hug mug <u>run</u> fun bun gun
S	six sit silk sister <u>sun</u> sunny Sunday <u>snake</u> lake cake take swim <u>sheep</u> jeep deep keep <u>sand</u> sandwich <u>school</u> tool cool pool <u>seal</u> deal peal real
T	<u>table</u> cable fable lable <u>taxi</u> tab tag tap <u>tea</u> team teach teacher teeth
U	umbrella

V	van fan can man <u>vase</u> base case <u>vest</u> best nest rest <u>vet</u> jet net wet <u>vine</u> fine pine shine
W	<u>wall</u> fall ball tall water watch hatch patch match <u>wet</u> web well west <u>whale</u> dale pale male <u>white</u> site bite kite wind win wink <u>wood</u> look foot hood
X	x-ray
Y	<u>yak</u> yap yam Yang <u>yard</u> lard bard card <u>yarn</u> tarn barn darn <u>year</u> fear gear tear yellow yes yet yell yoyo yoke
Z	<u>zero</u> hero Nero <u>zoo</u> loo too moo



Appendix B

台北縣九十七學年度樹林國小五年級英文科考試

Class: _____ Number: ____ Name: _____/_____

一 請選出屬性(或類別)相同的單字 2.5分

1. () pizza ① school ② milk ③ tiger ④ pink
2. () mouth ① student ② eyes ③ jacket ④ happy
3. () name ① hat ② fat ③ Anna ④ eraser
4. () English ① car ② get up ③ Chinese ④ sunny
5. () green ① rabbit ② monkey ③ tiger ④ black
6. () teacher ① doctor ② Peter ③ sister ④ dinner
7. () eleven ① seven ② blue ③ art ④ pink
8. () notebook ① hair ② cake ③ ruler ④ January
9. () June ① July ② winter ③ handsome ④ dress

二 請選出配合題目動詞的適當單字 2.5分

10. () sing ① chicken ② school ③ CD ④ songs
11. () do ① tree ② TV ③ homework ④ bird
12. () read ① shoes ② happy ③ door ④ books
13. () play ① baseball ② home ③ elephant ④ telephone
14. () eat ① pencil box ② jacket ③ lunch ④ winter

三 請選出跟題目不同詞性的單字(例如: 動詞、形容詞、名詞) 2.5分

15. () get up ① sleep ② swim ③ cook ④ fat
16. () cold ① bad ② bike ③ hot ④ beautiful
17. () park ① school ② library ③ supermarket ④ small
18. () science ① math ② P.E. ③ thirsty ④ Chinese
19. () under ① book ② at ③ in ④ next to
20. () Friday ① great ② Monday ③ Saturday ④ Sunday

四 讀一讀，選出適當的答案 2.5 分

21. () How do you go to school?
① I go home by bike. ② I go to school at seven. ③ I go to school by bus.
22. () Where are you from?
① I'm fine. ② I'm from Taiwan. ③ I'm ten.
23. () What day is today?
① It's Wednesday. ② It's three o'clock. ③ It's December.
24. () What do you like to do after school?
① I cleaned the room yesterday. ② I get up at eleven. ③ I like to watch TV.
25. () What subject do you like?
① I like oranges. ② I like Chinese. ③ I like to play the piano.
26. () How is the weather?
① It's sunny. ② I am happy. ③ See you.
27. () What do you want to be?
① I want to be a doctor. ② I want an apple. ③ I want to go.
28. () May I borrow your pen?
① Here you are. ② Sorry, I'm late. ③ Nice to meet you.
29. () What time do you get up?
① I went to the park yesterday. ② I get up at six. ③ I like to eat pizza.
30. () Who is that boy?
① Let's go. ② Don't worry. ③ He is my brother.

六 讀一讀，選出適當的答案 2.5 分

<p>Dear Grandma,</p> <p>I went mountain climbing with Mom and Dad last Sunday. It was great. The lake was very clean. The mountains were pretty. We played soccer and dodgeball there. We were tired but very happy.</p> <p>Hope to get your letter soon.</p> <p style="text-align: right;">Love, Sally</p> <p>letter 信件 soccer 足球 soon 很快</p>	
31. () How was the lake?	1. It was very clean. 2. It was polluted. 3. It's cloudy.

32. () How were the mountains?	1. They were tall.
	2. They were pretty.
	3. They were ugly.
33. () What did Sally's family do in the mountains?	1. They did homework in the mountains.
	2. They cooked dinner in the mountains.
	3. They play soccer and dodgeball in the mountains.

Eva and David are at a restaurant.	
David: What do you want for lunch, Eva?	
Eva: I want a sandwich, an apple pie and a cup of tea. How about you?	
David: I'd like a hamburger and a cup of tea. How much is an apple pie?	
Eva: It's 30 dollars.	
David: O.K. I want one, too.	
34. () What do they want to do?	1.They want to go shopping.
	2. They want to have lunch.
	3. They want to cook.
35. () What does David want?	1. A hamburger and a cup of coffee.
	2. A sandwich, an apple pie and a cup of tea.
	1. A hamburger, a cup of coffee and an apple pie.

Appendix C

Name _____

Date _____

Lesson 1 - Skill 1 - CVC WORDS - Recognition Memory

Directions: Say the picture word slowly and listen to the sounds. Circle one letter from each column for the beginning - middle - and final sound. Write the word in the space provided.

<p>1</p>  <p>f a x t o t</p>	<p>2</p>  <p>b i p c a t</p>	<p>3</p>  <p>d a g s o k</p>	<p>4</p>  <p>p i f b o g</p>	<p>5</p>  <p>m a t j e n</p>
<p>6</p>  <p>b e f d a d</p>	<p>7</p>  <p>j a s b u n</p>	<p>8</p>  <p>t a p h u b</p>	<p>9</p>  <p>v a n f o m</p>	<p>10</p>  <p>f a n s u t</p>
<p>11</p>  <p>k o t h i d</p>	<p>12</p>  <p>p i x m o t</p>	<p>13</p>  <p>w e t r u b</p>	<p>14</p>  <p>l o p h i d</p>	<p>15</p>  <p>s a m h e n</p>











16 	17 	18 	19 	20 
j e m c a s	t o d w i p	b u t p o n	r u g h a s	z i n w a p
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>











Worksheet from www.TampaReads.com - Illustrations from Phonics Desk Reading Tool by LeapFrog Inc.

Name _____ Date _____

Lesson 1 - Skill 2 - CVC WORDS - Beginning Sound

Directions: Say the picture word slowly. Guess which letter makes the beginning sound in the word. Circle the letters that make the middle and final sound. Then spell the word in the space below the letters.

1 	2 	3 	4 	5 
? o x i t	? i p a t	? a g o k	? i f o g	? a t e n
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
6 	7 	8 	9 	10 
? e f a d	? a s u n	? a p u b	? a n o m	? a n u t





11 	12 	13 	14 	15 
? o t i d	? i x o t	? e t u b	? o p i d	? a m e n
16 	17 	18 	19 	20 
? e m a s	? o d i p	? u t o n	? u g a s	? i g e p






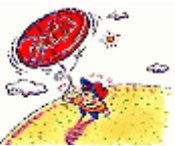









Name _____

Date _____

Lesson 2 - Skill 1 - BLENDS - Recognition Memory

Directions: Circle the correct letter or letters from each column to spell the picture word. Then write the word neatly in the space below. Illustrations courtesy of LeapFrog Inc. from Phonics Desk Reading Tool.

1. 	2. 	3. 	4. 	5. 
d e ck t u ch	m o st n e ch	h e nd s a nt	c o ch r u ck	t i ck r a ch




6. 	7. 	8. 	9. 	10. 
g i ck m a ft	bl u mp br i nt	l o mp c a st	b a nt d u nk	j o mp m u st
11. 	12. 	13. 	14. 	15. 
d e nt c a nd	br a ck bl i ch	tr u ck br o ch	dr u p br o m	sw i n st e m
16. 	17. 	18. 	19. 	20. 
fl o m fr e g	fl a g fr i t	qu e ck ch a nk	dr i lt qu e t	sl o b st e p

Name _____

Date _____

Lesson 2 - Skill 2 - BLENDS - Beginning Sounds

Directions: Say the picture word slowly. Guess which letter makes the beginning sound in the word. Circle the letters that make the middle and final sound. Then spell the word in the space below the letters.

1.  ? e ck u ch _____ _____	2.  ? o st e ch _____ _____	3.  ? e nd a nt _____ _____	4.  ? o ch u ck _____ _____	5.  ? i ck a ch _____ _____
6.  ? i ck a ft _____ _____	7.  ? u mp i nt _____ _____	8.  ? o mp a st _____ _____	9.  ? a nt u nk _____ _____	10.  ? o mp u st _____ _____
11.  ? e nt a nd _____ _____	12.  ? a ck i ch _____ _____	13.  ? u ck o ch _____ _____	14.  ? u p o m _____ _____	15.  ? i n e m _____ _____

16. 	17. 	18. 	19. 	20. 
? o m e g	? a g i t	? e ck a nk	? i lt e t	? o b e p
<hr/> <hr style="border-top: 1px dashed red;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed red;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed red;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed red;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed red;"/> <hr/>

Paragraph-Read Out Loud 大聲朗讀文章

1.

Good morning. My name is Tony, and I am a new student in the class. I am from the USA. It's a wonderful country. I want to go swimming on Sunday. Do you want to go with me?

2.

My name is Sarah. My mom likes to cook Chinese food(中國食物).

I don't like pork. It tastes bad. My father likes dumplings very much.

He can eat twenty dumplings. My brother likes to eat chicken soup.

It smells good. Mom and I like to eat noodles. However (然而), my mom never (從不) cooks beef because (因為) nobody (沒有人) likes it.

3.

Carol and Anna are talking in the classroom.

Carol: I'm too fat to wear my skirt. I feel sad.

Anna: But you look so thin.

Carol: I want to buy new skirts. Do you want to go shopping with me on Saturday night?

Anna: Sorry, I can't. How about Saturday afternoon?

Carol: OK.



Appendix D

Group Interview Questions for the Tutor and the Tutee

1. How many years have you learned English?
2. Have you ever lived in another country or joined a study group to go abroad?
For how long? What was your experience for that?
3. What's your feeling about English? Do you find it easy or hard? Do you enjoy learning English? If yes/no, which part do you like/dislike most? Why?
4. Do you think your English ability is good or not?
5. What do you think makes a good learner?
 6. Do you go to English cram school? What do you think about learning in the cram school? Do you like it? What can you learn most in the English cram school?
 7. Do you think you need extra help to assist you in learning English?
Why/Why not?

Individual Interview Questions for the tutor

1. Why did you originally volunteer to be a tutor?
2. Did you enjoy tutoring? Why/Why not?
3. What problems did you face and how did you overcome these problems?
4. What did you gain from your experience of working as a tutor?
5. What did your tutee gain from the experience?
6. How can the tutoring program be improved in the future?

Individual Interview Questions for the Tutee

1. When was your first experience of being tutored in the remedial class?
2. How long have you been attending the remedial class?

3. Do you enjoy the sessions? Why/ Why not?
4. How have you benefited from the tutoring program?
5. Would you like to continue for the rest of the semester?
6. Would you recommend the peer tutoring program to your friends? Why/ Why not?
7. How can the tutoring program be improved in the future?



Appendix E

Transcription convention

Underling portion highlighted for reader attention

, ‘continuing’ intonation

? ‘question’ intonation

. falling intonation

[onset of overlap

// turn in the next line starts here

: elongation of a sound

(.) brief pause

Italic word description of the context

