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MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

“PEER TUTORING IN LANGUAGE LEARNING IN
HIGHER EDUCATION: THE IMPACT AT A BIS
UNIVERSITY”

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by

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Puebla, Puebla

January 2020

**“PEER TUTORING IN LANGUAGE LEARNING IN HIGHER EDUCATION: THE
IMPACT AT A BIS UNIVERSITY”**

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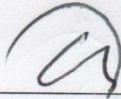
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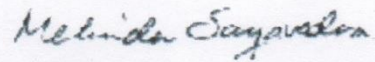
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ABSTRACT

This study explored the impact of peer tutoring among university students learning English as a foreign language in which more proficient students acted as tutors for less proficient immersion students. I explored the impact of peer tutoring on students' language learning and on students' affective functioning and social skills development. The study focuses on tutors' and tutees' behavior and attitude during the tutoring sessions and on tutors and tutees' perceptions about English Language peer tutoring.

Following a three-stage qualitative research methodology, the study employed a variety of data collection methods such as questionnaire, peer tutoring observations, peer assessments and semi structured interviews. Twelve students from Universidad Tecnológica Bilingüe, Internacional y Sustentable, two trios and three dyads, were the participants in this study.

The results from this research revealed that tutees and tutors asked questions and had a positive attitude towards error correction in almost all the sessions. Also, they showed that participants clarified doubts, seemed motivated, motivated their peers, had a positive attitude towards peer tutoring and were familiar with the session content and activities as well as showed interest in the activity in most of the interactions. Furthermore, results indicated that participants were positive about the experience, the sessions, the materials and their peers. Both, tutors and tutees mostly perceived improvement in tutees' pronunciation and understanding of grammar topics. In the case of tutors, they perceived they strengthened their English skills by teaching their peers and reviewing topics. The findings also indicated non-academic outcomes for tutees and tutors; the peer tutoring experience helped tutees to build self-confidence while for tutors it helped them to improve their communication skills.

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CHAPTER I: INTRODUCTION

1.1 Introduction

One of the objectives of higher education in Mexico is that students reach favorable academic levels, based on learning and integral development (Cruz Nieto & Perusquia de Carlos 2016). The language education field has taken a significant change to a more learner-centered approach in order to better promote the varied dimensions of learning. (Matukhin, 2015). Teaching and learning a second language is not linear from teacher to student. LoCastro (2003) highlights other learners as one of the main sources of information that language learners are exposed to. Vygotsky claims that learning is socially and culturally promoted and constructed among students, and between teacher and students (Razia, 2012).

Learning in a collaborative way is not a new idea; the concept of tutoring is probably as old as civilization itself, yet it wasn't until the 1700s when it began to be used academically (Topping in Kalkowski, 1995). In the 19th century Joseph Lancaster empowered the initiative of developing children's tutoring skills by allowing them to be involved in his "Monitorial System". A controversial and revolutionary, yet cost-cutting system, that helped many poor children learn to read and write, and be able to monitor other kids after that. (Aldrich, 1998). Peer tutoring now is one way of cooperative learning used in the education field since it is recommended by UNESCO as a highly effective practice for inclusive teaching (Duran, 2006)

The use of peer-tutoring programs as an extracurricular strategy in higher education has grown globally (Chen & Liu, 2011) as young people and teachers seem to value collaborative learning processes, either because of the low levels of school performance and the derived need to address the problem or because of the effectiveness of this teaching-learning strategy (Topping, 1996). According to Falchivok (2001) peer-tutoring techniques

in higher education are quite successful not only at helping students with their academic performance, but are also beneficial in terms of skills development. Sharif et al. (2012), Viáfara (2014) and Huerta, Garcia, & Velasco, (2010) conclude that involvement in peer-tutoring programs in language learning have a positive effect on student motivation, autonomy and self-esteem.

In general, during peer tutoring, peer tutors help other students either on a one-to-one basis or in small groups in face-to-face environments. The complexity of peer tutoring has led to new models of collaborative learning in the classroom. For instance, the increasing synchronous and asynchronous technologies and collaborative learning have directed exploration of the dimensions of this teaching and learning strategy within an online context and blended models. In his compilation of online peer tutoring behavior in higher education, De Smet (2008) states that one of the contributions of online peer tutors was to provide peer facilitation and support for students. From their study, Saeed & Ghazali (2017) conclude that EFL learners engaged in seeking and providing advice in online environments.

1.2 Research context

The research took place at Universidad Tecnológica Bilingüe, Internacional y Sustentable (UTBIS). This institution belongs to the Bilingual, International and Sustainable model (BIS) in higher education. The Ministry of Public Education in Mexico describes the BIS as a cutting-edge model in higher education in Mexico since it responds to international trends and is unique in Latin America. BIS Universities run under a bilingual pedagogical scheme where the courses are mostly offered in the second language. This implies for the new students to be immersed in an intensive English program, referred to as ‘curso de inmersión’ (immersion course) in which students have five-hours of English classes daily for about 4 months during their first semester and continue reinforcing their language training

throughout their entire career. Students in this university are trained to be Advanced Technicians in Industrial processes, Mechatronics and Information Technology. This study was developed with the help of participants from the immersion course of this university.

1.3 Statement of the problem

Learning English has become a key component of higher education in Mexico. It is important as it provides the necessary tools to get in touch on an international level and gives access to information and research. Students from UTBIS are believed to struggle to obtain an A2 level at the end of the immersion course, which is crucial for an adequate performance in the subsequent courses. According to the Common European Framework of References for Languages (CEFR, 2018) and as found in Council of Europe, based on the CEFR Levels, an A2 level learner:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Therefore, there is a need to search for and implement instructional strategies that are likely to promote students' academic achievement in UTBIS English language.

1.4 Purpose of the study

The purpose of this research is to know the impact of peer tutoring on students' language learning and on students' affective and social skills development. The study aims to investigate the impact of peer tutoring among BIS university students of English having the proficient learners tutoring the less proficient peers. More specifically, the study will implement peer tutoring as a strategy for improving language learning among students from a Bilingual International and Sustainable University (BIS) in the state of Puebla.

1.5 Research questions

This research addresses the following research questions:

General research question

What is the impact of ELT peer tutoring on tutees and tutors at a BIS university in Puebla?

The specific research questions to guide this investigation are:

What are the tutors' and tutees' behavior and attitude during the tutoring sessions?

What are the tutors and tutees' perceptions about ELT peer tutoring?

1.6 Methodological framework

This research falls within the category of qualitative research. According to Creswell (1998, p. 15) qualitative research is “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting”. Likewise, Merriam (1998, p. 6) refers to qualitative research as “an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible”.

To carry out the research, three stages were followed. In the first stage the participants' perceptions about the concept of peer tutoring, the role of peer tutoring in English language learning, the role of tutors and the ideal tutoring sessions were explored to obtain information to plan a tutorial model and to incorporate the approaches and materials. During this stage, tutors underwent a peer tutoring training. The tutoring sessions were held during the immersion course, which is dedicated mostly to English classes.

Secondly, the tutor-tutee teams were formed; tutees were low performance students from the immersion course while tutors were proficient English language learners from higher courses. In this stage, the peer tutoring schedules were established, and observations proceeded for information gathering. Observation focused on participants' behavior and attitude while they worked and socialized.

In the final stage, students' perceptions towards peer tutoring for language learning were investigated. Participants were interviewed after the implementation of all the sessions.

1.7 Significance of the study

The significance of this study is to contribute to the theory and practice of EFL peer tutoring in higher education in Mexico, the results are intended to provide valuable information for English language teachers thinking of employing cooperative learning in their classrooms. It may also help learners to become aware of the implications on academic performance and social skills development. The research is important as it seeks to investigate the impact of peer tutoring on learning a second language as a measure against poor academic achievement in English language, specifically at BIS universities in Mexico. Within this study, it is hoped to contribute to the field by encouraging the inclusion of this strategy to support the language teaching and learning process.

Despite the spreading interventions of peer tutoring in language learning, few have been oriented towards the implications of this strategy in public higher education in Mexico. This study attempts to address this gap in research. This study also has personal significance. The research on peer tutoring was motivated by the importance of providing EFL students with more opportunities to use the language and stimulate cognitive development. The proposal derives from a preliminary view about what occurred inside a BIS university offering teacher-

tutoring English language sessions, in which students often neglected their participation despite the highlighted importance of extra instruction and practice to reach the demanded level of English. It derives also from noticing the demand and assistance to learner- learner tutoring in Chemistry and Physics in the same institution.

1.8 Research organization

The study first, in Chapter One, stated the problem in question for this research, the context where it was carried out, the questions that helped determine the impact of ELT tutoring in higher education, and the significance of the study. Chapter Two reviews the relevant literature on peer tutoring. Then, Chapter Three details the methodology and instruments applied to obtain the data and how it is analyzed. Subsequently, in Chapter Four, the findings emerging from the data are presented. Finally, Chapter Five discusses how the results address the research questions.

CHAPTER II: LITERATURE REVIEW

Introduction

This chapter aims to introduce the reader to the literature associated with the main areas of interest in this study. These areas are peer tutoring, English language teaching and learning in higher education in Mexico, and Bilingual International and Sustainable (BIS) universities. The first part of the chapter gives a brief description of peer tutoring; its background, definition, models and types as well as its academic and affective benefits and the impact in higher education. Next, it overviews the characteristics of university language learners in Mexico, the challenges of teaching and learning English in higher education in Mexico and the research done in the field. Finally, the chapter describes BIS universities: their main characteristic, origin, educational model and the importance of English language learning at these institutions.

2.1 Peer tutoring

Peer tutoring has a long history in civilization; it is a very old instructional practice that is said to be traceable as far as hunter-gatherer times as probably the first pedagogy among primitive societies (Jenkins and Jenkins, 1987). For others, such as Wagner (as cited in Kalkowski, 1995) and Topping (1996), peer tutoring is rooted in ancient Greece. According to Hornby, Atkinson & Howard (1997) and Deming (1986), Aristotle used student leaders to help him and the Romans to teach and test younger students. On the other hand, Aldrich, (1998) and Deming (1986) refer to “The Monitorial System” of Joseph Lancaster in the 19th century as the first academic use of peer tutoring. Having briefly described the history of peer tutoring, some definitions of this concept are discussed.

2.1.1 Definition of peer tutoring

The definition of peer tutoring has evolved as more approaches and perspectives have emerged. According to Topping (1996, p. 322) “Archaic definitions of peer tutoring perceived the tutor as a surrogate teacher, in a linear model of the transmission of knowledge, from teacher to tutor to tutee.” Kalkowski (1995) claims that the most succinct definition of peer tutoring comes from Damon and Phelps in which an expert child instructs another novice child. However, the notion of experts has been discussed in today’s educational contexts. Thus, more recent studies relate peer tutoring to mutual help. Topping (1996) enlightens that peer tutoring interaction was different from teacher-student interaction and defines peer tutoring as “more able students helping less able students to learn in co-operative working pairs or small groups carefully organized by a teacher” (p. 322). Falchikov (2001), in this regard, says that in peer tutoring “students learn with and from each other, normally within the same class or cohort” (p.3). In his notion of “learning by teaching”, Topping highlights that peer tutoring “involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by doing so” (2005, p. 631). Likewise, Duran (2006) defines peer tutoring and cooperative learning as “una forma mas sofisticada de trabajo en grupo donde, sobre todo, se promueve la interdependencia positiva entre los miembros del equipo y la necesidad de la aportación de cada miembro para lograr el objetivo” (a more sophisticated way of group working, where, above all, positive interdependence is promoted among the team members and the need for the contribution of each member to achieve the goal), (p.7). From the point of view of Chen and Liu (2011), peer tutoring as a kind of peer-mediated, peer-assisted learning, employs problem solving and systematic teaching strategies to help at-risk students to motivate them to learn. According to Nguyen (2013), peer tutoring is “an instructional method that uses pairings of

high-performing students to tutor lower-performing student in a class-wide setting or in a common venue outside of school under the supervision of a teacher” (p. 2). For Duran, Flores, Mosca and Santivago (2014, p. 31) peer tutoring is “una forma de aprendizaje entre estudiantes, organizada generalmente entre parejas, en la que uno de ellos adopta el rol de tutor (y aprende ofreciendo ayuda pedagógica a su compañero) y el otro, de tutorado (y aprende por la ayuda ajustada y permanente que le ofrece el tutor)” (a learning strategy among students generally organized in pairs in which one of them adopts the role of the tutor (and learns offering pedagogic help to his or her peer) and the other adopts the role of tutee (and learns through the adjusted and continuous help that the tutor provides him or her). Having discussed the evolution of the concept of peer tutoring, the types or models and organizational variables of peer tutoring are described.

2.1.2 Types and models of peer tutoring

Vincent (1999) distinguishes two types of peer tutoring: a) incidental and b) structured. He describes them as follows:

- Incidental tutoring occurs when the tutoring, often when teaching two or more different grades in a single classroom, is not generally a systematically planned activity but rather is rather spontaneous when students work, cooperate and play.
- Structured tutoring refers to organized, planned and prepared by the teacher, usually implemented for specific subjects or cases.

Peer tutoring encompasses a variety of instructional approaches or models including Cross-Age tutoring, Peer Assisted Learning, Cooperative Learning and Reciprocal Peer Tutoring which are described below.

2.1.2.1 Cross-Age tutoring

Cross-Age tutoring is an approach characterized by joining students of different ages. Robinson and Schofield say that this form of peer tutoring “involves students at different grade level, with the older student acting as a tutor for the younger student(s)” (2005, p. 3). Similarly, Topping (1996) refers to cross-year small-group tutoring-understood as Cross-Age tutoring- as a form of peer tutoring where upper year undergraduates tutor lower year undergraduates, having each tutor deal with a small group of tutees. Cross Age tutoring often involves dyads where tutors are entitled and expected to organize work, ask questions, encourage interactions, and facilitate better study habits. (Hott and Walker, 2012). During Cross-Age tutoring the position of tutor and tutee do not change, with the tutor usually having higher skill levels.

2.1.2.2 Peer Assisted Learning (PAL)

According to the University of the West of England Bristol (2018), Peer Assisted Learning (PAL) is “an academic support scheme where students, trained in mentoring, facilitation and coaching techniques, plan and deliver study support sessions for other students”. The University of West of England also claims that this scheme provides opportunities for lower year students to consolidate their own understanding of the discipline within a collaborative environment and that also supports students with their transition to University. For Rohrbeck, Ginsburg-Block, and Fantuzzo PAL is “an umbrella term, that includes dyadic peer tutoring and small-group cooperative learning interventions” (2003, p. 732). For these researchers, PAL interventions incorporate mediated systematic strategies among peers. Green (2011) refers to PAL as a considered and evaluated method of student-to-student support. A main characteristic of PAL is that learners can function as tutors or

tutees at different times and that the pairs or teams typically work at the same skill level, without a large discrepancy between abilities. (Hott and Walker, 2012)

2.1.2.3 Cooperative Learning (CL)

Another model of peer tutoring is Cooperative Learning (CL). Topping (2005) refers to this model as a working together activity that “is likely to involve the specification of goals, tasks, resources, roles and rewards by the teacher, who facilitates or more firmly guides the interactive process” (p. 632). Topping also points out that CL is typically operated in small groups of heterogenous learners and that it often requires training to ensure equal participation and simultaneous interaction. According to Yusnani, (2018, p. 976) CP is “is a study approach aimed to manage classrooms activities into academic and social learning experiences.” CP aims to manage classroom activities into academic and social learning experiences to dissolve students’ diversities into cognitive, behavioral and social interdependence (Ibid).

2.1.2.4 Reciprocal Peer Tutoring (RPT)

In describing Reciprocal Peer Tutoring (RPT), Falchikov (2001), says that in “this form of peer tutoring, randomly selected pairs of students test each other in preparation for a class test. RPT enables each student to play the role of the tutor and tutee, and thus reap the benefits derived from teaching, and being taught by another student” (p. 20). For Hott and Walker (2012), RPT utilizes a format that encourages teaching materials and evaluation of peers.

Variations exist among instructional approaches. However, the underlying theory is consistent: support and cooperation among learners. Thus, for the purposes of this study, the terms Cross-Age tutoring, Peer Assisted Learning, Reciprocal Peer Tutoring and Cooperative Learning will be used as synonyms for Peer tutoring.

2.1.2.5 Organizational variables of peer tutoring

For Topping (2005) the methods of peer tutoring or peer learning can vary on organizational dimensions, including the following:

- Curriculum content: the knowledge or skills or both to be covered.
- Contact constellation: one helper working with a group of peers, sometimes two helpers with a group together.
- Within or between institutions: peer tutoring can take place within the same institution or between institutions in the neighborhood.
- Ability: the helper might have superior mastery of a portion of the curriculum.
- Role Continuity: permanent roles are required, especially for same-ability tasks.
- Characteristics of the helped: a targeted group, such as those with disabilities, considered at risk of under achievement, failure or dropout, or those from a minority such as ethnic, religious or linguistic.
- Objectives: to target cognitive, formal academic, affective and attitudinal, social and emotional, self-image and self-concept gains or any combination. The objectives may also be organizational which include reducing dropout and increasing access.
- Voluntary or compulsory: it might require participation or selection.

Similarly, Falchikov refers to three key variables in the organization of peer tutoring:

- The status of participants: same-level or cross-level peer tutoring
- The location of the activity: it can be related to cross-institutional peer tutoring
- The roles undertaken: it might be fixed-role or reciprocal peer tutoring

After analyzing the types, models and some of the organizational variables of peer tutoring, the academic and social and affective benefits and outcomes of peer tutoring are described.

2.1.3 Academic, social and affective benefits of peer tutoring

2.1.3.1 Academic benefits

Research on peer tutoring using Peer Assisted Learning (PAL) and Cooperative Learning (CP) suggests significant improvements in academic achievement in the targeted area and cognitive gains for both, tutors and tutees (Kalkowski, 1995; Topping, 2005; Falchikov, 2001; Duran, 2016; Nguyen, 2013). Similarly, Green (2011) refers to improved performance and increase in student retention- successful completion of tasks and/or students' engagement in their studies- as pedagogical advantages of PAL. Regarding peer and Cross-Age tutoring, Kalkowski (1995) in her descriptive analysis of research findings suggests that tutors and tutees have reported benefitting from tutoring in mathematics, language arts, reading and sciences. Falchikov (2001) in her survey of studies of peer tutoring techniques in higher education has identified academic outcomes such as better performance and metacognitive outcomes such as learning how to learn. Studies involving Reciprocal Peer Tutoring have resulted in better examination outcomes and higher satisfaction rating from participants in comparison with a more traditional type of learning (Fantuzzo, Dimeff, & Fox in Falchikov, 2001). Likewise, Nguyen (2013) claims that peer tutoring as supplement to traditional instruction promotes higher-order thinking since it encompasses explaining concepts in detail, high level questioning, and the use of supportive communication skills. Comfort and McMahon (2014) in their study on the effect of peer tutoring on academic achievement, state that their results and analysis demonstrated that the peer-tutored group, for both tutees and tutors, achieved significantly higher grades in comparison to those who were not peer tutored.

2.1.3.2 Social and affective benefits.

The benefits of peer tutoring in the education field are not limited to the academic aspect. Many positive outcomes have been documented on the social and affective sides. Kalkowski (1995) highlights improvements in self-esteem, social skills, attitude towards school, and school attendance as significant affective outcomes. Compiling some studies and their sources, Vincent (1999) lists common effects found in peer tutoring programs on the tutor and the learner including improved academic achievement, improved motivation, improved use of instructional time, improved self-direction and independence, improved attitude toward tutored subject area, and improved self-confidence. In this regard, Topping (2005) indicates that affective changes in attitude to school, the teachers, the subject, the peer, and the self might be found in peer tutoring programs. According to Falchikov (2001), the different peer tutoring techniques appear to have non-academic benefits in terms of affect, motivation as well as cooperation and confidence. Examining the benefits of peer tutoring based on existing research, Nguyen (2013) suggests that the gains of peer tutoring strategies are also reflected in positive effects on social, self-control, and behavioral outcomes. Also, that training students in peer tutoring strategies can help students take responsibility for their learning and academic failures. According to a manual for the implementation of peer tutoring by the Secretariat of Public Education in Mexico (2014), peer tutoring improves attitude and readiness toward learning, fosters the tutor and tutee personal development, and helps to build-up identity among the learners. As some of the academic and non-academic benefits of peer tutoring techniques have been presented, the impact in higher education in Latin America is now discussed.

2.1.4 The impact of peer tutoring in higher education in Mexico and Latin America

Cooperative work plays an important role in our society, so it is one of the most important competencies in most university programs. The use of peer tutoring programs has been popular in Europe and English-speaking countries. In Latin America, its implementation is still limited (Duran & Flores, 2015). However, the relevance that tutoring is gaining in Latin American universities is significant due to the fact that it is a key component in providing personalized attention and in guiding students to personal, academic and professional development (Lobato & Guerra, 2016).

With the purpose of identifying evidence-based practices in Spanish and Latin American university contexts published in peer-reviewed journals, Duran and Flores (2015) compile and describe some peer tutoring practices in Spanish-speaking countries. They classified the collected practices into two categories: “Proctoring” which they define as those related to tutorial towards orientation generally involving students from the last courses as tutors to the new students, and “Tutoring”, understood as academic tutorial. Their findings suggest that orientation tutoring or Proctoring is more common in Spanish-speaking countries: University of Granada, Laguna, Cádiz, Deusto, Sevilla, and Salamaca, and Polytechnic of Barcelona, Madrid, and Complutense in Spain. In Latin America, the Proctoring practices were located at Universidad de la Republica (Uruguay), Universidad Autónoma de Guanajuato, Universidad Autónoma Nacional de Mexico, Universidad Juárez Autónoma de Tabasco, Universidad Autónoma de San Luis Potosí, and Universidad Autónoma de Yucatán. On the other hand, the academic tutorials or Tutoring were reported to be found in Universidad Autónoma de Barcelona, Universidad Autónoma Benito Juárez, Oaxaca, and Pontificia Universidad Javeriana in Colombia. Duran and Flores conclude that the combination of these two peer tutoring practices can offer a very powerful source of

teaching improvement in university contexts. Moreover, they suggest that peer tutoring techniques are excellent for providing learning opportunities for both, tutees and tutors as they allow students to practice and develop their pedagogical skills.

Similarly, Lobato and Guerra (2016) explore the implementation of tutoring practices in Latin-American and Spanish universities. By revising the educational university reforms that shape the practices in those countries, they say that the adoption of tutoring modalities in Ibero-American universities indicated gradual construction processes through the definition of policies or tutoring programs. Afterwards, based on a bibliographic selection with evaluations about the impact, the conception and practice of the different peer tutoring modalities in the different institutions were analyzed. They reported peer tutoring practices in Spain, Mexico, Colombia, Brazil, Argentina and Peru concluding that despite the different rhythm achievements in those countries, the implementation of tutoring practices has been a quality indicator, a change in higher education culture, a professional development for teachers, an organizational change in the university framework, and an improvement of guidance services.

In order to address the need to develop peer tutoring experiences in our university reality, Duran and Huerta (2008) carried out research in Oaxaca, Mexico with three purposes:

1. Promote reflection about the relevance of peer support as a teaching strategy.
2. Offer students the opportunity to practice effective teaching.
3. Act as tutor and tutee offering and receiving pedagogical aid that adjusts both the learning of the content and reflection on educational practices.

The reciprocal peer tutoring practice results involving 43 teacher students and 12 sessions reported good grades for all the learners and with no failing grades for the first time in the course. The experience offered the participants emotional advantages and they reported

positive feelings such as recognition, generosity, security, commitment and responsibility as well. (Ibid)

Regarding Mexican contexts, a peer tutoring program was implemented at Universidad Pedagógica Nacional to approach and face the academic insertion, the transition of levels, the filiation to the university and the development of academic skills. Having 60 students of the last semesters tutoring new students in academic, administrative and sports and cultural aspects, Rubio (2009) states that peer tutoring developed basic academic and performance skills, strategies for learning and social communication skills. But above all, she points out that the tutor-tutee relationship developed a link that helped the newly enrolled student improve their self-esteem and increase their personal satisfaction, aspects that contribute significantly to the insertion into the university context.

Another study in higher education was carried out at Instituto Tecnológico de Sonora. The quantitative study had the general objective of determining the impact of face-to-face and virtual tutoring programs on students' academic achievement during the semesters they participated in the program and in the subsequent courses (Salazar, García, Vales & Cruz, 2017). Two thousand nine hundred ninety-five students from different areas in the institution participated in the study which was done with a quasi-experimental design. In order to evaluate the impact of both programs on the academic achievement of students during the semester in which they took the tutoring course and during the subsequent semesters, the researchers used and analyzed the students' points on verbal and reasoning and average grades for the semesters under study. The researchers conclude that "The tutoring program showed a favorable impact on the index of students' failing classes, during the semester they are having tutoring, but not during the subsequent semesters, during which they did not participate in the tutoring program" (p. 179). They found that the grade point averages

obtained by the students from all the semesters analyzed in face-to-face tutoring were statistically different from those who did not participate in the program. Similarly, the students who participated in the virtual tutoring obtained statistically different grade point averages in comparison to students who did not have tutoring in the first, third and four semesters. In the second semester the two groups were statistically equal (Ibid). Given that some studies regarding the impact of peer tutoring in a university context in Mexico and Latin America have been explored, the second part of this chapter is now presented.

2.2 English language teaching and learning in higher education in Mexico

Learning a second language has become an important part of higher education in Mexico given its relation to competitiveness, economic development and growth, and global trade and employability and access to knowledge and information (Inglés para la competitividad y la movilidad social, 2015 and British Council, 2015). Linguistic competence and the learning of a foreign language by Mexican university students is influenced by multiple factors including previous experience with the language, linguistic competence in Spanish, students' cultural identities and the contextualization of the target language within students' own cultural framework (Ramírez-Romero and Pamplón, 2012).

According to Excelsior (2017), in Mexico, three out of ten young people between 18 and 22 years of age have the possibility to attend a higher education institution. In the school year of 2015 and 2016, the university student population was 3.64 million concentrated in the main cities. Many universities in Mexico do not have an institutional English program nor a centralized process of assessing the students' levels (British Council, 2015). It is, however, a common practice for higher education institutions to require a minimum score on an institutional test such as TOEFL (around 450 points) to graduate. To undertake study

programs abroad, either language learning or content learning, students must obtain a certain level of English (Ibid).

2.2.1 Challenges of teaching and learning English in higher education in Mexico

In Borjian's (2015) study, which attempted to help US-based teachers understand their Mexican students' English-language training, the major obstacles that Mexican teachers see for students learning English in Mexico and the teachers' recommendations for improving instruction in Mexico were explored. In this research, Borjian invited 76 teachers of English from a public university in central Mexico to discuss how they became interested in learning English and how the language had affected their lives. The English teachers were also asked to provide recommendations for others interested in learning English. Thirty-five of the participants reported students' attitudes and motivation played the most important role in English language learning expressing that their students' lack of interest and their perceptions on the difficulty and utility of English has limited their progress. Another important obstacle that Borjian found, reported by 16 respondents as having the most important role in language learning, was the Mexican educational system, stating that the focus on grammar rather than emphasis on communicative competence has been detrimental to students' long-term learning. Other obstacles mentioned by seven and six participants were the limited access to the language outside the classroom and the students' limited economic resources -less access to English classes- accordingly.

Regarding the teachers' recommendations for improving instruction, Borjian found that the most common suggestion provided by the teachers focused on initiating students to learning strategies. The teachers emphasized the need for students to take responsibility for their own learning and the need to practice and be immersed in the language to enhance their proficiency. Significantly, another group of teachers empathized motivation and attitude

toward learning to improve instruction. Another recommendation suggested by the respondents, although less frequently mentioned, was the need for students to know the importance of English for mobility. After describing the challenges of learning English in Mexico from the teachers' perspectives, an insight on foreign language teaching and learning research in Mexico is now presented.

2.2.2 A state of knowledge of English language teaching and learning in Mexico

With the aim to establish a state of knowledge, -a systematic analysis and review of research- on foreign language teaching and learning in Mexico, Ramirez and Pamplón (2012) identified and invited a group of 70 academics from 21 Mexican universities around the country to collaborate in their study. The researchers collected and analyzed research obtained in 26 states in the country for three years. They based the geographical area to cover in each state on the size of the state, the location of the institutions and with language programs, and the number of teachers and students in each area. Each institution was requested information on reports, books, articles, theses and dissertations. Ramirez and Pamplón selected 548 out of the 1375 products for the final state knowledge report. The concentration and analysis of the data was carried out on two levels; at an institutional, or state level, and at a national level. They describe their findings in relation to students, teachers and learning activities, strategies and teaching methods among others.

According to Ramirez and Pamplón, the studies regarding students found that learners achieving higher linguistic competence in the language had received more hours of instruction in elementary, secondary and high school. Other factors identified as influencing language learning were their education background, exposure to the language in and outside the classroom, their socio-family setting, and students' cultural identities. Regarding the teachers' category, the most important findings were the teachers' working conditions and

the level of preparation and educational background. According to Ramirez and Pamplón, the findings in some of the institutions reviewed indicate poor professionalization of language teachers, frequent rotation of the personnel and lack of academic criteria for hiring. Studies also revealed the need for greater training and professional development and that there are not very adequate working conditions for Mexican teachers, not only language teachers. The academics also indicate that there is still research needed about English teachers in Mexico. In regard to learning activities, strategies and teaching methods, the results suggest that the use of a variety of learning strategies and teaching techniques improves integral learning and that the use of collaborative methods enhance learning (Ibid). After describing some studies on English language teaching and learning in Mexico, it is time to describe the research done on peer tutoring for English learning.

2.2.3 Research on ELT peer tutoring

While the literature on learning through peer tutoring in the classroom is quite broad, research on this strategy in the field of a second language in higher education is not very extensive. In a program conducted at a university in Japan and using peer tutoring in English as Foreign Language, Bradford-Watts (2011) concluded that despite the obstacles encountered, students were able to learn and share what they learned with their peers. She also pointed out that the students could develop interesting and interactive classes for their peers. In the study, conducted the four previous years of its publication, students took compulsory English classes during the second semester of the first school year having 14 weekly 90-minute lessons and one exam in the 15th week. The groups were between 30 and 40 students with different levels of competence in the language and with a mandatory use of an established text. During the first class, students were assigned to eight groups at random. The members of the group decided on the unit of the text to be taught, the relevant sections

and included non-textbook activities for the selected material. Students were recommended to limit the time to the textbook to 20 minutes and dedicate the remaining minutes for activities that they constructed themselves. During the planning stages, the teacher circulated among the groups supporting with ideas, answering questions and approving the final plans (Ibid). Bradford-Watts found that the peer-teaching sessions were mostly dedicated to grammar or vocabulary exercise from the book, although some groups chose reading or listening activities. There were three evaluations for the peer teaching lessons: teacher, peer and self-evaluation. For the peer evaluation, the researcher indicates that it was the class teacher who was in charge of collecting the grades from the learning groups at the end of the teaching lessons. In their final self-evaluation reports, almost all learners suggested that they could easily understand the content lesson taught by their peers. Given that most of the learners reported having enjoyed peer teaching and learning and that they reported benefits related to the experience, Bradford-Watts argues that peer teaching “is an effective means of student-centered, socially-constructed instruction for the foreign language classroom”. (Bradford-Watts, 2011, p. 34)

Alrajhi and Said (2015) carried out a study at Sultan Qaboos University to investigate the influence of a peer tutoring program on students’ English self-concept- feelings about the self. One hundred twenty-five participants from different colleges in the university enrolled voluntarily for a one-to- one tutoring program where senior students studying English as their major tutored peers from the English foundation course through a year. To measure the levels of participants’ self-concept, the researchers developed two Likert scales; one to examine students’ feelings and one to examine perceptions about factors related to the tutorial center and the tutors. The study results after attending the sessions indicated that participants had high levels of English self-concept and perceived the tutorial program factors (TPFs) of

sharing similar experiences in learning English, small age gap between the tutor and tutee, and encouraging the tutee to try to use English even if he/she made mistakes as having a positive impact. Similarly, after attending the tutorial sessions, “participants felt that their English language levels improved, they also became more confident, and more willing to learn” (p. 198). Their findings indicated that peer tutoring facilitated English learning and that participants showed improvement in their levels of English self-concept in learning the language.

In a case study conducted in a peer tutoring program for English as a Second Language at a university in Malaysia, Sharif et al (2012) suggest that the nature of the activities used in this strategy which are not threatening and are less intimidating compared to the more rigid class environment, encouraged students to put the language into practice. In addition, they also highlight that this approach also provided plenty of opportunities to tutees for language use. Strong support system, small age gap difference, good rapport and sensitivity to the tutees’ language problems seemed to lead tutees to use English more (Ibid). The eight-week program set up to promote English language usage among university students to enhance their English proficiency was based on the students' life experiences. The tutors; more proficient students in English than the tutees, were carefully selected and appointed by the institution, while the tutees were first-year to fourth-year students who enrolled themselves in the program. The maximum number of tutees per tutor was five. During the program tutors were responsible for providing opportunities for the tutees to use the language in a maximum way based on their own study program. Although there was not a syllabus, there were several rules to be followed by the tutors to maximize the use of the language; the activities were based on games to stimulate student interest and motivation in learning. Three approaches

were used in the activities: game, personal experience and speaking in action. From the data obtained through participant observation and interviews, the researchers claim that peer tutoring led tutor and tutees to positive language development as tutees seemed to use the language better and improved their proficiency. Also, that the program seemed to equip the participants with social and communication skills.

Another case study peer tutoring research that focused on English as a Foreign Language was carried out at Universidad Pedagógica y Tecnológica de Colombia, in the Modern Languages program (Viáfara, 2014). In this program, the tutors who were 15 student teachers of English as a Foreign Language from sixth to ninth semesters, tutored their first semester peers for three consecutive semesters with meetings once a week for two hours. Because student teachers, in addition to tutoring, were expected to develop research skills, they collaborated and reflected to learn the theory and practice regarding tutoring and research. Information from the tutors was obtained to explore the academic and personal influence to belong to the group. The collection of data was through research journals, surveys and documents, and interviews. From the findings, Viáfara (2014, p.206) states that:

Firstly, student teachers' knowledge of their discipline was affected since they developed proficiency in the foreign language. Secondly, data evidences that they strengthened their pedagogical practices as a result of their group affiliation. Likewise, in regards to their general and content pedagogical content knowledge, prospective teachers opened to positive attitudes and formative actions in employing research. (sic)

Viáfara also concluded that study groups are powerful tools to create scenarios for language use. In the same way, he claims that practice and reflection on research seemed to favor the pedagogical skills of mentors as they became better at planning and using research tools to solve problems.

Viáfara and Ariza (2008) diagnosed, planned and implemented a tutoring model to support autonomous learning in language students at a public university in Colombia. In the

diagnostic stage of the action-research study, the researchers explored Modern Language students and teachers' perceptions about tutoring and autonomous learning using a questionnaire, reflections regarding past tutoring experiences and analysis of existing documents produced from the faculty and the institution about the foundation and implementation of tutoring and autonomous learning. During this stage, it was found that the roles of tutoring for the participants were to diagnose aspects to address, to strengthen study habits and learning strategies, to facilitate the development of communicative skills of tutees and evaluation of progress (Ibid). In the planning stage, tutoring sessions were carried out before the construction of the tutoring model in which tutors were selected by being interested in the project and in which tutees voluntarily accepted to participate. After four weeks of tutoring, tutors and tutees were interviewed. By considering the tutors, tutees and teachers as well as the theory regarding autonomous learning and tutoring in higher level, Viáfara and Ariza established three fundamental objectives to work in the implementation of peer tutoring sessions:

1. Support the development of skills and knowledge in the learning of the foreign language.
2. Guide the tutees in aspects of their integral performance and development.
3. Provide basic tools for learning to learn

Huerta, García and Velasco (2010) investigated a peer tutoring program applied at Universidad Autónoma "Benito Juárez" in the state of Oaxaca. Such program offered as an optional subject was designed with the main purpose of improving the level of English in the program belonging to *Lenguas Extranjeras en el Área de Inglés (LLEAI)*. The LLEAI program, in addition to the teacher training in the area of English, aims for students to develop skills to express themselves clearly and fluently orally and in writing (Ibid). To be tutors, the

students had to receive an initial training of six sessions focused on the fundamentals of peer learning. Also, they needed to be students from 5th to 7th semester and have an advanced level of English or a good command of it. The tutees were students who showed serious deficiencies in the language through a diagnostic test at the beginning of the course and with averages of six or seven out of ten. Tutors and tutees received a 10-hour training focused on the development of communication skills as part of the initial training. After the initial formation, the tutor-tutee couples were formed looking for the tutor to be more skillful than the tutees and that the functions could be maintained throughout the course.

The teacher in charge of the group was responsible for the organization and development of the sessions to ensure that the tutors knew what to do, how to act and have support if required. The program became more autonomous as the tutors acquired experience and confidence. They could make decisions regarding the material and activities to be used with the tutees, in addition to the planning time (Ibid). Before concluding the sessions, the couples and the teacher reflected on how it had gone: the functioning of the planning, the efficiency of the materials used and the problems that arose. The tutors and tutees were evaluated by the teacher in charge of the group. The evaluation of the tutors was based on their performance in three moments: the preparation of the planning, the development of the tutoring session, and the reflection of the experience. Regarding the tutees, they were evaluated with respect to the completion of the exercises and participation, as well as the ability to request clarifications and express doubts. From the results obtained through observations, evidence in portfolios and reflections on the experience of being tutors and tutees, Huerta, García and Velasco highlight the encouragement of students' participation in their learning, the increase of tutors' teaching skills, and more opportunities for the tutees to improve their level of English. In the same way, they concluded that the self-esteem of

participants as well as the teachers improved: students since they had more confidence and experienced success, and teachers since they reinforced the idea that education is not bilateral and that students can benefit from mutual support. After analyzing some research on ELT peer tutoring, the third and last part of this chapter is now presented.

2.3 BIS Universities

According to SEP's platform (Retrieved August 2018 from <http://cgutyp.sep.gob.mx/>), La Coordinación General de Universidades Tecnológicas y Politécnicas (The General Coordination of Technological and Polytechnic Universities) is the sub-area of higher education in Mexico responsible for promoting a quality education that allows the training of competitive professionals committed to regional and national development as well as contributing to a fairer society. The general purpose of this Subsystem of Higher Education (Programa Anual 2013) is to “Contribuir a la mejora de la calidad de la educación superior, como un medio estratégico para acrecentar el capital humano y la competitividad requerida por una economía sustentada en el conocimiento, mediante el desarrollo de políticas, estrategias y procesos que aseguren el fortalecimiento y consolidación del Sistema de Universidades Tecnológicas.” (to contribute to the improvement of the quality of higher education as a strategic means to increase human capital and the competitiveness required by an economy based on knowledge, through the development of policies, strategies and processes that ensure the strengthening and consolidation of the Technological University System).

In order to increase the competitiveness and social mobility of the country, the Secretariat of Public Education (SEP) promotes actions and programs that increase the percentage of the population that masters a second language, particularly English. To

respond to the imperative of new models of vocational training and internationalization of higher education, a new model of Bilingual, International and Sustainable (BIS) Technological and Polytechnic Universities has been promoted. (Secretaría de Educación Pública, 2018)

2.3.1 BIS Universities main features

Universidad Tecnológica el Retoño (2019) describes the BIS model as a cutting-edge model of higher education in Mexico that responds to international trends and is unique in Latin-America. The Secretariat of Public Education defines the BIS Technological and Polytechnic Universities as innovative institutions; whose educational model accepts the challenge of increasing the country's competitiveness and social mobility and whose goal is to contribute to the productive needs of the national and international economy. (Secretaría de Educación Pública, 2018).

As in the rest of the Technological Universities, the BIS modality offers careers based on the real needs of the state's business activities allowing the students to reach their academic training and professional development expectations (Lineamientos de la modalidad Bilingüe, International y Sustentable de la Coordinación General de universidades Tecnológicas y Politécnicas, 2018). BIS Technological students graduate as “Técnico Superior Universitario Bilingüe” (Bilingual University Technicians) in 2 years and 4 months. Some institutions offer the option for students to continue their studies as Bilingual Engineers after satisfactorily completing their Technological courses (Ibid).

The BIS model preserves the pedagogy of training advanced university technicians and engineers under professional competencies with a practical training, but where new students must attend a first semester of intensive English language referred to as “Curso de

Inmersión” (Immersion Course) since courses throughout their career are offered mostly in the second language (Secretaría de Educación Pública, 2018). The immersion course encompasses 525 hours of English along with Mathematics and orientation tutoring, offered by teachers. For the English classes, students are grouped according to their language level. At the end of this course, the expected minimum result of the English language proficiency is an A2 level according to the Common European Framework of References for Languages (CEFR), accredited through an official language certification (Lineamientos de la modalidad Bilingüe, International y Sustentable de la Coordinación General de universidades Tecnológicas y Politécnicas, 2018). The teaching and learning practices during the course focus on the four skills: listening, writing, reading and speaking. For that reason, the students also attend speaking, listening, reading and writing communicative-based workshops to provide more opportunities to reach the A2 level and contribute to better performance and communication in the subsequent courses (Ibid). The content of the workshops is expected to be related to the main course.

Once students reach the A2 level at the end of the immersion course, they can enroll in the first semester or Quarter 1, in which content classes start. Throughout their career the number of courses offered in English will increase until most or all courses are taught in the second language. There is not an established English level of command to enroll in a BIS University, although English level is one of the three aspects used to evaluate on the admission test (Ibid). According to Lineamientos de la modalidad Bilingüe, International y Sustentable de la Coordinación General de universidades Tecnológicas y Politécnicas, 2018 (Guidelines for the Bilingual, International and Sustainable modality of the General Coordination of Technological and Polytechnic Universities, 2018), 97% of the applicants do not possess basic knowledge of the language; only 3% of them are considered to have a

B1-B1+ level. Students from BIS Technological universities are expected to graduate with a B2 level. Likewise, students from BIS Polytechnic Universities are expected to graduate with a B2 level as minimum, a C1 being more desirable.

Table 1. Common Reference Levels

PROFICIENT USER	C2	Can understand with ease virtually everything heard and read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

Source: Common European Framework of References for Languages

International mobility plays an important role as part of the training of students of the BIS Model. For that reason, some exchange programs have been made with Community Colleges of the United States and Canada (Secretaría de Educación Pública, 2018). The Sustainable element of BIS universities is incorporated in the architectural design of the facilities and the use of construction materials to save energy. Some BIS institutions incorporate water treatment, waste recycling and capture of rainwater practices as well as use of solar and/ or wind energy and recover and plant green areas as important CO2 emission

mitigators (Secretaría de Educación Pública, 2018; Universidad Tecnológica el Retoño, 2019).

Emerging from the foreign economic investment and the derived particular needs in Aguascalientes, Universidad Tecnológica El Retoño was the first public university to run under the BIS pedagogy in 2012. To date there are 26 BIS universities distributed along the Mexican territory. Now that the main features of BIS universities have been described, the educational model of BIS universities is presented.

Table 2. BIS Universities distribution



Source: SEP México, 2018.

2.3.2 Educational model of BIS Universities

The pedagogical model for all Technological universities aims to satisfy the educational needs to achieve the development of competences that can be transferred to the learners' environment (Ibid). Due to the nature of the model, the teaching and learning process at BIS universities is based on a communicative approach. These institutions run under an Educational Model based on Competencies, which implies a process of adaptation between the individual, the environment demands and needs (Ibid). The BIS model highlights the Competencies of Learning to Know, Learning to Do and Learning to Be as well as a transdisciplinary methodology. The model fosters the development of competencies for coexistence and sharing in a society. Thus, the students' training is oriented towards the achievement of:

- Working skills
- Professional skills
- Generic competencies
- Technical and process skills
- Computer skills
- Communicative skills
- Adaptative skills

In the BIS educational Model, the teacher's role is that of a facilitator of knowledge and techniques who encourages self-learning. To be a teacher at a BIS institution, it is necessary to have teaching experience in higher education and possess a Professional Title in the area to teach, and a language certificate at the B2 level for teaching Technical courses and a C1

level for English teachers (Ibid). Having described the educational model of BIS universities, the BIS learners' profile characteristics are presented.

2.3.3 BIS learners' profile

The BIS model requires the student to be committed to their learning process as well as to look for answers and solutions to problems. Similarly, the BIS learner is expected to take advantage of the resources that the institution has to offer, work with others to achieve goals, and recognize their role in the process of learning. (Ibid.)

Technological Universities learners should be full-time students so that they can direct their efforts on achieving a quality education. They should also show interest in languages as well as in learning different cultures. Likewise, BIS learners should be interested in environmental issues and sustainable development. The BIS Model describes BIS graduates as highly qualified professionals with bilingual skills and a global ideology that identify them as citizens of the world able to work with people with different cultures. Another characteristic of BIS university graduates is the efficient and rational and responsible use of natural resources looking for an economic and social sustainable development as well as generating friendly environment working policies (Ibid). As the main characteristics of BIS students' profile has been presented, the importance of English at BIS universities is now discussed.

2.3.4 Importance of English at BIS Universities

2.3.4.1 Internationalization

Another key component of the Bilingual International and Sustainable Model is Internationalization. The main purpose of internationalization in BIS institutions is to promote the mobility of students as well as teachers and administrative staff. Also, to encourage international cooperation and integrate the universities in cooperation programs

and agreements (Lineamientos de la modalidad Bilingüe, Internacional y Sustentable de la Coordinación General de universidades Tecnológicas y Politécnicas 2018). International mobility at BIS Universities is mainly in Community Colleges in The United States and Canada. In 2014 and 2015, approximately 530 students from BIS institutions participated in stays up to three months in Community Colleges in The United States. In 2016, the numbers were similar in Community Colleges in The United States and Canada. (Secretaría de Educación Pública, 2018). The mobility to those countries has been possible thanks to the support of Coordinación Nacional de Becas de Educación Superior (National Coordination of Scholarships in Higher Education), specifically to Fundación Televisa, la Asociación de Bancos de México through *Bécalos* and Santander Universidades Programs (Ibid).

2.3.4.2 Certifications

The International Test of English Proficiency (iTEP) is used for the diagnostic exam for the new students and for language improvement evaluation in the other semesters. At the end of the immersion course and at the end of each semester, the test is used to evaluate the students' language level. To graduate from Technological and Polytechnic Universities, the BIS learners must reach a B2 level accredited through this official test. The iTEP test has two versions: iTEP- Plus and iTEP-Core. The former version is used for the required graduation level, while the latter one is applied for mobility programs (Lineamientos de la modalidad Bilingüe, Internacional y Sustentable de la Coordinación General de universidades Tecnológicas y Politécnicas 2018)

The iTEP- Plus test is assessed as:

- Grammar (10 minutes)
- Listening (20 minutes)

- Reading (20 minutes)
- Writing (25 minutes)
- Speaking (5 minutes)

Table 3. iTEP scores and equivalencies

iTEP Academic	CEFR
5.5-6.0	C2 Mastery
4.5-5.4	C1 Advanced
3.5-4.4	B2 Upper Intermediate
2.5-3.4	B1 Intermediate
2.0-2.4	A2 Elementary
0-1.9	A1 Beginner

Source: International Test of English Proficiency

2.3.4.3 Perspectives to the future

The Guidelines for the Bilingual, International and Sustainable modality of the General Coordination of Technological and Polytechnic Universities highlight the vital role that English language plays at BIS universities as it is expected to have at least one BIS university in each state with the following purposes:

- Favor the conditions for students to do stays in higher education institutions abroad
- Establish agreements with institutions abroad to obtain a double degree
- Establish permanent short- stays teacher exchange programs for Mexicans and international teachers
- Establish agreements with transnational companies so that students can do stays at companies abroad.

Chapter conclusion

This chapter has reviewed literature related to the three areas of the framework of this study. Firstly, the literature that addressed peer tutoring, particularly its definition, models and organizational variables was described. It was found that peer tutoring is understood as mutual help, support and learning among students, often arranged by a teacher, in dyads or small groups in which a more skillful student act as tutor of a less skillful student. Four models of peer tutoring were described as being representative of this learning strategy. Also, studies that explored the benefits on academic and social and affective aspects were reviewed.

In the second part of the chapter the obstacles Mexican teachers of English face when teaching the language in higher education were presented. Factors such as attitude and motivation, as well as the Mexican educational system and limited access for using English outside the classroom (Borjian, 2015) have been found to play an important role in English language learning. It also reviewed the research findings on teachers, students and educational resources and materials in English in various Mexican universities. With the latter suggesting that the use of collaborative methods enhances learning (Ramirez and Pamplon, 2012). Finally, research on the ELT peer tutoring field was identified and described revealing little empirical research concerning the use of peer tutoring techniques for language learning in Mexican university contexts.

The third section presented the BIS universities including their main characteristics and features, origins and distribution in the country, educational model and the importance of English language learning among these institutions in order to provide enough information to the reader about this type of university and its relation to the research questions of this study. The next chapter describes the methodology employed for the present research.

CHAPTER III: METHODOLOGY

Introduction

This chapter describes the research methodology employed in this study. Since the purpose of this research was to explore the impact of tutoring on students' language learning and on students' affective and social skills development, the study followed a qualitative research methodology. In this chapter, the research design, the research setting, the participants and sampling technique, the procedure of the study, the instruments used, the data collection, the instruments' design and the reasons for the chosen instruments as well as the piloting of instruments and data analysis of the study are described.

3.1 Research design

This research falls within the category of qualitative research. Merriam (1998) describes qualitative research as research that is interested in understanding how people make sense of their world and their experiences in the world. She also indicates that qualitative research can reveal how all parts work together to form a whole and that that meaning is strongly related to people's experiences. Similarly, Denzin and Lincoln (2005) state that in qualitative research things are studied in their natural setting to interpret the meaning that people give to phenomena. According to Abbuhl and Mackey (2017, p. 187) "Qualitative research does not attempt to control contextual factors but rather seeks, through a variety of methods, to understand issues from the informants' points of view and to create a rich, holistic, and in-depth picture of the phenomena under investigation." Lodico, Spaulding and Voegtle (2010, p. 142) indicate that qualitative researchers "focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study". Qualitative research encompasses strategies of inquiry such as case study, life story, personal experience, texts interviews and observations (Denzin & Lincoln, 2005). In

highlighting the characteristics of a qualitative researcher, Creswell (1998, p.15) claims that the researcher “builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting”. In describing the characteristics of qualitative approach, Creswell (2009) enlists both, the traditional and newer approaches as follows:

- Natural setting- the data is collected at the research site where the participants experience the issue under investigation.
- Researcher as key instrument- researchers gather the information themselves through analyzing documents, observing behavior or interviewing the participants.
- Multiple resources of data- qualitative researchers generally obtain data from multiple sources (observations, interviews and documents), analyze and make sense of the data and organize it into categories or themes.
- Inductive data analysis- qualitative researchers shape their patterns, themes or categories by working back and forth between the categories and the database to establish more abstract units of information.
- Participants’ meaning- focus on learning the meaning that participants embed about the problem or issue under study the whole research process.
- Emergent design- the qualitative researcher may change some phase of process of the study after entering the field and starting the data collection stage.

- Theoretical lens- analysis of studies usually under the theoretical orientations of the concept of culture, central ethnography, and age, racial or class differences.
- Interpretative- qualitative researchers, readers and participants make interpretations of collected data and relate them to their own background, contexts and prior understanding.
- Holistic account- qualitative researchers establish a holistic multifaceted picture of the problem of issue being investigated.

3.2 Research setting

There are two Bilingual, International and Sustainable (BIS) universities in the state of Puebla; Universidad Politécnica Metropolitana de Puebla (UPMP) and Universidad Tecnológica Bilingüe, Internacional y Sustentable (UTBIS). UTBIS was selected as the research site since, apart from being a Bilingual, International and Sustainable higher education institution, I got acquainted with the English coordinator due to a job opportunity in August 2017. I first approached the English coordinator in the second semester of the year in 2018 to explain the project. Given that agreement and permission was needed from the academic coordinator and due to his management activities, I was asked to send by e-mail all the information related to the project which was later approved by him. However, in early August the institution got a new academic coordinator. Therefore, I approached the English coordinator again who later arranged a meeting with the new academic coordinator. In early September I had one meeting with the English coordinator and the academic coordinator who agreed to the research being done at UTBIS. Soon after the first meeting, there was a second meeting with both coordinators and some students from the immersion course and third

semester who listened to what the peer tutoring program would be about and showed interest in participating.

Universidad Tecnológica Bilingüe, Internacional y Sustentable is located in Ciudad Modelo, municipality of San José Chiapa, Puebla. An Audi assembly plant is also located in Ciudad Modelo, 5 minutes from the university. UTBIS was established in the aforementioned place to meet the professional demands of highly prepared technicians. Students in this university are trained to be advanced technicians in Information and Communication Technologies area of Computer Systems, Industrial Processes in Automotive area, and Mechatronics in the robotic area. At the time the study took place, there were 405 students enrolled at UTBIS; 119 from immersion course or Quarter 0, 128 from Quarter 3 and 158 from Quarter 6. The male population in the institution is significantly bigger than the female population. Most of the students are from rural and semi-rural communities nearby Ciudad Modelo while some others are from Puebla city.

3.3 Participants/ Sampling

The sampling technique used for the selection of the participants in this study was purposive sampling as the identification and selection of the subject needed to relate to some predetermined criteria or particular characteristics of interest (Palinkas et al 2016). For the purpose of this research, tutors should be students from 3rd or 5th semesters and possess a good command of the language while tutees should be low-performance immersion students. Seven tutees and five tutors were taken as sample for the research; two trios and three dyads. Initially, there were nine tutees and six tutors (three trios and three dyads). However, a pair stopped working as the tutee dropped out of university and one tutee from one of the trios stopped attending the sessions. The tutors were students from the 3rd semester or Quarter 3 who were appointed and selected by the institution, specifically by the English coordinator.

The tutors were selected based on their English proficiency level, their interpersonal abilities and their interest and agreement in becoming tutors. The tutors group consisted of four women and one man. Three tutor students were from Mechatronics and two students were from Industrial Processes. Regarding the tutee students, they were appointed and selected by their immersion English teachers based on their low level and low performance of English, and their interest in participating in the program. The tutees group was made up of three women and four men from the immersion course or Quarter 0 in which students do not take any content class and thus they are grouped by their language level rather than their area of interest. One tutee was from group B, two tutees were from group C, three were from group D, and one tutee from group E. Tutors and tutees attended the meeting arranged by the English coordinator and the Academic coordinator and accepted to participate in and contribute to the study.

3.4 Procedure

To evaluate the impact of implementing peer tutoring strategies within the research context, the research followed three stages. The first stage focused on exploring the participants' initial opinions about peer tutoring through a questionnaire. This diagnostic phase contributed to direct the tutorial sessions based on students' perceptions. The outcomes obtained from the questionnaire also gave insights to better understand what the other instruments should explore. The results obtained in the questionnaire as well as results from previous studies in the field led to integrating the guidelines, approaches and materials for the tutoring sessions.

The decided approaches for peer tutoring for English language learning at UTBIS and based on successful studies (Sharif et al, 2012; Bradford-Watts, 2011; Viáfara and Ariza, 2008; Topping, 2000) were games, personal experience and clarification of doubts. The

model utilized was Cross-Age since this research involves students at different grade level (Robinson and Schofield, 2005) while the chosen organizational variable was Curriculum content so that tutees could have more opportunities to learn and assimilate the immersion course content. The activities were selected based on the syllabus “asignatura de introducción a la lengua inglesa” and its learning objectives (see appendix 1). This syllabus is provided to all Technologic Universities in the country and consists of 10 units of knowledge (unidades de aprendizaje) to cover during the immersion course: introduction, activities, comparatives and superlatives, present continuous, quantity, past simple, past simple vs past continuous, invitations, plans and projects, and present perfect. The activities were mostly games from Teach-This.com, an ESL/EFL resources website in which English teachers and ESL professionals work together to create teaching resources aiming to make learning enjoyable, fun and meaningful to students (Teach this, 2018). The website offers free and exclusive grammar, parts of speech, functional language and general English activities. The activities selected for the tutoring sessions were mostly exclusive activities for which a membership was paid. Some scholars (Topping, 2000; Falchikov, 2001; Topping, 2005; Gafney and Varma-Nelson, 2008) as well as some researchers (Duran and Huerta, 2008; Huerta, García and Velasco, 2010; Nguyen, 2013) suggest and highlight the importance of tutor training for a successful implementation of peer tutoring. For this reason, in this stage the tutors underwent one session training on the approaches for English language peer tutoring, the principle of how to tutor (Topping, 2000) and the materials to be used in the sessions. For the materials, the tutors were provided with two to four activities (See appendix 2) for each unit of learning and its learning objectives. Tutors were to choose the activity or activities to work with their tutees during the sessions. They were also encouraged to include their tutees in the material selection. Additionally, in the training sessions tutors were given the syllabus

and notes in the activities for them to identify the activities that belong to each unit of the syllabus.

In stage two, the tutor-tutee working teams and pairs were formed and schedules for the tutoring sessions were arranged. Tutees were low performing students from the immersion course while tutors were proficient English language learners from higher level courses. Initially, the study was intended to work only with pairs but as the number of tutees interested in participating in the tutoring outnumbered the number of tutors, trios consisting of one tutor and two tutees were also formed. The tutoring sessions were arranged in two different schedules due to tutors' classes and school activities. After the peer tutoring organization was established, participants' behavior and attitude were observed and documented while they worked and socialized. The tutoring sessions took place during the immersion course during the months of October and November. Due to some unexpected school activities, some participants had seven sessions while others had six sessions. As one of the tutors could not attend the session and the tutees of another working team could not attend either, a new working team was formed only for session 2 to ensure the lesson for the attending participants. Similarly, due to a tutor's difficulties to in attending all the sessions, one tutor worked with three student tutees in sessions 3 and 4. Meetings were held once a week for one hour. Due to changes in the tutors' content classes, sessions five, six and seven lasted 50 minutes. However, some teams decided to stay more time some sessions. The tutoring sessions were carried out at the library as the chosen space by the participants.

Stage three was directed to investigate students' perceptions towards peer language learning, participants were interviewed after the implementation of all the sessions.

3.5 Instruments

The data for this study were collected from the following sources: 1) questionnaire, 2) observations and participants' assessment, 3) interviews. The sources are first introduced by describing the design and data collection. Then, the data analysis is described.

3.5.1 Questionnaire

Survey research is understood as “the collection of information from a sample of individuals through their responses” (Check & Schutt, 2012, p. 160 in Ponto, 2015, p.168). According to Siniscalco and Auriat (2005, p. 3), a questionnaire is a “survey instrument used to collect data from individuals about themselves or about a social unit such as a household or a school”. Similarly, Black (2003) and Bulmer (as cited in Bird, 2009) refer to a questionnaire as an optimal tool for acquiring information on participants' attitudes, opinions and views.

3.5.1.1 Design

As earlier mentioned, the collection of information with a view to doing a diagnosis took in consideration the exploration of opinions and self-concept regarding peer tutoring, the role of peer tutoring in English language learning, the role of tutors, the expected academic benefits of peer tutoring and the ideal tutoring sessions (See Appendix 3). For this stage of the study, I utilized the results from articles and reports on language peer tutoring surveys and interviews as well a booklet on tutoring developed by the International Academy of Education and UNESCO. The questionnaire design consisted of five sections: four multiple-choice and one Likert section. The multiple-choice sections contained one question each while the Likert scale consisted of eight statements in which an agreement-disagreement Likert scale was used. The questionnaire applied to the participating population was designed by using the results that Viáfara and Ariza (2008), Harris and Shaw (2006) and

Topping (2000) found in their studies. The four multiple choice items were designed to obtain information about the concept of peer tutoring, the role of peer tutoring in English language learning, the role of the tutor and the expected benefits for the academic aspect respectively. The Likert scale consisted of eight items utilizing a five-point scale on their agreement on the elements of an ideal tutoring.

3.5.1.2 Piloting stage

The questionnaire was given to three students from the immersion language course at UTBIS who were assigned by the English coordinator. It was also administered to three students from 3rd and 5th semesters from the same institution who were also appointed by the English coordinator and to two teachers from 3rd semester course. The instrument was given to the respondents in one day. After they answered the questionnaire, they were asked if they found any question confusing or difficult to answer and if they had any suggestion to make it more clear or straightforward. All students mentioned that the questionnaire was clear and that no change was needed. On the other hand, the two teachers pointed out a misprint in the Likert scale section. Then, the misprint was corrected and minor changes to the questionnaires' layout were done in order to differentiate between tutors, tutees and teachers.

3.5.1.3 Data collection

The instrument was implemented among the participants three days after the piloting stage as small changes were found to be needed. The questionnaire was responded to by the participants and three UTBIS English teachers in one day scheduled by the English coordinator. This diagnostic stage involved UTBIS English teachers as their opinions were considered valuable to take into account for the exploration of opinions about English language peer tutoring, tutors' role and ideal tutoring sessions. The same instrument was applied to tutees, tutors and teachers having the questionnaire a variable in item 4.4 (See

Appendix 3). I administered the instrument on the due day to the three teachers, the seven student tutees and four of the five student tutors; the questionnaires were collected as they finished. As it was difficult to find the other student tutor, the English coordinator administered later that day to the missing participant and sent it to me by e-mail in the following days. The objective of this questionnaire was the exploration of the initial conceptions of students and teachers regarding peer tutoring and English language learning as well as to direct the tutorial sessions.

3.5.1.4 Data analysis

Tutors', tutees' and teachers' responses to their notions of peer tutoring, the role of peer tutoring in English learning, the role of the tutor, their expectations on the academic aspect and their opinions of an ideal peer tutoring were put into tables to summarize and analyze the data gathered in the diagnostic stage of the study.

3.5.2 Observation and participants' assessment

Cohen, Manion, & Morrison (2000, p.305) describe observation as data that “afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations.” According to Creswell (2003, p.185) observations allow the researcher to “take notes on the behavior and activities of individuals at the research site”. Creswell also says that the fieldnotes taken during the observations whether unstructured or semi-structured help to record activities at the research site. On describing some observation techniques, Black (2003) states that when observing activities of individuals, a checklist can provide the researcher with the guidance required to ensure the obtainment of pertinent events and ignore irrelevant ones.

3.5.2.1 Design

To analyze participants' behavior and attitude in English Language peer tutoring sessions, an original observation checklist and participants' assessment were developed. For

this study, observations were carried out in a semi-structured way or with an observation checklist since there were some prior elements that the researcher wanted to focus on (Creswell, 2003). For the tutoring sessions, the observation instrument was designed to allow me to observe, and document if participants: asked and answered questions, clarified doubts, were motivated, had a positive attitude towards error, seemed to understand the content in the case of tutors and if they were interested in the activity in the case of tutees, and if they had a positive attitude towards teaching and learning (See appendix 5).

In order to obtain participants' opinions on the same earlier mentioned elements, a peer assessment was designed (See appendix 6). In both cases, assessment of tutors and assessment of tutees, a Likert scale was used. The peer assessment consisted of six five-point frequency items in which participants were to select the frequency that most satisfied their opinions regarding their tutors or tutees behavior and attitude.

3.5.2.2 Data collection

Data were collected throughout seven weeks during the immersion course, from the mid of October to the end of November at the aforementioned university. Both the tutors and tutees were presented with the Consent Form (Appendix 4) before their first tutoring sessions. They provided their signature on the Consent Form and agreed to allow the researcher to use the requested data from observations and interviews for the study. As has been mentioned earlier, there were two different schedules for the tutoring sessions since the sessions were assigned according to each tutor's particular timetables. For the first schedule, the two trios and one pair were observed around 20 minutes each working team while the other two pairs were observed in the second schedule approximately 30 minutes each.

As was mentioned earlier, some participants had seven sessions while others had six sessions. Due to unexpected activities from both, the participants and the researcher some of

the sessions were carried out at a different day or schedule from the ones arranged and established for the program. Consequently, a total of five scheduled sessions were observed and documented for most pairs and trios.

The peer assessment was regularly provided to student tutors and student tutees at the beginning of the session. It was administered by the participants and collected by the researcher at the end of each session when it was possible to observe the sessions. In the case it was not possible to do observations, a UTBIS teacher was requested to collect the assessment worksheets at the end of the sessions and get them to the researcher.

3.5.2.3. Data analysis

To analyze and describe the data gathered through observations a number of steps were followed. Firstly, the observation checklist data were analyzed to obtain frequency of the behavior of tutors and tutees during the tutoring sessions. Secondly, the data gathered through observation comments were organized and structured into categories to find major themes in regard to asking and answering questions, clarification of doubts, motivation in the team, attitude towards correction, understanding of the content and interest in the activity, and attitude towards teaching and learning.

Regarding the participants' assessment, the process of data analysis was ongoing as the tutors' and tutees' assessments were collected and analyzed after each session. As there were pairs as well as trios participating in the peer tutoring sessions, a total of 40 evaluations of tutors were collected and analyzed, and a total of 28 assessments of tutees were collected and analyzed. The analysis of the assessment of tutors was based on the incidences of confidence to ask questions, help to clarify doubts, encouragement and motivation, help to identify errors, knowledge of content and positive attitude towards teaching. Regarding assessment of tutees, the analysis involved the occurrences of asking questions, response to

provided help, positive response to corrections, interest in the activities, and positive attitude towards learning.

3.5.3 Interviews

Griffiee (2012) defines interview as a person-to-person structured conversation for the purpose of finding or creating meaning data. Cohen, Manion, & Morrison (2005, p.267) state that interviews “enable participants—be they interviewers or interviewees—to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view.” Turner (2010) considers interviews provide in-depth information on perspectives and experiences.

3.5.3.1 Data collection

Interview data consisted of information obtained from the participants who responded to the request to be interviewed: seven tutees and four tutors. For this study, individual interviews were conducted at the end of program and after all the tutoring sessions; that is, at the beginning of December. Each interview took between 7.59 minutes to 19.33 minutes, depending on the amount of detail each participant provided on their perceptions about ELT peer tutoring. In each case, a semi-structured interview was used. For Merriam (1998, p.74) the largest part of a semi-structured interview “is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time”. She also states that this type of interview “allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic”. Warm- up questions were asked before each interview in order to establish good rapport and make participants feel comfortable to share their views and experiences. The interviews focused on five topics; the notion of peer tutoring after the experience, the emotional and affective aspects (feelings during the sessions, feelings about being helped or

helping a peer, and affective gains), learning (the influence of peer tutoring in participants' learning and social gains and skills development), evaluation (opinions about the tutors and tutees, and opinion about the peer tutoring experience), and suggestions (for the program and other possible tutors and tutees). The interviews were conducted at the library and a teacher's room and were carried out in two days. All interviews were audio recorded to ensure accuracy of collection of data and the guiding questions can be seen in Appendix 7.

3.5.3.2 Data analysis

To analyze and describe the data gathered through interviews a number of steps were followed. First, the interviews were transcribed verbatim in order to become familiar with the information and make meaning out of it. A total of 135.48 minutes was transcribed in Word. Then, the data (transcripts) were classified and summarized according to tutors' and tutees' perceptions about peer tutoring for English language learning regarding the concept of peer tutoring after their experience, the emotional/affective and the learning impact of ELT peer tutoring at UTBIS as well as participants' evaluation of the program, and suggestions for further application. Finally, themes related to the framework of the study were identified.

Chapter conclusion

This chapter has outlined the research design followed for the study and described the research procedure used in detail. A qualitative approach was used to explore the impact of peer tutoring for English language learning at a BIS university. Observation, peer assessments and interviews were employed as the main tools for information gathering. The data from observations was supplemented by tutors' and tutees' assessment of their peers to obtain information on the participants' behavior and attitude during the tutoring sessions, while interviews were sought to explore tutors' and tutees' perceptions about ELT peer tutoring. The next chapter presents the results from the obtained data.

CHAPTER IV: DISCUSSION AND RESULTS

Introduction

A broad discussion and analysis of the gathered data is presented in this chapter. The chapter also provides a detailed analysis of key research findings and their discussion with reference to each of the researcher questions posted in Chapter I. The findings are presented as follows. First, the results obtained from the exploratory questionnaire are presented in tables. Secondly, the results and findings from the observations and peer assessment are presented in tables. Finally, the results and findings from the face-to-face interviews are presented and discussed in terms of the explored themes.

4.1 Results from the questionnaire

In stage one of the study, I asked tutors, tutees and three English teachers their opinions about the notion of peer tutoring, the role of peer tutoring in English learning, the role of the tutor, their expectations for the academic aspect and their perceptions of an ideal peer tutoring with the purpose to obtain information to plan a tutorial approach based on students' perceptions. The discussion of the data follows the order of the sections and questions in the questionnaire.

The responses from seven tutees (TTs), five tutors (TTrs), and three teachers (Ts) were analyzed in all the questions. Table 4.1 below shows the data from question 1.1, which explored participants' perceptions about peer tutoring.

Table 4.1 The concept of peer tutoring

The notion of peer tutoring	Tutees (TTs=7)	Tutors (TTrs=5)	Teachers (Ts=3)	TOTAL
Space for feedback	4	3	2	9
Counseling or individual support	3	2	1	6
Informal talk				
personalized accompaniment				

Most of the respondents, 9 out of 15, including tutors, tutees and teachers perceived peer tutoring as a space for feedback while the rest thought it was counseling or individual support. None of them perceived peer tutoring as an informal talk nor personalized accompaniment. These findings indicate that both students and teachers expect tutors to provide input and assist tutees' learning process.

Question 2.1 explored the role of peer tutoring and its impact on English learning.

Table 4.2 below presents the data from this question.

Table 4.2 The role of peer tutoring in ELT

The role of peer tutoring in ELT	Tutees (TTs=7)	Tutors (TTrs=5)	Teachers (Ts=3)	TOTAL
Clarification of doubts	2	3	2	7
Enrichment of knowledge	5		1	6
Work on specific topics		1		1
Individual counseling		1		1

Most of the respondents perceived the role of peer tutoring in ELT as clarification of doubts and enrichment of knowledge. Most of the tutees, five out of seven, considered that the role of peer tutoring in ELT is for enrichment of knowledge while for most tutors, three out of five, it was for clarification of doubts. Teachers slightly preferred the role of peer tutoring in ELT as clarification of doubts over enrichment of knowledge. Only one respondent perceived the role of peer tutoring in ELT as work on specific topics and one perceived it as individual counseling. These results indicate that when using peer tutoring for English learning, both tutors and teachers expect tutees' doubts to be solved and that tutees contemplate a language improvement derived from that.

Table 4.3 below presents the opinions of the participants about the role of the tutor, explored in question 3.1.

Table 4.3 The role of the tutor in peer tutoring

The role of the tutor	Tutees (TTs=7)	Tutors (TTrs=5)	Teachers (Ts=3)	TOTAL
Contribute to knowledge and provide explanations	4	5		9
Motivate to learn	2		1	3
Provide assistance to students and teachers			2	2
Serve as a model	1			1

For all tutors and most of the tutees, the role of the tutor was to contribute to knowledge and provide explanations. Two tutees considered the role was to motivate to learn and one more to serve as a model. On the other hand, for teachers, the role of the tutor was to provide assistance to both students and teachers and motivate tutees to learn which suggest that teachers recognize peer tutoring as a helpful strategy that addresses both teachers' and students' academic needs.

Table 4.4 below shows the data obtained from question 4.1, which aimed to know the participants' opinions about the academic benefits of peer tutoring.

Table 4.4 The expectations for academic aspect

Expectations for academic aspect	Tutees (TTs=7)	Tutors (TTrs=5)	Teachers (Ts=3)	TOTAL
Improve language skills	4	2	2	8
Better understanding of class topics	2	2		4
Provide more opportunities for practice and use	1	1	1	3
Provide tools for the final exam				

For most of the respondents, 8 out of 15, the academic expectation was to improve their language skills. For four of the participants, two tutees and two tutors, the expectation was to better understand the class topics while for three of the participants, one respondent of each category, the expectation was to provide more opportunities for practicing and using English. None of the respondents expected peer tutoring to provide tools for the final exam. The results show that for teachers and tutees peer tutoring should mainly help students to

enhance their English abilities and that tutors expect to help their peers to better understand topics and to enrich their knowledge of the language.

The purpose of section five was to know the participants' opinions about the elements of ideal peer tutoring sessions.

Table 4.5 Elements of ideal peer tutoring

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
Support the development of skills and knowledge in language learning	TTs 5 TTrs 5 Ts 2	TTs 2 - Ts 1	- -	- -	· ·
Be open to listen and guide the tutees on concerns and needs in addition to the development of the language	TTs 2 TTrs 4 Ts 2	TTs 5 TTrs 1 Ts 1	- - -	- - -	· · ·
Provide and share learning strategies	TTs 6 TTrs 5 -	TTs 1 - Ts 3	- - -	- - -	· · ·
Detect errors	TTs 3 TTrs 5	TTs 4 - Ts 2	- - Ts 1	- - -	· · ·
Promote self-correction	TTs 4 TTrs 3 Ts 1	TTs 3 TTrs 2 Ts 1	- - -	- - Ts 1	· · ·
Balance support and challenges	TTs 3 TTrs 5	TTs 4 - Ts 3	- - -	- - -	· · ·
Include activities that promote personal experience	TTs 3 TTrs 5 Ts 1	TTs 4 Ts 2	-	-	·
Encourage and motivate to learn	TTs 4 TTrs 5 Ts 2	TTs 3 - Ts 1	- - -	· · ·	· · ·

TTs= Tutees TTrs= Tutors Ts= Teachers

Table 4.5 above shows that most of the respondents strongly agreed that an ideal peer tutoring should support the development of skills and knowledge in language learning, provide and share learning strategies, detect errors, promote self-correction, include activities that promote personal experience, and encourage and motivate to learn. Respondents were quite similar in their opinions about being open to listening and guiding the tutees to sort out concerns and needs in addition to development of the language and on balancing support and challenges; eight participants strongly agreed and seven agreed that those elements were optimal for an ideal peer tutoring session. The findings show that for students and teachers a peer tutoring experience should provide opportunities for language improvement but should also provide opportunities for sharing learning strategies, promote correction and self-correction, motivate students to learn and promote the use of activities based on personal experience. Additionally, students and teachers expect the tutoring sessions to be open to listen to other concerns apart from English and to provide support along with challenges. Now that the results from the questionnaire have been presented, the findings from the observation, peer assessment and interviews are presented and discussed.

As a reminder to the reader, the research questions are presented again.

General Research question: What is the impact of ELT peer tutoring on tutees and tutors at a BIS university in Puebla?

Specific RQ1: What are the tutors' and tutees' behavior and attitude during the tutoring sessions?

Specific RQ2: What are the tutors and tutees' perceptions about ELT peer tutoring?

4.2 Results from observations

The two trios and the three pairs were observed in five sessions. The observation of the tutoring sessions instrument provided two types of findings from the field notes; frequency of behaviors and attitudes during the tutoring interactions and comments. First, a summary of results of the five working teams in relation to the observed elements in the interactions is presented. Secondly, the finding from the comments are presented in relation to each of the elements observed during the sessions. Thirdly, the findings from the behaviors and attitudes and comments are discussed.

From the five observed sessions of the five working teams, a total of 20 peer tutoring interactions were analyzed. It is worth saying that *interaction* refers to the peer tutoring sessions the teams had. As it was not possible to observe the teams in the five sessions, the peer tutoring interactions per team occurred as shown in the table below.

Working teams	Peer tutoring observed interactions
Trio 1	5
Trio 2	5
Pair 1	2
Pair 2	4
Pair 3	4

The findings from the observations are presented, starting with the most recurrent patterns. Table 4.6 below shows that tutors and tutees asked and answered questions in 20 interactions. Participants showed a positive attitude towards errors in 19 out of the 20 interactions. It was also found that both, tutors and tutees clarified doubts and showed motivation in 18 of the sessions. Participants showed a positive attitude towards peer tutoring, in 17 out of the 20 interactions. For tutees, it was found that they showed interest in the

activities in 17 interactions while tutors showed understanding of the content in 17 of the 20 interactions.

Table 4.6 Behaviors and attitudes

Team \ Element	Asking and answering questions	Positive attitude towards errors	Clarification of doubts	Motivation in the team	Positive attitude towards tutoring	Tutees' interest in the activity	Tutors' understanding of the content
Trio 1	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
Trio 2	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	X	✓
	✓	---	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
Pair 1	✓	✓	✓	X	X	✓	✓
	✓	✓	✓	X	X	X	✓
Pair 2	✓	✓	X	✓	✓	✓	X
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	X
Pair 3	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	X	X	X
	✓	✓	X	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
TOTAL	20	19	18	18	17	17	17

During the sessions, comments on the participant's behavior and attitude on the aforementioned elements were taken. Tables 4.7 and 4.8 below show the findings from the comments that emerged from observing tutors (4.7) and tutees (4.8).

Table 4.7 Summary of field notes for tutors

Element	Comments
Asking and answering questions	-Tutors seemed to ask more questions than tutees. -Tutors usually asked questions to explore and elicit tutees' understanding of the instructions and topics.

	<p>-Sometimes tutors also asked questions about vocabulary and grammar before starting an activity. Most of the questions were made in Spanish and very occasionally in English</p> <p>-It was a common practice for tutors to encourage their tutees to ask them questions for any doubt they may have regarding instructions, vocabulary, grammar and pronunciation.</p>
Clarification of doubts	<p>-Tutors usually provided explanations and examples of the topics and modeled the activities for their tutees before addressing the topics. When it was necessary, they would stop the game or activity to explain topics or grammatical points and clarify instructions. They would also review topics if noticing tutees were having problems following the activity or remembering the topics.</p> <p>-Tutors would also clarify vocabulary doubts, sometimes tutors would clarify their tutees doubts as they emerged or sometimes, they would address vocabulary before the activity.</p> <p>-Some tutors would explain what the session was to be about.</p> <p>-It happened that two of the tutors (L And R) had problems in some occasions in clarifying their tutees' doubts or that they provided wrong explanations.</p>
Motivation in the team	<p>-Some tutors often motivated and encouraged their tutees to learn and speak in English. Others praised and acknowledged their tutees' improvement.</p> <p>-One particular tutor (R) did not seem confident in her own knowledge on some occasions and so she appeared to have problems to motivate her tutee.</p>
Positive attitude towards errors	<p>-Corrections were made in all the sessions with most of the teams.</p> <p>-Tutors were kind in correcting their tutees' mistakes. They usually tried to make their tutees identify and correct their mistakes.</p> <p>-Corrections were mainly on pronunciation and grammar; and also, on writing and spelling.</p> <p>-Tutors who committed mistakes and were aware of them, had no problem in recognizing and clarifying them to their tutees.</p>
Understanding of the content	<p>-Most of the tutors seemed familiar with the session content and seemed to know the topics. However, sometimes they had problems with vocabulary, pronunciation and particularly with prepositions when formulating a sentence.</p> <p>- In some sessions two of the tutors (L and R) seemed to have problems understanding the lesson contents or grammatical points and seemed to have mispronounced more than the other tutors. This seemed to happen when tutors did not review the lessons or activities prior to the session.</p>
Positive attitude towards teaching	<p>--The tutors from the trios usually stayed more time than the assigned during some sessions.</p> <p>-Often, tutors laughed and joked with their tutees, which showed that they developed a warm friendship.</p> <p>-Most of the times, tutors arrived confident and prepared for the sessions.</p> <p>-Most of the tutors shared an English learning technique and gave advice to their tutees about the school or the final test.</p>

Table 4.7 above shows that tutors ask more questions than tutees and that the questions were to explore understanding of instructions, vocabulary and grammar. Outcomes also show that tutors clarified their peers' doubts in most of the sessions and provided explanations and examples of the topics and modeled the activities for their tutees. Also, the findings indicate that tutors often motivated and encouraged their tutees to learn and speak in English. They were patient and kind in correcting their peers' mistakes, knew the topic and the activities in most of the sessions, and had a positive attitude towards teaching.

Table 4.8 below indicates that tutees although sometimes shy seemed comfortable to ask questions to their tutors and that the questions were mainly for pronunciation, vocabulary and clarification of instructions. In the trios, clarification of doubts occurred also among tutees. The findings also show that tutees seemed motivated during the sessions. They had a positive attitude when corrected, seemed engaged and interested in the activities most of the times, had a positive attitude towards learning, and created a good relationship with their tutors and tutees from other teams.

Table 4.8. Summary of field notes for tutees

Element	Comments
Asking and answering questions	<ul style="list-style-type: none"> -Although shy tutees seemed comfortable asking questions to their tutors. -Tutees' questions were mainly for pronunciation, vocabulary or to clarify instructions for the activities although questions regarding grammar also occurred. -Only one tutee (tutee E) appeared to ask questions in English, the rest of the tutees relied on Spanish for question making.
Clarification of doubts	<ul style="list-style-type: none"> -Tutees asked for clarification of doubts about vocabulary, pronunciation and instructions. -In the trios, clarification of doubts happened not only from tutor to tutee, but also tutees provided explanation and examples to the other tutees about activity instruction, syntax and pronunciation. -On a few occasions, tutees commented to their tutors about their English classes, and asked for some clarification about issues from those classes.
Motivation in the team	<ul style="list-style-type: none"> -Most of the tutees looked shy but seemed comfortable to work with their tutors. -Motivation in the tutees was hard to observe but they seemed pleased when praised or motivated by their tutors. One of the tutees (/E)

	<p>explicitly mentioned her desire to make the most of the tutoring to improve her level and tried to use as much English as possible in the sessions. If time allowed, she would ask her tutor to work and help her with her reading skills.</p> <p>-Another tutee (S) mentioned in the very first session that he did not like English. Some sessions later he said he liked and felt he could understand a bit more.</p>
Positive attitude towards errors	<p>-Tutees had a positive attitude when corrected; they tried to correct their grammar mistakes, tried to reproduce their tutors' pronunciation and followed their tutors' advice for vocabulary and writing.</p> <p>Sometimes they looked ashamed for not remembering the grammar or pronunciation provided in previous sessions or early in the session.</p>
Interest in the activity	<p>-Most of the times tutees seemed engaged and interested in the activities. They seemed to enjoy the games, especially in the trios, and would follow their tutors' instructions.</p> <p>-Tutors frequently did not include their tutees on the selection of the activity for the session.</p> <p>-The tutee who worked with two different tutors generally looked more engaged and interested in working with the female tutor and her tutees than in a pair with his male tutor.</p>
Positive attitude towards learning	<p>-Tutees paid attention to their tutors' explanations, advice and comments.</p> <p>-Tutees seemed to try to use what they learned and seemed comfortable to learn from their tutors.</p> <p>-They seemed willing to learn and created a good relationship with their tutors and tutees from other teams.</p>

The findings from Table 4.7 and 4.8 are better understood if the findings from Table 4.6 are considered. The findings from Table 4.6, Table 4.7 and Table 4.8 above suggest that tutors constantly encouraging their tutees to ask them questions gave the tutees the confidence to solve their doubts in all the sessions. Although tutors seemed to ask more questions than tutees -usually to explore understanding of topics and instructions-, tutees seemed comfortable to ask questions mainly about pronunciation, vocabulary and clarification of instructions. These findings are in line with Duran's (2016) argument that in learning-by-teaching techniques, tutors ask questions to introduce the topic and to direct tutees' train of thoughts. The findings revealed that participants had a positive attitude towards errors in almost all the interactions in which it was observed that tutors kindly corrected their tutees' pronunciation and grammar mistakes mainly but also in writing and

spelling. Tutors also tried to make their peers identify and correct their mistakes. Tutees in this regard showed a positive attitude when corrected. They tried to correct their own mistakes in grammar but also tried to pronounce as their tutors indicated. Topping (2000) says that peer tutoring can be affective in different ways including more questioning, more modeling and demonstration and more self-correction

The results also indicate that clarification of doubts occurred in 18 of the 20 interactions in which tutors provided explanation of the topics and modeled the activities for their tutees and also clarified their tutees' doubts regarding vocabulary, pronunciation, grammar and instructions for activities. Duran (2016) states that in learning-by-teaching, tutors also answer questions arising from tutees' confusion. Clarification of doubts was observable not only from tutors to tutees. In the trios, tutees also provided explanations and examples to other tutees for better understanding of instructions, syntax and pronunciation. In this regard, it happened that two of the tutors seemed to struggle to clarify some of their tutees' doubts. Likewise, the results indicate that motivation in the team was observable in 18 of the 20 interactions. During the sessions, tutors often motivated and encouraged their peers to learn and use the language while others praised and acknowledged their tutees' improvement. Topping (2000) states that in peer tutoring techniques, both the tutor and tutee can learn to give and receive praise.

The results from the aforementioned tables also show that participants had a positive attitude towards the tutoring in most of the interactions; tutors seemed to enjoy teaching their peers and most of the them shared a learning technique or some advice about learning English with their peers. Tutees seemed comfortable learning from their peers and paid attention to their explanations, advice and comments. These findings support Almassaad and Alotaibi's

(2012) findings which revealed that students had positive attitudes towards cross age tutoring and that participants can accept peer tutoring for learning processes.

Finally, it was found that tutors showed understanding of the content in a similar number of interactions that tutees showed interest in the activity. In this regard, it was observed that tutors were familiar with the content of the session in most of the interactions. However, two tutors were found to have difficulties in understanding the topic in some of the interactions especially when they did not review the topic and content before the tutorial session. Results in this regard suggest that tutors' understanding of the content influenced tutees' interest in the activity. Overall, results from observations suggest that the tutors influenced their tutees' confidence on asking and clarifying doubts, motivation, attitude towards errors and learning, and interest in the activity. Sharif et al (2012) suggest that the narrow age gap among students can help tutees feel more comfortable having a peer helping them with their learning of the target language.

As observation data and findings have been analyzed, results and findings from peer assessment are now presented and discussed.

4.3 Results from peer assessment

Given there were trios and pairs participating in the peer tutoring sessions, a total of 40 evaluations of tutors and a total of 28 evaluations of tutees were analyzed. The data from peer assessment are presented first according to evaluation of tutors and then according to evaluation of tutees. After that, a discussion of both evaluations is provided.

Table 4.9 below presents the evaluation of tutors. As can be seen, the highest percentages are found in the first column (always). The findings indicate that tutees perceived that their tutors gave them confidence to ask them questions 95 per cent of the time. Similarly, tutees considered that their tutors: often helped them clarify their doubts (85 per cent of the

time.), encouraged them and motivated them 80 per cent of the time (Table, 4.9), helped them identify errors 90 per cent of the time, knew the content of the lesson 77.5 per cent of the times and showed a positive attitude 92.5 per cent of the time.

Table 4.9 Evaluation of tutors (total= 40)

Your tutor....	Always	Almost always	Sometimes	Almost never	Never
Gives you confidence to ask them questions	38 (95 %)	2 (5 %)			
Helps you clarify doubts	34 (85 %)	6 (15 %)			
Encourages and motivates you	32 (80 %)	5 (12.5 %)	3 (7.5 %)		
Helps you identify errors	36 (90 %)	4 (10 %)			
Knows the content of the session	31 (77.5 %)	8 (20 %)	1 (2.5 %)		
Shows a positive attitude towards teaching	37 (92.5 %)	3 (7.5 %)			

Table 4.10 below contains the evaluation of tutees.

Table 4.10 Evaluation of tutees (total =28)

Your tutee(s)....	Always	Almost always	Sometimes	Almost never	Never
Asks questions	14 (50 %)	5 (17.9 %)	7 (25 %)	2 (7.1 %)	
Responds to the help you provide them	20 (71.4 %)	5 (17.9 %)	3 (10.7 %)		
Seems motivated	16 (57.1 %)	5 (17.9 %)	6 (21.4 %)	1 (3.6 %)	
Responds positively to corrections	25 (89.3 %)	3 (10.7 %)			
Shows interest in the activity	18 (64.3 %)	3 (10.7 %)	6 (21.4 %)	1 (3.6 %)	
Shows a positive attitude towards learning	20 (71.4 %)	6 (21.4 %)	2 (7.1 %)		

As can be seen, most of the highest percentages are found in the first (always) and second column (almost always). The findings show that tutors perceived that their tutees

always: responded positively to corrections 89.3 per cent of the time and responded to the help provided by tutors and showed a positive attitude 71.4 per cent of the time respectively. It was also found that tutors considered the tutees always showed interest in the activity 64.3 per cent and almost always 10.7 per cent of the time, seemed always motivated 57.1 per cent and almost always 17.9 per cent of the time (see Table 4.10). Finally, the results indicate that tutors perceived that tutees always asked questions 50 per cent of the time and almost always 17.9 per cent of the time.

The main findings from Table 4.9 indicate that tutees perceived that tutors gave them confidence to ask questions in almost all the sessions. Findings also show that tutees perceived that their peers showed a positive attitude in the sessions and helped them to identify their errors most of the time they worked together. The main findings from Table 4.10 show that tutors considered that their peers responded positively to corrections most of the time. The findings from Table 4.9 and Table 4.10 are similar to the findings obtained from the observations in regard to confidence provided by the tutors for tutees to ask questions and a positive attitude towards errors as the most important findings in terms of participants' behavior and attitude during the tutoring sessions. The findings from Table 4.9 and Table 4.10 are also in line from those in Table 4.6 in the observations in relation to clarification of doubts, positive attitude towards teaching and learning and tutors' understanding of session content. This suggests that peer tutoring builds confidence and fosters a safe atmosphere that promotes making and asking questions, solving doubts and self-correction. Given that the results and findings from peer assessment have been displayed and discussed, the findings from interviews are now presented and discussed.

4.4 Results from interviews

Data analyzed from the individual interviews are presented and discussed in three sections. Firstly, the tutees' perceptions of peer tutoring in English language learning are presented and discussed in relation to their notion of peer tutoring after the experience, opinion about the experience, feelings during the sessions and about being helped, the influence of peer tutoring in their learning and in affective and social gains, and opinion about tutors. Secondly, the tutors' perceptions of peer tutoring in English language learning are presented and discussed in relation to their notion of peer tutoring after the experience, feelings during the sessions and about helping others, the influence of peer tutoring in peers' learning and contributions for tutees, gains as tutors, and opinion about tutees. Thirdly, participants' suggestions for the program and other students are displayed and discussed.

4.4.1 Tutees' perceptions

Topic 1. The concept of peer tutoring after the experience

To facilitate the discussion of results I refer to the tutees participants as follows: A, G, M, C, Y, E, and S.

In this part of the interview participants were asked about their concept of peer tutoring after being tutored by their peers. Most of the tutees perceived peer tutoring helped them sort out their doubts. In this regard, M said:

...ayuda y también de apoyo porque o sea fortalece más tu conocimiento, o sea si a veces te quedas con una duda y ya no la pudiste preguntar o resolver tu duda este aquí este te la resuelven, te la explican tal vez hasta mejor. (... help and also support because I mean, it strengthens your knowledge. I mean, if sometimes you are left with a question and you could not ask or solve your doubt um here they solve it, they explain it to you maybe even better). [M, 20-26]

Likewise, tutee S answered "...apoyo más en dudas, en temas que no me quedaban claro en clase..." (...support in doubts, in topics that were not clear to me in class...) [S, 26-

27]. Some participants perceived tutoring as mutual support. Participant C said “Como una ayuda mutua: ellos aprenden a eh a dominar el idioma y pues nosotros aprendemos algo del idioma.” (as mutual help: they learn to eh to master the language and then we learn something about the language) [C, 43-45].

Tutees’ words show that the concept of peer tutoring was highly supportive and helped them clarify their doubts. So, they perceived it as the experience where the topics already seen in class, questions and doubts were solved and explained in detail. Tutees’ concept of peer tutoring after the experience was similar to their notion before the tutoring sessions as was seen in Table 4.1 above; feedback and support. Yet, some tutees’ new perception encompasses mutual support rather than individual help as perceived prior to the experience.

Topic 2. The experience of peer tutoring for English language learning

When asked to share their thoughts about the experience of peer tutoring, all participants said they liked the experience, Tutee C replied “...me gusto y pues si estuvo bien la verdad, me gustaría volver a repetir si se pudiera...” (...I liked it and well the truth is that it was OK, I would like to repeat the experience again if possible...) [C, 34-36]. Similarly, tutee A said, “...me gusto eh está muy bien que lo hagan... no es lo mismo a tener un profesor a preguntarle a un compañero...” (...I liked it eh it is great that it’s been done... it is not the same having a teacher than asking a classmate...) [A, 9-19].

Tutees liked experiencing peer tutoring since they perceived they could improve in some topics given the attention received and the confidence to ask questions to a classmate who has experienced the same issues.

When asked about whether they would suggest to other students to engage in this kind of activity, all the tutees agreed they would suggest to other students to experience peer

tutoring. One of them said “Si, porque si ayuda, aparte de lo que te enseña el profe, y, si le entiendes más o menos y ya acá con la tutora te enseña y ya le vas aprendiendo más y más.” (Yes, because it does help apart from what the teacher teaches you. And if you more or less understand him, here with the tutor she teaches you and then you learn it more and more.) [Y, 161-164]. Another tutee responded “Pues si recomendaría para, bueno más que nada a nosotros como principiantes si nos agrada que haiga estos tipos de, de apoyo para desarrollar más el idioma...” (Yes, I would recommend it to, well, above all, we as beginners we like these types of, of support to improve the language...) [S, 217-220].

These results indicate that participants would recommend peer tutoring for language learning to other students, particularly to tutees as they perceived it as a support to the teachers' explanations and therefore as a way to strengthen the knowledge among peers. Also, they would recommend it as it can benefit beginners to learner the language faster and improve their skills. Tutees' opinions about the experience of being involved in a peer tutoring program indicate that peer tutoring should be promoted as a learning strategy in higher education, particularly for English language learning.

Topic 3. Feelings during the sessions

In this part of the interview tutees were enquired about their feelings during the sessions. All participants reported positive feelings during the tutorial sessions. Feeling confident was the most recurrent feeling among the tutees. In this regard, tutee M stated “Con confianza ehh igual yo siento que hay confianza porque si me equivocaba yo pues este no había ni un problema...” (with confidence eh also I feel that there is trust because if I was wrong, well there was no problem...) [M, 55-57]. Likewise, tutee A said “Pues me sentí mucho en confianza más que nada...” (Above all, I felt a lot of confidence...) [A, 44-45]. Another participant expressed “...tranquilo, agradable, con confianza...” (...relaxed,

comfortable, with confidence ...) [S, 43]. These results suggest that tutees felt confident and comfortable during the sessions as they received individual attention and support from someone who was more at their level in comparison to a teacher. Students' opinions about their feelings during the sessions indicate that in tutoring sessions, tutees seem to be under less pressure of committing mistakes and that they are more open to learning as a result.

Topic 4. Being helped by a peer

Exploring tutees' feelings about being helped by a classmate, they reported feeling good, motivated and relaxed during the tutoring sessions. On this topic, participant C mentioned:

...Me hizo sentir bien porque, no nunca había tenido un tutor o sea si de la escuela, pero es como que de historia. Entonces cuando era con como ahorita fue con jóvenes como que estuvo bien porque nos entendíamos más o menos mejor que con un adulto... (...It made me feel good because I had never had a tutor before, I mean yes, in school but it was like in history. Then when it was like now that it was among young people, it was good because we understood each other more or less better than with an adult...) [C, 91-96].

Tutee G said "Pues me sentía bien porque pues ella misma nos arreglaba las dudas en ese momento... me motivaba porque podía confiar en ella..." (I felt good because she clarified my doubts at the moment...she motivated me because I could trust her...) [G, 44-45]. Similarly, participant E said "Pues me hace sentir más motivada a seguir, a que puedo avanzar más, así como también me dan la confianza..." (Well, it makes me feel more motivated to continue, that I can improve more, they give me confidence as well...) [E, 98-100].

Participants' words suggest that being helped by a peer made them feel good, confident and motivated, given the short age gap between them and the support in clarifying doubts and the explanations provided by their tutors. Tutees' words show that participants

do not feel intimidated by their peers and that students can enjoy being involved in peer tutoring interactions.

Topic 5. The influence of peer tutoring in their learning

In this part of the interview participants were asked about their perceptions on the influence of peer tutoring in their learning of English. Tutees mostly perceived improvement in pronunciation and grammar topics. Tutee Y answered “...en algunas palabras, no bueno no podíamos pronunciarlas muy bien y nos decía que así le intentáramos y a final de cuentas pues si salía bien... también en la gramática, como estructurar...” (...with some words, well we could not pronounce them very well and she told us to try and at the end it would work out well...also in grammar, in how to structure...) [Y, 46-72]). Participant E replied “Eh si. Me ayudo más en, en la pronunciación, me ayudo en grammar, de cómo hacer las oraciones...” (Um yes. It helped me more in, in pronunciation. It helped me in grammar, in how to structure sentences...) [E, 73-75]. Similarly, tutee A responded “...en temas que yo no entendía en clase y ya específicos eh por ejemplo el verbo to be, no lo entendía muy bien entonces este mi compañera me ayudo a mejorarlo más...” (in topics I did not understand in class and in specific eh for example the verb to be, I did not understand it well and um my classmate helped me to understand it better...) [A, 37-39]. Additionally, some tutees said that peer tutoring helped them to improve writing, listening and vocabulary. In this regard, tutee C offered:

...cuando me empezó a enseñar a pronunciarlas y también al escuchar mejor porque cuando yo escuchaba algo pensaba que era un cosa y ya me empezó a decir, a dar tips de como identificar qué cosa es cual... (when he started teaching me how to pronounce them-the words- and also to listen better because when I listened to something, I thought it was a thing and so he began to tell me, to give tips on how to identify which thing is which...) [C, 137-142].

Tutees' words indicate that peer tutoring influenced their English learning especially in pronunciation and grammar topics. Also, improvement was perceived in writing, listening and vocabulary by some tutees. These results reveal that after the tutoring sessions, tutees' initial expectations for the academic aspect were met. The findings also indicate that peer tutoring can offer a learning experience. These findings support Nguyen's 2013 conclusion that peer tutoring is an effective strategy to promote academic success. The findings also lend support to Topping's (1996) acknowledgement of the effectiveness of peer tutoring techniques in higher education for students' academic gains.

Topic 6. Affective and Social gains

The most frequent benefit mentioned among the tutees when asked about other non-academic benefits of peer tutoring was confidence. In this aspect tutee C said "...También eso de abrir confianza porque pues yo casi no hablo con la gente y el que me hayan ayudado pues también me hizo bien..." (...Also promoting confidence because well, I barely speak with people and that I was helped, it also did me good...) [C, 50-53]. In Tutee E's words "...también me enseñó que por ejemplo no debo de tener vergüenza al pronunciar las palabras que no pueda pronunciar porque eso no tiene nada de malo..." (...she also taught me, for instance, that I should not be ashamed to say the words I can't pronounce because there is nothing wrong with that...) [E, 60-64].

Followed by confidence gains, motivation and communication were equally mentioned by the participants as being influenced after the peer tutoring experience. Participant A responded "...me animo más en seguir aprendiendo inglés..." (...it motivated me more to keep learning English...) [A, 59-60]. Tutee S answered "...y me ayudo a expresarme más, a eso a dar mis puntos de vista." (...and it helped to express myself more, to tell my points of view.) [S, 54-56].

Socialization improvement was mentioned by two of the participants. For instance, tutee S said “...aprendes a socializar tu más y te hace que aprendas más rápido estando con una persona que quizá te entiende más que una persona, que un maestro...” (...you learn to socialize more and it makes you learn faster by being with a person who perhaps understands you better than a teacher...) [S, 35-38].

Participants’ words suggest that peer tutoring offered tutees social and affective outcomes. Participants reported positive influence mainly in their confidence, but they also reported benefits in motivation and communication, and in less degree in socialization improvement and self-esteem. The findings in this study support Falchikov’s (2001) claim that peer tutoring benefits confidence, affection and motivation. The findings also support Nguyen’s (2013) claim that social outcomes were positively affected by the use of peer leaning strategies. Similarly, the findings echo Rubio’s (2009) conclusion that peer tutoring developed social skills development. Additionally, the findings lend support to Huerta, García and Velasco’s (2010) findings on improved self-esteem.

Topic .7 Opinions about the tutors

When they were enquired about their opinions about their tutors during the interview, all participants provided positive comments. Most of them pointed out their tutors’ positive attitude and abilities to teach. Tutee A said “...su forma de enseñanza pues siendo sincero, aunque no es maestra, hizo lo más posible y hasta lo imposible para enseñarnos...” (...her teaching, being honest even though she is not a teacher she did as much as possible even the impossible to teach us...) [A, 181-186]. Participant Y replied “...y le preguntábamos y si, con amabilidad y si nos enseñaba. Nada que se estuviera enojando.” (...and we asked her and yeah, with kindness she did teach us. She didn’t get angry at all.) [Y, 114-116]. Likewise,

tutee M stated “...ella venia y todavía que tenía clases todo el día... venia con las ganas.” (...she came and yet she had classes all day, she came with a good attitude.) [M, 178-181].

In addition to the positive perceptions towards the tutors, two participants added some lack of content understanding from their tutors. In Tutee E’s words “...en un aspecto unas cositas, también se confundía...” (...in one aspect, some little things she also got confused...) [E, 121-122]. Similarly, tutee S said “...a veces duda ella misma bueno sobre el tema dudaba...” (...sometimes she doubts herself, well she had doubts about the topic) [S, 191-192]. The results show that all the tutees had positive comments for their tutors. Most of them highlighted their tutors’ positive attitude towards teaching and their tutors’ teaching skills. However, two tutees added some lack of content understanding from their tutors in their comments. These findings of this study lend support to Bradford-Watts’ (2011) claim that with some support students are quite able to share their learning with their peers. The findings also coincide with the findings obtained through the observations and peer assessments that some tutors (tutors L and R) showed some lack of understanding in some of the topics and that their tutees (tutees S and E) noticed it.

After the tutoring experience, tutees pointed out their peers’ teaching skills, commitment and positive attitude to teach and share which reinforced tutees’ main perceptions of tutors as contributing to knowledge and giving explanations as found in the questionnaire (Table 4.3). Similarly, after the tutoring, some of the tutees also underpinned motivate to learn as another role of tutors. Tutees’ words suggest that they seemed to open to their tutors as they might perceive them as having experienced and overcome similar learning issues. After presenting and discussing tutees’ findings, tutors’ perceptions on ELT peer tutoring are presented.

4.4.2 Tutors' perceptions

Again, to facilitate the discussion of results I refer to the tutors as follows: N, K, L, and R.

Topic 1. The concept of peer tutoring after the experience

In this part of the interview tutors were asked about their concept of peer tutoring after their experience tutoring their classmates in ELT. In this regard, two of the four participants defined peer tutoring as mutual learning and support. Participant K said "...una forma de apoyarnos unos a otros..." (...a way to support each other...) [K, 9-10]. Tutor L similarly commented "...fue un aprendizaje mutuo..." (...it was a mutual learning...) [Tutor L, 12]. The other two tutors had different definitions of peer tutoring. Participant N said "...comunicación entre amigos..." (...communication among friends...) [N, 23-24]. In tutor R's words "Yo lo veo más como un apoyo ah con las dudas nada más..." (I see it more as a support in clarification of doubts and nothing more...) [R, 66-68].

The findings indicate that after the tutorial sessions, the tutors had different definitions of peer tutoring and that the definitions were highly related to their own experience tutoring their peers. For instance, participants K and L defined it as mutual learning and support as they explained peer tutoring helped tutors and tutees to recall topics and practice the language. Participant N described it as communication among friends given her perception of her and her tutees not being acquainted and being distracted as a result. On the other hand, Tutor R defined it as mere clarification of doubts since she expressed her tutee needed a lot of help and that she was not really prepared for that and got her confused as a result.

Tutors' concept of peer tutoring before the experience was similar to tutees' initial perceptions; feedback and individual support (Table 4.1). Although tutors' opinions about

the concept of peer tutoring after their experience differed slightly among them, it was found that, similar to tutees' new perceptions, tutors' notion of peer tutoring involve mutual help and support. These findings underpin Falchikov (2001); Topping (2005) and Duran, Flores, Mosca & Santivago's (2014) definitions of peer tutoring as bilateral learning and support among learners.

Topic 2. The experience of EFL peer tutoring

When asked about their experience as tutors, participants' opinions were different from each other. Participant N answered "...me gustó mucho, me gusto que había alumnos del cuatri 0 que les bueno que les interesara mucho en aprender más su inglés..." (...I liked it a lot, I liked that there were students from term 0 that were interested in learning more English...) [N, 38-41]. Participant K said "Estuvo difícil al principio porque como nunca habíamos dado clase... al final ya era como que se soltaban más y si fue algo difícil, pero yo creo que si salió bien." (It was difficult at the beginning because we had never taught... in the end they were more relaxed and yeah, it was something difficult, but I think it went well...) [K, 22-31]. Tutor L replied "...fue gratificante porque pues en realidad si se vio un avance..." (...It was rewarding because well, there was an improvement indeed...) [Tutor L, 18-19]. Tutor R answered the following:

... yo lo vi, a la vez bueno y a la vez este no tan bueno porque... pienso que debieron haberme puesto al menos a alguien que no necesitara tanta ayuda o que ella que este necesitaba más ayuda de alguien como preparada bueno al menos para mí. (...I considered it good but at the same time not so good because...I think they should have at least assigned me someone who did not need that much help or that she uh needed more help from someone more prepared than I.) [R, 26-41].

Despite the different opinions about their experience as tutors, all the participants said they would recommend other students to tutor their peers for English learning. Participant N said "Sí, siento que les ayudaría mucho a ellos al igual que a ayudarían a los del cuatri 0..."

(Yes, I think I would help them a lot and at the same time it would help students from Quarter 0...) [N, 250-251]. Tutor L expressed “Sí porque a veces es muy necesario. A veces los profes como que también, no tienen ese tiempo eh para no se ayudarnos...” (Yes, because sometimes it is quite necessary. Sometimes the teachers do not have the time eh to help us...) [L, 284-186]. Tutor R stated “Sí porque incluso no nada más para esta materia sino con otras...” (Yes because even, not only for this subject but also for others...) [R, 341-342].

The findings demonstrated that despite having different opinions about their experience in peer tutoring for language learning, all the participants would recommend to their classmates to act as tutors as they perceived it as beneficial for both tutees and tutors and as an aid for teachers not only for language learning but for other subjects as well. The opinions of participants N and L about their experience helping their peers show that tutors' participation in EFL peer tutoring can be a significant experience for tutors as well as tutees.

Topic 3. Feelings during the sessions

When exploring tutors' feelings during the sessions, three of the four participants said they felt nervous in the first sessions but expressed feeling good in the subsequent ones. In this regard participant N commented “...era divertido porque luego como que entre nosotros nos bromeábamos y todo eso...” (...it was fun because we sometimes played jokes on each other and stuff...) [N, 58-60]. She added “... nerviosa tal vez el primero y el segundo día porque como que todavía no los conocía muy bien y pues ellos tampoco...” (...nervous maybe in the first and second day as I didn't know them quite well nor they me...) [N, 69-72]. Participant R expressed similar remarks “Pues yo me sentí al principio nerviosa, pero ya después ah tomando como que más el, los otros días que tomábamos este las asesorías ya como que me sentí bien...” (Well, I felt at first nervous. But then after uh the other days we had the sessions I was already feeling good...) [R, 90-94]. The other participant, tutor L,

expressed feeling good but a little frightened. She said “Ahm yo me sentí bien, un poco temeroso porque pues yo no soy maestra...” (Uh I felt good. A little bit frightened because I am not a teacher...) [L, 27-28].

These results suggest that despite feeling nervous or frightened at the beginning, tutors can enjoy the tutorial sessions with their peers as they got to know each other better and developed confidence working together and more self-confident in their tutoring skills after some time. The opinions of tutors K, R and L indicate that having some knowledge of how to tutor provides tutors with the tools to carry out tutoring sessions without feeling overwhelmed.

Topic 4. Feelings about helping others

In this part of the interview tutors were asked about their feelings about helping their peers. Most of the tutors expressed feeling good, excited and happy to help their classmates in their learning. Tutor K responded:

...me sentí muy emocionada cuando daba un nuevo tema y luego le entendían y si hacían bien los ejercicios era como que ¡oh, por dios si están aprendiendo! y se siente uno emocionada de que de que si aprendan y de que tú lo que tú sabes puedas compartirlo con alguien más... (...I felt very excited. When I taught a new topic and they understood it and they did the exercises well, it was like Oh my God they are learning! And one feels excited that they do learn and that you can share what you know with someone else...) [K, 40-47].

Tutor L said “...para mi es super genial, o sea tanto como moralmente como persona eso me hace sentir bien. Me hace sentir que puedo aportar algo y pues que más que a compañeros que a veces les hace falta.” (...for me it’s incredibly awesome. That makes me feel good morally and as a human being. It makes me feel that I can contribute something and even better to a classmate, sometimes they need it.) [L, 38-43].

Participants’ words indicate that peer tutoring offered tutors positive outcomes at the affective level as they reported positive feelings helping their peers learn English; they

reported feeling excited and fulfilled to be part of their peers' leaning. Topping (2005) argues that peer tutoring influences the development of a cultural norm of helping and caring.

Topic 5. The influence of peer tutoring in their peers' leaning

When tutors were asked about the influence of peer tutoring in their tutees' learning, three of the four participants said they perceived the peer tutoring sessions helped their tutees to improve their pronunciation. In this aspect, participant K said "...entonces siento que si mejoraron mucho en su pronunciación..." (...then I think they did improve a lot in their pronunciation...) [K 89-90]. On the other hand, tutor L considered peer tutoring influenced her tutee's grammar. She responded "...sí, en la forma de que él nos a veces algunas estructuras gramaticales como que no las tenía bien en claro..." (...yes, sometimes, some grammatical structures were not quite clear to him...) [L, 66-68].

The findings revealed that three of the four tutors considered the tutorial sessions helped their tutees to improve their pronunciation while one tutor considered the tutoring influenced her tutee's grammar advancement. These findings echo tutees' perceptions on improved pronunciation and grammar topics as the most influenced by the peer tutoring experience. The findings also echo tutors' initial opinions about the academic benefits of peer tutoring obtained in the questionnaire (Table 4.4) which revealed that tutors met their peer tutoring expectations.

Topic 6. Gains for tutors

In this part of the interview the benefits of the peer tutoring experience for tutors were explored. All the tutors said acting as tutors for their peers helped them to recall and practice grammar topics and clarify doubts to themselves. In this matter, participant N expressed "...a rectificar algunos errores que yo tenía en mi inglés..." (...to correct some mistakes that I had in my own English...) [N, 90-91]. Participant K offered the following:

...me tenía que poner a estudiar ahí para poder enseñarles y o sea enseñarles y no confundirlos. Entonces si siento que me ayudó mucho para volver a practicar temas que ya hacía mucho que no veía. (...I had to study to be able to teach them and not confuse them. Then, I feel it did help me a lot to practice again topics that I had not seen in a long time.) [K, 111-116].

In addition to recalling and clarifying doubts in grammar topics, two of the participants mentioned improved communication. Participant K added "...y siento que ahorita ya me desenvuelvo más para poderles explicar un tema." (...and now I feel that I am better able to explain a topic.) [K, 128-130]. Tutor R said "...al hablar, como que me ayudo porque ya se me quita la pena ¿no? de expresarme en inglés..." (...when talking, it helped me because I am not shy anymore, right? to express myself in English...) [R, 148-150].

Participants' words indicate that peer tutoring was beneficial to them as it helped them to recall grammar topics and clarify doubts themselves. Their opinions show that peer tutoring provides a learning experience not only to tutees but also to tutors. These results support Viáfara's (2014) findings on peer tutoring helping tutors to increase their knowledge of English. The results also support Duran's (2016) claims of students learning by teaching their peers. Additionally, two of the participants mentioned improved communication skills as well. The findings lend support to Sharif et al.'s (2012) conclusion that the benefits of peer tutoring are transferable to social and communication skills outcomes also for tutors.

Topic 7. Opinions about the tutees

When enquired about their opinions about their tutees, participants had different opinions. Two of them provided positive comments and expressed feeling motivated by their tutees' interest in learning. In this regard, participant N answered:

...me gustaba mucho que su interés de ellos lo demostraban mucho, bueno yo lo veía y como que si me animaban más para seguirles dando clase, si ir por decir tal vez pasarme más de mi hora... (...I really liked that they had a lot of interest, well I saw it and with that they motivated me more to keep teaching them. I mean, for example maybe stay more than the hour...) [N, 212-217].

Participant K commented "...estaban muy muy con muchas ganas de aprender em entonces eso fue muy motivante para mí..." (...they were very very eager to learn um so that was quite motivating for me...) [K, 260-162].

Another participant pointed out her tutee's strengths and weaknesses while the other one focused on her tutee's weaknesses. Tutor R said "...si entiende, si comprende, pero también son nervios. Si los nervios como que no le ayudan...se distraía..." (...she does understand she does comprehends, but she is also nervous. Yes, nervousness doesn't help her... she would get distracted...) [R, 271-273]. Tutee L responded "...como que era muy tímido. No sé, si era yo o no sé, pero siento que de repente si como que me gustaría que hubiera preguntado más..." (...like, he was very shy, I don't know if it was me or I don't know but I feel that I would have liked him to ask more...) [L, 141-145].

The findings revealed that two tutors perceived a lot of interest in their tutees and felt more motivated to teach them as a result. However, the other two tutors highlighted their tutees' nervousness and shyness respectively when asking their opinions about their tutees. Interestingly, it was found that the tutors who pointed out their tutees' limitations were the tutors found to have trouble in solving some of their peers' doubts in the observations. Also, it was these tutors' tutees who noticed some lack of content understanding from their tutors during the interviews. Topping (2005, p. 637) claims that "The helper's modelling of enthusiasm, competence and the possibility of success can influence the self-confidence of the helped, while a sense of loyalty and accountability to each other might help to keep the pair motivated and on-task". It is possible that tutees' engagement was influenced by their

tutors' doubts and that tutors' perceptions of tutees was influenced by both tutees' engagement and tutors' teaching skills. Tutors N and K's words indicate that peer tutoring can be a motivating experience also for tutors. On the other hand, the opinions of participants R and L show that tutors may have high expectations and that those expectations might not be fully accomplished by their tutees.

The findings from the observations, peer assessment, and interviews reveal that apart from providing a learning experience for both tutors and tutees, organized and structured peer tutoring promotes confidence and clarification of doubts, fosters good relations among students and motivates participants' learning and engagement. For which, it can be said that peer tutoring should be promoted and implemented for English language learning in higher education in Mexico, particularly at BIS universities.

4.4.3 Participants' suggestions

The participants' suggestions for the program and for other students are presented first according to tutees' perceptions and then according to tutors' perceptions.

Table 4.11 below contains the tutees' suggestions for the program and for other tutees.

Table 4.11 Summary of tutees' suggestions

For the program	For other tutees
-More sessions -Keep the activities and games and include other activities -Include listening.	-Attend the tutorial sessions - Be punctual, work hard, and have the attitude to learn and participate. - Be committed to learn - Be disciplined and constant

For the program, most of the tutees suggested to have more sessions while some others recommended to keep the activities used and include others. One tutee suggested to include listening in the tutorial sessions. The recommendations for other tutees were mostly to take advantage of the tutors' help and attend the tutorial sessions. Other suggestions were

to have a positive attitude in the sessions, be committed to learn and be disciplined and constant.

Table 4.12 below presents the tutors' suggestions for the program and for other tutors.

Table 4.12 Summary of tutors' suggestions

For the program	For other tutors
<ul style="list-style-type: none"> -More time -More readings and perhaps include listening 	<ul style="list-style-type: none"> - Check and study the topic beforehand and get familiarized with the activities. -To have the right level of English - To work hard on their explanations and their communication skills - Be patient and empathetic with the tutees

Regarding the program, all the tutors suggested longer sessions while one tutor recommended to include more readings and listening activities. Regarding suggestions for other tutors, two participants mentioned to get familiar with the topic and activities prior to the session. In this aspect, one tutor added to possess a good command of the language. The other participants recommended to work on explanation of topics and communication skills and to be patient and empathetic.

Tutors' and tutees' suggestions highlight the importance of having more sessions to improve the tutoring experience and obtain better outcomes. Similarly, tutees' recommendations recognized the importance of looking for peers' support and having a positive attitude, commitment, discipline and constancy when being helped by a peer. Tutors' words show that they recognize that being a tutor requires accountability to get familiar with the topics and activities before the tutorial session and to be patient and empathetic to tutees and to be as clear as possible in their explanations to tutees.

Chapter conclusion

This chapter described the results and findings obtained from the questionnaire, semi-structured observations, peer assessment and semi-structured interviews. In the next chapter, I give answers to the research questions and summarize the findings. Also, I describe the general conclusions and discuss the significance of the study, implications, limitations and directions for further research.

CHAPTER V: CONCLUSIONS

Introduction

This chapter presents, first a summary of findings and significance of the study, followed by the answers to the research questions of the study and a consideration of pedagogical implications for teachers and institutions. Limitations and suggestions for further research are presented subsequently. The chapter concludes with a brief conclusion.

5.1 Findings and significance of the study

As the results obtained from the questionnaire are certainly not findings for this study but outcomes that helped to explore participants' initial opinions about peer tutoring as well as to contribute to other instruments' design, they are not considered for this section. Having said that, a summary of findings from the observations, peer assessment and interviews is presented as follows. First, a summary of behavior and attitudes during the tutoring session is presented. Then, a summary of participants' peer assessment is offered. Finally, a summary of tutors and tutees' perceptions about EFL peer tutoring is presented.

5.1.1 Behaviors and attitudes

The findings revealed that tutees and tutors asked questions in all the session, and that they had a positive attitude towards error correction in almost all the sessions. The results also showed that participants clarified doubts, seemed motivated, motivated their peers, and had a positive attitude towards teaching and learning from a peer most of the time. Likewise, it was found that tutors were familiar with the content of the session and the activities as well as that tutees showed interest in the activity in most of the interactions.

The main findings regarding tutors' behavior and attitude during the tutoring sessions suggest that:

- They seemed to ask more questions than tutees as they constantly encouraged their tutees to solve doubts.
- They frequently asked questions to explore and elicit tutees' understanding of the topics and instructions.
- They gave explanations and examples of the topics and modeled the activities for their tutees before addressing the topics.
- Some tutors regularly motivated and encouraged their tutees to learn and speak in English. Others praised and acknowledged their tutees' improvement.
- They usually tried to make their tutees identify and correct their mistakes and were kind and patient in correcting their tutees' mistakes which were mainly on grammar and pronunciation.
- Most of the tutors seemed familiar with the session content and seemed to know the topics. However, sometimes they had problems with vocabulary, pronunciation and grammar particularly when not reviewing the content or activities previously.
- They had a positive attitude towards teaching their peers the syllabus content and even spent more than the allotted time sometimes and shared learning tips.

The main findings regarding tutees' behavior and attitude during the tutoring sessions imply that:

- Although shy they seemed comfortable asking questions to their tutors.
- They asked questions mainly for pronunciation, vocabulary or to clarify instructions for the activities.
- In the trios, clarification of doubts happened among tutees as well.
- They seemed comfortable when praised or motivated by their tutors.

- They had a positive attitude when corrected; they tried to correct their grammar mistakes, tried to reproduce their tutors' pronunciation and followed their tutors' advice for vocabulary and writing.
- Most of the time tutees seemed engaged and interested in the activities. They seemed to enjoy the games, especially in the trios.
- They had a positive attitude towards learning from their peers; paid attention to their tutors' explanations, advice and comments.
- They created a good relationship with their tutors and tutees from other teams.

5.1.2 Participants' assessment

Table 5.1 Summary of tutors and tutees' assessment

Your tutor....	Always	Almost always	Your tutee(s)....	Always	Almost always
Gives you confidence to ask them questions	38 (95 %)	2 (5 %)	Asks questions	14 (50 %)	5 (17.9 %)
Helps you clarify doubts	34 (85 %)	6 (15 %)	Responds to the help you provide them	20 (71.4 %)	5 (17.9 %)
Encourages and motivates you	32 (80 %)	5 (12.5 %)	Seems motivated	16 (57.1 %)	5 (17.9 %)
Helps you identify errors	36 (90 %)	4 (10 %)	Responds positively to corrections	25 (89.3 %)	3 (10.7 %)
Knows the content of the session	31 (77.5 %)	8 (20 %)	Shows interest in the activity	18 (64.3 %)	3 (10.7 %)
Shows a positive attitude towards teaching	37 (92.5 %)	3 (7.5 %)	Shows a positive attitude towards learning	20 (71.4 %)	6 (21.4 %)

According to students' assessment, all the aforementioned elements were evaluated mostly as always and almost always which revealed a positive learning experience and a friendly and positive relationship among tutors and tutees. The findings also suggest that the

peer tutoring experience fostered a non-threatening safe atmosphere where making and asking questions, clarifying doubts and self-correcting became easier.

5.1.3 Participants' perceptions

Table 5.2 Summary of tutees' perceptions

Questions in the interview	Tutees' answers
The concept of peer tutoring after the experience	As a help to clarify doubts.
The experience of EFL peer tutoring	All of them liked the experience and said they would recommend it to other students
Feelings during the sessions	Mostly confident
Being helped by a peer	Tutees reported feeling good, motivated and relaxed
The influence of PT in their learning	Improvement mostly in pronunciation and grammar topics.
Affective and Social gains	Improved self-confidence as the most benefited. Motivation, communication skills and socialization were also benefited
Opinions about the tutors	Tutors' positive attitude and abilities to teach. Additionally, some lack of content understanding from some of the tutors.
Suggestions for the tutoring and for other tutees	More session and keep the activities and include others. Be committed, disciplined and constant and a positive attitude to learn and participate.

Table 5.3 Summary of tutors' perceptions

Questions in the interview	Tutors' answers
The concept of peer tutoring after the experience	Opinions were varied; as mutual learning and support as well as communication and mere clarification of doubts.
The experience of EFL peer tutoring	Opinions were different, they mentioned: liking tutees' interest in learning, finding it difficult at the beginning, rewarding, and being double-edged. Despite the differences, all the participants agreed they would recommend other students to act as tutor for their peers.
Feelings during the sessions	Most of them were nervous in the first sessions but felt good in the subsequent ones.
Feelings about helping others	Most said feeling good, excited and happy
The influence of PT in their peers' learning	Peer tutoring mostly helped their tutees to improve their pronunciation and additionally grammar.
Gains for tutors	Acting as tutors helped them to recall and practice grammar topics and clarify doubts to themselves. Additionally, it helped some to improve their communication skills.
Opinions about the tutees	Half of them provided positive comments and expressed feeling motivated by their tutees' interest in learning while the rest pointed out her tutee's strengths and weaknesses.
Suggestions for the tutoring and for other tutors	More sessions and time. Get familiar with the topic and activities beforehand, have a good command of English, work on explanations and be empathetic

Based on participants' perceptions, it can be said that peer tutoring positively influenced participants' learning, confidence and social and communication skills as it seems to reduce the distance between students promoting interaction among them.

5.2 Answer to research questions

The study took place at Universidad Tecnológica Bilingüe, Internacional y Sustentable (UTBIS). This institution belongs to the Bilingüe, Internacional y Sustentable (BIS) model higher education in Mexico which started in 2010 in order to provide opportunities for higher education to students with limited educational opportunities and access to information.

A triangulated approach was adopted in order to collect data by means of multiple instruments – semi structured observation, peer assessment and semi structured participant interview- over the period of the tutoring intervention.

The study addressed the general research question:

- What is the impact of ELT peer tutoring on tutees and tutors at a BIS university in Puebla?

In order to provide answer to this question, two specific research questions guided the investigation. The questions and the answers are presented as posted in Chapter I.

5.2.1 Specific research question 1

- What are the tutors' and tutees' behavior and attitude during the tutoring sessions?

The findings from the observations and peer assessment indicate that tutees and tutors had positive behaviors and attitudes during the tutoring sessions and that those behaviors and attitudes significantly contributed to a favorable teaching-learning experience. A detailed answer of the explored behaviors and attitudes can be seen in the findings for behaviors and attitudes section provided above.

5.2.2 Specific research question 2

- What are the tutors and tutees' perceptions about ELT peer tutoring?

The findings from the interviews show that both tutors and tutees perceived peer tutoring for English learning as a rewarding learning experience at academic and affective level. A number of topics were explored during the interviews, the findings for each topic can be seen in Table 5.3 above.

5.3 Pedagogical implications

The results of the present study have confirmed that peer tutoring in higher education influences students' English language learning, confidence, and social and communication skills as well. I think that an increased knowledge of peer tutoring techniques in theory and practice and its benefits on students' academic and affective functioning would benefit teachers and students.

Peer tutoring, as collaborative learning, takes advantage of the students' pedagogical skills and the possibility of students to be mediators of their learning by using the differences among them (Monereo & Duran, 2009; Huerta, García & Velasco, 2010). In my opinion, the use of peer tutoring techniques in higher education can be particularly beneficial in large classrooms with no possibility of personalized attention or individual support especially to those students with learning disadvantages. Peer tutoring can provide that help to teachers: a peer tutor that can offer pedagogical help and therefore provide more opportunities for learning (Duran & Huerta, 2008).

In English language learning, it is also desirable to increase competence, while reducing language anxiety, in ways that promote self-confidence and communication skills among students. This may be effective by increasing the use of peer tutoring techniques in

the classroom. Study groups encourage non-threatening environments, participants' enrollment and a safe atmosphere (Viáfara, 2014).

Moreover, in my opinion peer tutoring is one affective strategy that allows us to address students with more individual educational needs. These students sometimes become invisible in the classroom and face learning and emotional challenges. I consider that peer tutoring can offer support for students lagging behind as it offers them the opportunity to be helped in a timely manner.

5.4 Limitations of the study

The most apparent limitation in this research was the number of sessions, which was relatively short. Participants were observed over a relatively short period of time with a rather limited frequency. With more sessions, better outcomes could have emerged.

This study was further limited by the number of training sessions tutors had. One training session was not enough for tutors to get familiarized with the activities. Another limitation was that of a relatively small sample size. More participants, including more trios and more pairs, differences among the different working teams could have also emerged.

Finally, the findings of this study were limited by participants' re-scheduled or missed sessions in which cases changes in some of the working teams were made. Also, the communication between participants and I being mediated by the English coordinator at the beginning of the program affected the start of the sessions as it caused some misunderstanding about the different teams' schedules.

5.5 Suggestions for further research

The results have provided evidence that ELT peer tutoring in higher education is an effective technique in promoting academic improvement for both tutors and tutees and in building confidence and improving social and communication skills. Some of the

possibilities of further research that would contribute to a fuller understanding of ELT peer tutoring in BIS and higher education contexts are presented below.

Further research integrating a similar design, and a larger number of sessions and a larger sample size would be of value. Similarly, further research adopting a different design would be of benefit. The advantage of looking across different research designs would be different perspective and different type of data of ELT peer tutoring.

Another area of research would be to examine ELT peer tutoring at different proficiency levels or incorporating a different model of peer tutoring such as Peer Assisted Learning (PAL) or Reciprocal Peer Tutoring (RPT). The questions can raise: would similar results be obtained if this study were replicated with students working at the same language level? And, what would be the impact of RPT on students' ITEP test scores

Whether different types of peer tutoring teams -pair and trios- signify a differential influence on students' behavior, attitude and academic and affective improvement also appears to be an area of further research. Although the type of activities and materials used in this study was found to be useful and of participant's liking, other types of activities and materials would be of value.

5.6 Final conclusions

The goal of this study was to know the impact of peer tutoring on students' language learning and on students' affective and social skills development at UTBIS by means of multiple instruments. The findings revealed that participants were positive about the experience, the sessions, the materials and their peers. The findings indicated benefits for tutees and tutors. Tutees built self-confidence and felt that peer tutoring helped them to improve their English, particularly in pronunciation and grammar. Tutors strengthened their

own English as they benefited from explaining to their peers. They expressed it was rewarding to help their peers and share with them what they have learned.

Despite the time and work constraints, this study was a significant research and learning experience for me as well. It broadened my visions of what can be done in EFL Mexican classrooms, improved my research skills and extended my knowledge in the language field. It was also significant as the study contributed to the teaching and learning of English in Mexican higher education contexts.

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Appendix 1

Syllabus for “asignatura de introducción a la lengua inglesa”



TÉCNICO SUPERIOR UNIVERSITARIO EN XXXXXX
 ÁREA
 EN COMPETENCIAS PROFESIONALES



ASIGNATURA DE INTRODUCCIÓN A LA LENGUA INGLESA

1. Competencias	Comunicar sentimientos, pensamientos, conocimientos, experiencias, ideas, reflexiones, opiniones, a través de expresiones sencillas y de uso común, en forma productiva y receptiva en el idioma inglés de acuerdo al nivel A2, usuario básico, del Marco Común de Referencia Europeo para contribuir en el desempeño de sus funciones en su entorno laboral, social y personal.
2. Cuatrimestre	XXXX
3. Horas Teóricas	160
4. Horas Prácticas	365
5. Horas Totales	525
6. Horas Totales por Semana Cuatrimestre	35
7. Objetivo de aprendizaje	El alumno comunicará información personal, familiar y cotidiana en términos simples y directos, con expresiones de uso frecuente para describir su entorno y expresar sus necesidades inmediatas.

Unidades de Aprendizaje	Horas		
	Teóricas	Prácticas	Totales
I. Presentación.	10	25	35
II. Actividades.	21	49	70
III. Comparativos, Superlativos.	6	15	21
IV. El presente continuo.	10	25	35
V. La cantidad.	15	34	49
VI. El Pasado.	19	44	63
VII. Pasado Simple vs Pasado Continuo	13	29	42
VIII. Invitaciones	10	25	35
IX. Planes y proyectos.	21	49	70
X. Presente perfecto	35	70	105
Totales	160	365	525

ELABORÓ:	Comité de Directores de la Carrera de TSU en XXXXXX	REVISÓ:		
APROBÓ:	C. G. U. T.	FECHA DE ENTRADA EN VIGOR:	Septiembre de 2013	

F-CAD-SPE-28-PE-5B-09-A1

Appendix 2

Activities for tutoring sessions



TEACHER'S NOTES

Present Simple Dominoes

Activity Type

Reading and matching activity, group work

Language Focus

Present simple affirmative and negative sentences

Aim

To practice present simple affirmative and negative sentence structure by playing a game of dominoes.

Preparation

Make one copy of the dominoes for each group of three and cut as indicated.

Level

Elementary

Time

25 minutes

Introduction

This enjoyable dominoes game is perfect for teaching or reviewing present simple affirmative and negative sentence structure.

Procedure

Divide the students into groups of three.

Give each group a set of dominoes.

Tell the students to shuffle the dominoes and deal out five each, leaving the rest in a pile face down.

Groups of four are also possible with each player having four dominoes.

Tell the students to turn over the top domino from the pile and place it face up on the table.

The first player tries to make a present simple affirmative or negative sentence by placing a domino down either before or after the domino on the table

If the player can make a sentence, they read it to the group to show the match is correct.

The next player then tries to put down one of their dominoes at either end of the domino chain and so on.

If a player cannot put down one of their dominoes, they take a domino from the top of the pile and put it down if they can.

If there are no dominoes left in the pile, play passes to the next student.

The first player to get rid of all their dominoes wins the game.

The other players should continue to put down their dominoes, as when all the dominoes have been matched they form a loop. If a loop is not formed, then the students haven't matched the dominoes correctly and they should look for the mistake.

The correct answers can be seen on the uncut worksheet.

Note: This is an editable PDF. To edit the document, select the Edit PDF tool in Acrobat.

✂

dinner at 5 p.m.	I live in	the countryside.	He doesn't go	to class late.	They take
the bus to school.	They don't walk to	school.	He likes riding	his bicycle.	He studies
English on Monday afternoon.	I brush	my teeth in the morning.	She loves	her dog.	Joshua
drives his car to work.	She doesn't drink	coffee.	I watch	TV in the evenings.	He gets up
at 7 a.m.	She has two	sisters.	He cleans	his room on Sunday.	I don't
like spiders.	She likes to read	her book in the library.	We often go	to restaurants.	I work in an
office.	Anna	does her homework in the evening.	The train leaves	the station at 6 p.m.	I play
football at the weekend.	She takes a	piano lesson on Thursday.	He hates waiting	for the bus.	She cooks

Activity Type

Speaking activity, group work

Language Focus

Past simple affirmative sentences, regular and irregular past simple verb forms

Aim

To make past simple affirmative sentences with time expressions.

Preparation

Make one copy of the game board for each group of three or four. Enlarge the game board to A3 if possible. You will also need to prepare some dice and counters.

Level

Elementary

Time

25 minutes

Introduction

This enjoyable board game teaches students how to make past simple affirmative sentences with time expressions. Students also practice changing regular and irregular verbs into their past simple form.

Procedure

Explain that the students are going to play a board game where they make past simple affirmative sentences with time expressions.

Divide the students into groups of three or four.

Give each group a copy of the game board, a dice and counters.

Students place their counters on the start square.

Students then take it in turns to roll the dice and move their counter along the board.

When a student lands on a square, they make a past simple affirmative sentence with the time expression and words in the square.






If a student forms the sentence correctly, they stay on the square.

If a student makes a grammar mistake, they must go back to their previous square.

The first student to reach the finish wins the game.

As an alternative, you could have the students miss a turn instead of going back to their previous square.

Note: This is an editable PDF. To edit the document, select the Edit PDF tool in Acrobat.

Finish		last week visit a friend	last week read a book	last Sunday ride a bicycle	last month go swimming
last week clean the house		Oh no! Go back to the start			Move back 1 space
last night listen to music		this morning have a shower			last weekend watch TV
three days ago cook dinner		yesterday make a new friend	Super skip! Move ahead	←	this morning brush your teeth
Miss a turn		last night wash the dishes	yesterday write an email		
last Monday learn English		last summer travel abroad	Move ahead 3 spaces		
last week draw a picture		last weekend take some photos	last Saturday play tennis		
last month find some money		Oh no! Go back	→	lunch-time eat a sandwich	this morning do your homework
Move ahead 2 spaces	last year buy a phone	two days ago see a movie			Start

Appendix 3. Questionnaires for tutees

TUTORIA ENTRE IGUALES EN EL APRENDIZAJE DEL INGLÉS

Alumno tutorado

El siguiente cuestionario tiene como propósito explorar tus opiniones y concepciones respecto a las sesiones de tutoría para el aprendizaje del inglés. La información recolectada ayudará a preparar experiencias más acordes al contexto y necesidades detectadas. Te tomara de 6 a 8 minutos contestarlo. La información proporcionada será tratada con confidencialidad. Tus respuestas son muy importantes para este estudio. Gracias por tu participación.

*Tutoría entre iguales se entiende como una forma de aprendizaje entre estudiantes, organizada generalmente entre parejas, en la que uno de ellos adopta el rol de tutor y el otro de tutorado, quien aprende por la ayuda ajustada y permanente que le ofrece el tutor (Durán, 2013).

Sección 1. Concepto de la tutoría entre iguales

Esta sección explora tus percepciones acerca de la tutoría entre iguales.

1.1 ¿En tu opinión cuál de las siguientes opciones describe mejor la tutoría entre iguales?

Selecciona una opción (X)

- a. Espacio de retroalimentación
 - b. Consejería o apoyo individual
 - c. Charla informal
 - d. Acompañamiento personalizado
 - e. Otro (por favor especifique)
-

Sección 2. El papel de las tutorías en el aprendizaje del inglés

Esta sección explora el rol de las tutorías entre iguales y su impacto en el aprendizaje del inglés.

2.1 ¿Cuál de los siguientes mejor describe el papel de las tutorías entre iguales para el aprendizaje del inglés? Selecciona una opción (X)

- a. Resolución de dudas
 - b. Trabajo en temas específicos
 - c. Enriquecimiento de conocimiento
 - d. consejería individual
 - e. Otro (por favor especifique)
-

Sección 3. El rol del tutor

Esta sección tiene el propósito de conocer tu opinión acerca del rol del tutor.

3.1 ¿Cuál de las siguientes opciones consideras que mejor describe el rol del tutor en las tutorías? Selecciona una opción (X).

- a. ____ Brinda asistencia a estudiantes y maestros
 - b. ____ Contribuye al conocimiento y proporcionar explicaciones
 - c. ____ Sirve como modelos a seguir
 - d. ____ Motiva a los estudiantes a aprender
 - e. ____ otro (por favor especifique)
-

Sección 4. Aspecto académico

Esta sección tiene el propósito de conocer tu opinión acerca de los beneficios de la tutoría entre iguales en el aspecto académico.

4.1 ¿En qué aspectos esperas que la tutoría te beneficie académicamente? Selecciona una opción (X).

- a. ____ Entender mejor los temas de clase
 - b. ____ Brindar herramientas para el examen final
 - c. ____ Tener mas oportunidades de usar y practicar el idioma
 - d. ____ Mejorar habilidades en el idioma
 - e. ____ Otro (por favor especifique)
-

Sección 5. Concepto de tutoría ideal

Esta sección tiene el propósito de conocer tu opinión acerca de los elementos de una tutoría ideal.

En mi opinión una tutoría ideal debería.....	Muy de acuerdo	De acuerdo	Ni acuerdo ni desacuerdo	En desacuerdo	Muy en desacuerdo
1. Apoyar al desarrollo de habilidades y conocimiento en el aprendizaje del idioma					
2. Tener apertura para escuchar y guiar al tutorado respecto a inquietudes y necesidades adicionales al desarrollo de la lengua					
3. Brindar y compartir estrategias de aprendizaje					
4. Detectar errores					
5. Promover autocorrección					
6. Equilibrar apoyo y retos					
7. Incluir actividades que promuevan la experiencia personal					
8. Animar y motivar a aprender					
Otro:					

Appendix 4. Consent Form

TUTORIA ENTRE IGUALES EN EL APRENDIZAJE DEL INGLÉS

Estimado participante,

Se te invita a participar en el proyecto de investigación “Tutoría entre iguales en el aprendizaje del inglés: el impacto en una universidad BIS”, en el cual se obtendrá información de observaciones y entrevistas. El propósito de esta investigación es explorar el impacto de la tutoría entre iguales en relación al aprendizaje de inglés y en el desarrollo de habilidades afectivas y sociales en los estudiantes de una Universidad Bilingüe Internacional y Sostenible (BIS) en el estado de Puebla.

Si estás dispuesto a permitirme usar tu información de observaciones y de entrevista para mi investigación, ¿podrías firmar tu acuerdo a continuación? Naturalmente, tu identidad se mantendrá en el anonimato y tu información proporcionada serán confidenciales.

Si tiene alguna pregunta sobre este proyecto de investigación en particular, no dudes en contactarme: janethsan28@gmail.com

Si aceptas:

- Puedes preguntar cualquier aspecto de la misma en cualquier momento
- Puedes elegir retirar tu información del proyecto en cualquier momento si lo deseas
- Tu nombre real no se usará en el informe de este proyecto
- Tu trabajo y tus respuestas serán confidenciales
- Puedes tener acceso a una copia del informe cuando se complete si lo desea

Yo _____, acepto ser parte de la investigación.

Firma: _____ Fecha : _____

Gracias por su participación en este importante esfuerzo.

JANETH SÁNCHEZ AGUILAR

Appendix 5. Observation instrument

Peer tutoring in Language Learning at a BIS university

Observation checklist

Date: Oct 23rd

Number of session: 2

Purpose of the observation: observe and document participants' behavior while they work and socialize.

Elements	T. 4 A. 2	T. 5 E. 2	Notes
1. Asking and answering questions	✓	✓	E asked vocabulary + pronunciation
2. Clarification of doubts	✓	✓	E asked Qs in English E explained the game (domino) she demonstrated the game. A provided the context for "how" Tutors provide explanation or general points, E reminded him of previous
3. Motivation in the team	✓	✓	E is motivated + Saul seems to like to work with her A. had a lot of having a new like joined today she was worried about the time + covering 2 activities. E. tries to use as much English as possible

4. Positive attitude towards errors	✓	<p>Ev covered for him + tries to make him identify his mistakes.</p> <p>A corrects him to be kinder positively. she made E realize it's "works" instead of "works" (3rd person)</p> <p>A is concerned in correcting them positively, they seem to work with corrections</p> <p>A tries to make E remember the change for 3rd person + tries to reproduce</p> <p>As pronunciation</p>
5. ^{To do} Understanding of the content	✓	<p>E knows the grammar point</p> <p>A knows the grammar point but has some problems with vocabulary</p> <p>A seems aware of the prepositions (to)</p> <p>3 appears to be a cheerful guy so he is interested.</p> <p>A seemed interested in the other team</p> <p>New guy is interested, E seemed concerned at first but later she got interested.</p> <p>A-3 seem to work as a team</p>
6. Positive attitude	✓	<p>T stops arrived on time</p> <p>Gau arrived on time Gau didn't pick up the phone (talk to school)</p> <p>E seems to play for both</p> <p>A was not really familiarised with the activity "ball's activities" but seems concerned to do a good job</p> <p>A is ok in clarifying possessives for them to understand.</p> <p>E asked me for the instructions for the activity she didn't seem to have prepared the session!</p>

A = América (Esmeralda)
 they covered & activities

E = Evelyn (Saul & Brian)
 they covered 2 activities

prepared the session!

Peer tutoring in Language Learning at a BIS university

Observation checklist

Date: Oct 30th

Number of session: 3

Purpose of the observation: observe and document participants' behavior while they work and socialize.

Elements	T.1	T.2	T.3	Notes
	V.3	N.3	K.3	
1. Asking and answering questions V.3*	✓	✓	✓	K * U started the session by asking if they are familiar and remember the topic (expressives + syntax/cliches) K's latter asked for vocabulary, K also asked them for their knowledge of vocabulary in the activity (comparative class) K's latter seem comfortable to ask Qs when they have doubts. K's latter are comfortable to ask her Qs/ pronunciation seem to be more common
2. Clarification of doubts	✓	✓	✓	K. provided an explanation for the topic (comparatives) + introduced irregular adjectives to use (verbally) for comparatives. L asked her the activity to have them write sentences. U clarifies the grammar points. U reminds them the meaning of wh Qs + checks their sentences. N. provides explanation for a mistaken sentence. Her Hs Qs are to clarify their doubts.
3. Motivation in the team + motivation to opt as using English	✓	✓	✓	N started the session with an activity that was not in the set provided by the researcher. K motivates them. Sr asked them for the activity they wanted to work with + gives tips for voice registration with them. K is a quiet girl but seems to be comfortable to share what she knows with them. Motivates them with sounds (enjoy) + smiles at them. H-S seem to help each other

<p>4. Positive attitude towards errors</p>	✓	✗	<p>T's jokes seem to appreciate M's corrections K's not corrections while showing observation D corrects constantly by pronunciation of 'does'. He seems opposed about not remembering the pronunciation.</p>
<p>5. Understanding of the content</p>	✓	✓	<p>T knows the grammar point. She seems to have prepared the class T also have done a revision of potential irregular adjectives D's level of English is advanced. However, she's not using the grammar for today's session</p>
<p>Interest in the activity</p>	✓	✓	<p>K's jokes seem interested in K's explanation M's jokes seem interested in the activity they are working with K seems present simple & possessives in 1st Qy. They seem to play a domino game. K's seem to have fun with the game (comparative class)</p>
<p>6. Positive attitude</p>	T's ✓	✓	<p>All tutors late again even when I message them in the morning T made a comment to V that he was left alone today again since his tutors don't seem to show up. He replied that that way was better for him (not tutoring) T has a positive attitude to teach & let them know what's real T has no problem in accepting or giving T makes them identify words on their own T's seems willing to share what she knows</p>

V=Victor (Jose C. & Ricardo.) N=Nicole (Jose Y. & Miguel A) K=Katya (Abi S. & Guadalupe)

C. arrived 80 min late

Crishion Skill

looks shy

Enoughly this long

get more questions

she tutors

T-3 laughed, joked & had fun together

They finished session at 4:55

session finished at 4:30

K-3 finish at 4:30

Appendix 6

Peer assessment instrument

Evaluación del tutor

Nombre: Abi shalom Romero Ochoa Fecha: October 16th, 2018

Por favor palomea (✓) el tipo de tutoría en el que participas y la opción que mejor describe el desempeño de tu tutor.

Par ____ trio X

El tutor...	siempre	Casi siempre	A veces	Casi nunca	Nunca
Te da confianza para hacer preguntas	✓				
Te ayuda a resolver dudas	✓				
Te anima y motiva		✓			
Te ayuda a identificar errores	✓				
Maneja bien los contenidos de la sesión	✓				
Muestra una actitud positiva al enseñar	✓				

Evaluación del tutorado

Nombre: Nicole Cortes Sanchez Nov 6th, 2018

Por favor palomea (✓) el tipo de tutoría en el que participas y la opción que mejor describe el desempeño del alumno tutorado.

Par ____ trio ✓

El tutorado...	siempre	Casi siempre	A veces	Casi nunca	Nunca
Hace preguntas	✓				
Responde a la ayuda que le brindas	✓				
Se nota motivado	✓				
Responde positivamente a correcciones	✓				
Muestra interés en las actividades	✓				
Muestra una actitud positiva para aprender	✓				

Appendix 7

Interview guide

Peer tutoring in Language Learning at a BIS University

Questions for tutees

Section 1: the concept of peer tutoring

- Peer tutoring after the experience

Section 2: the emotional and affective aspects

- Feelings during the sessions
- Feelings about being helped
- Affective gains

Section 3: Learning

- The influence of peer tutoring in their learning
- Social gains and skills development

Section 4: evaluation

- Opinion about tutor
- Opinions about the experience

Section 5: Suggestions and recommendations

- For the program
- For other (future) tutees

Questions for tutors

Section 1: the concept of peer tutoring

- Peer tutoring after the experience

Section 2: the emotional aspect

- Emotions/feelings during the sessions
- Emotion/ feelings about helping others

Section 3: Learning

- The influence of peer tutoring in their peers' learning
- Gains for tutor

Section 4: evaluation

- Opinion about tutee
- Opinion about the experience

Section 5: Suggestions and recommendations

- For the program
- For other (future) tutors

Appendix 8

Tutors' transcript interview sample

PEER TUTORING IN ENGLISH LANGUAGE LEARNING AT A BIS UNIVERSITY

Interview with K.3, tutor "K" transcript

Time	No. of line	Speaker	Transcription	Comments
00:02	001 002	interviewer	Entonces vamos a empezar este con Kathya, que fue tutora ¿verdad?	
00:07	003	interviewee	si	
00:09	004 006 007 008	interviewer	y entonces vamos a empezar la plática con el concepto de tutoría ya después de tu experiencia ¿cómo la defines? la tutoría entre iguales?	
00:18	009 010 011 012 013 014 015 016 017 018 019	interviewee	pues creo sería una forma de apoyarnos unos a otros porque, aunque nosotros tengamos ya un nivel alto siempre se nos olvidan varias cosas o ya ve que un idioma siempre tiene que estar siempre tiene que estar en práctica y mejorando cada día. Entonces creo que la tutoría entre iguales es muy como se dice te apoya mucho te ayuda mucho también a practicar ya sea para los tutorados o para nosotros los tutores	
00:50	020 021	interviewer	¿cuál es tu experiencia en general sobre la tutoría?	
00:55	022 023 024 025 026 027 028 029 030 031	interviewee	estuvo difícil al principio porque como nunca habíamos dado clase ehh si estuvo difícil como que oh por dios como voy a hacer mi clase? o algo así y más que nada en hacer que los tutorados entraran en confianza a practicar porque si algunos bueno al principio eran muy callados y muy tímidos y ya ya como al final ya era como que se soltaban más y si fue algo difícil, pero yo creo que si si salió bien	
01:24	032 033 034	interviewer	era como un proceso no? ¿era hasta cierto punto normal que hubiera que que empezaran así?	
01:30	035	interviewee	Mju, si fue todo un proceso	
01:32	036 037 038 039	interviewer	¿cómo te sentiste tu? o cual si cuales fueron tus tus emociones o tus sentimientos en las tutorías? ¿cómo te sentiste tu al ayudar a alguien más?	

01:41	040 041 042 043 044 045 046 047	interviewee	ah me sentí muy emocionada (risas) cuando daba un nuevo tema y luego le entendían y si hacían bien los ejercicios era como que ¡oh, por dios si están aprendiendo! y se siente uno emocionada de que de que si aprendan y de que tú lo que tú sabes puedas compartirlo con alguien más	
01:58	048 049 050 051 052	interviewer	¿y cómo te sentiste tu durante las asesorías, tu bueno ya tu experiencia en cuento al logro de ellos no? pero, tu al apoyar a alguien ¿cómo te sentiste tu? durante ellas: nerviosa, mm	
02:10	153 154 155 156 057 058 059 060 061 062	interviewee	sí, nerviosa porque después hacían o sea la parte de las preguntas si era como que ¡¿por dios santo que, como se dice esta palabra en en español?! trataba de manejar las cosas para que ellas pudieran entenderlo y si no le entendían no sé, buscar otros métodos para que para poderle explicar de una manera más clara. Sí fue, si me puse mucho muy nerviosa (risas)	
02:37	063 064 065	interviewer	¿solo nerviosa, ap hubo alguna otra emoción? ¿pero te sentiste cómoda o incomoda en cierto momento?	
02:43	066 067 068	interviewee	¡no! fue muy cómodo la verdad no sé se fue muy lindo, me sentí muy emocionada, muy feliz de poder compartir todo	
02:52	069 070 071	interviewer	¿sientes que que, bueno tú que trabajaste más de cerca con ellos sientes que les ayudo?	
02:57	072 073 074 075 076 077 078 079	interviewee	sí, yo creo que si porque por ejemplo al principio era como que no sabían lo básico y ya después iban como que relacionándolo, aunque ya no se trataba del mismo tema básico, sino que un tema más avanzado como los del final ya lo básico ya lo tenían más más contemplado ya lo podían manejar más.	
03:19	080 081	interviewer	¿hay alguna área, alguna habilidad que sientas que les haya ayudado más?	
03:24	082 083 084 085 086 087 088	interviewee	mm yo creo que fue la parte de mmmm del del speaking porque por ejemplo al menos a cuando tenían alguna duda los trataba de ayudar en que decirles que significaba y hacer que lo pronunciaran bien porque pues siento que la parte más difícil de aprender inglés es la pronunciación	

	089 090 091 092		entonces siento que si mejoraron mucho en su pronunciación además de los tips que les di para que aprendieran a pronunciar como tips generales ..	
03:58	093 094	interviewer	¿sientes que esa fue tu mayor contribución en para con ellos? ¿o cual sería?	
04:04	095 096 097 098 099 100 101 102 103 104	interviewee	sí, yo creo que sí. Yo creo mi contribución a ellos sería como enseñarles los temas que vieron, pero ya de una forma más más simple sin tanto como se dice sin tanto rollo. Si o sea así más directa más de que esto es esto, por esto y ya. No no como los profes que luego alguien más sale con una duda y te revuelve más de lo que ya estabas. Entonces aquí creo que fue más como más directo	
04:34	105 106	interviewer	¿sientes que te ayudo a ti de alguna forma?	
04:36	107 108 109 110 111 112 113 114 115 116	interviewee	sí mucho porque había varios temas que que por ejemplo antes cuando estaba viendo el que clase me tocaba ese día, me quedaba ¡oh por dios ya no me acuerdo de este tema! y me tenía que poner a estudiar ahí para poder enseñarles y o sea enseñarles y no confundirlos. Entonces si siento que me ayudó mucho para volver a practicar temas que ya hacía mucho que no veía.	
05:00	117 118 119 120 121	interviewer	¿sientes que te ayudo am en el aspecto social a lo mejor que te haya ayudado a ti a desarrollar o mejorar alguna otra habilidad como de comunicación, interacción, o algo relacionado?	
05:12	122 123 124 125 126 127 128 129 130	interviewee	sí, yo creo que si sería como en mi forma de enseñarle a alguien más porque yo siento que no tenía tan desarrollada porque luego en el salón era como: ¿Kathya me puedes explicar esto? y yo me quedo con cara de como ¡oh por dios como se lo explico?! y siento que ahorita ya me desenvuelvo más para poderles explicar un tema.	
05:34	131 132 133	interviewer	¿hay algún aspecto negativo que tu hayas notado? ¿del programa o de lo que se llevó a cabo?	
05:41	134 135 136 137	interviewee	del programa no yo creo que es un buen programa. Nadamas pero son errores del proceso como tratar de animarlos a querer aprender y cosas así pero del programa así	

	138 139 140 141		de tener a un tutorado o alguien con quien o sea que tú seas alguien para ellos se apoyen en aprender creo que está muy bien	
06:05	142	interviewer	¿cómo como evalúas tú tu desempeño?	
06:08	143 144 145 146 147 148 149 150 151 152	interviewee	ahhhh yo siento que... como un 9 porque siento que todavía me faltooo no se es que siento que fue muy poco tiempo y me hubiera gustado hacer más hacer más actividades o enseñarles más cosas o hacer que se soltaran más a querer aprender porque luego estaban muy tímidos o muy callados o no querían participar y era como que: ¡vamos, ándale! y cosas así	
06:41	153	Interviewer	entonces sería más tiempo	
06:43	154	interviewee	mju más tiempo	
06:46	155 156 157	interviewer	¿y cómo como sentiste tu a tus tutorados? porque fueron 2 en este caso ¿cuál es tu opinión sobre ellos?	
06:52	158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183	interviewee	pues a uno, bueno una porque eran 2 chicas emm me agrado mucho porque estaban muy muy con muchas ganas de aprender em entonces eso fue muy motivante para mi también porque era como qué: ¿oye como hago esto, como pronuncio esto o que esto, cual es esta palabra? y sus preguntan eran como que te motivan a quererles enseñar y a seguir el proceso pero ..creo que lo difícil fue que una de las 2 en esto de que incluso en español a veces no hablamos bien entonces al momento de pronunciar en ingles pues es peor porque si por si es más difícil o no estamos acostumbrados a esa clase de pronunciación em () se nos hace se nos dificulta mucho entonces con esta otra tutorada tenía ese esa dificultad de que no pronunciaba muy bien todo y estábamos como que 5, 10 intentos de que de que intentara pronunciar una palabra bien y ya hasta que yo veía que más o menos lo pronunciaba bien decía no puedo estar media hora ahí diciéndole como pronúncialo porque pues era poco tiempo y también tenía que enseñarle a la otra	

	184 185 186 187		chica. Entonces si tuve ese esa dificultad con esa chica, pero de ahí en fuera ella también preguntaba y también decía ¿qué es esto? o ¿cómo hago esto? cosas así	
08:19	188	interviewer	o sea, sientes que si se dejaban...	
08:20	189	interviewee	si	
08:21	190 191	Interviewer	su actutu actitud si era la adecuada para enseñarles	
08:23	192	Interviewee	sí muy positiva	
08:26	193	Interviewer	¿qué evaluación les pondrías a ellas?	
08:28	194 195 196 197 198 199	interviewee	uy a mis chicas yo les pondría un 9 porque luego venían muy cansadas de las clases normales y estaban como que todas apagadas y yo animo chicas (risas) pero si en en lo general estaban muy activas: preguntaban mucho y todo eso	
08:49	200 201 202	interviewer	en tu caso particular que a veces también este trabajaste con Christian, ¿cómo lo sentiste a él?	
08:55	203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222	interviewee	muy apagado, pero porque siento que su nivel de inglés ya era bueno es una persona que aprende más rápido. Entonces mis otras chicas era como que más lento porque no se desarrollaban tanto en el inglés como él entonces tenía esa dificultad de que él iba muy avanzado y ellas y los ejercicios que le poni a los 3, eh para el eran muy fáciles o sea los resolvía muy rápido y mis chicas todavía se tardaban un poquito en resolverlos. Entonces siento que si el su nivel de inglés si ya es alto y todavía que por ejemplo que a él que le tocaba Víctor, siento que estaba muy bien porque a él le faltaba mucho pronunciación y Víctor era lo que les estaba enseñando pronunciación y está bien porque por ejemplo de gramática y de palabras el chico si sabía o sea no estaba en ceros por así decirlo	
09:45	223	interviewer	no sabía,	
09:47	224	interviweee	mju	si
09:48	225 226	interviewer	¿entonces venia aquí porque era un poco más tímido no? yo creo que por eso.	
09:51	227	interviewee	Yo creo	
09:52	228 229 230 231	interviewer	no habían detectado su nivel real, yo creo. Bueno esa impresión tengo. Ya para terminar eh ¿cuáles son tus sugerencias o recomendaciones para...	

10:04	232 233 234 235 236 237 238	interviewee	más tiempo (risas) definitivamente más tiempo. Porque una hora era muy poco para enseñarles o sea ni siquiera se podían completar las actividades y o a veces nos quedábamos a medias de una actividad y si yo creo que más tiempo sería lo que yo recomendaría	
10:24	239 240	interviewer	y ya que lo mencionas ¿cuál es tu opinión sobre los materiales que se usaron?	
10:28	241 242 243 244 245 246 247	interviewee	ah estaban muy bien, muy didácticos. A mí me gustaron mucho. Bueno a mí me gusta mucho hacer actividades más que leer o cosas así. Entonces me gustaron mucho porque estaban muy didácticas y había muchos juegos	
10:43	248 249	interviewer	el nivel, ¿sientes que si era adecuado para para ellos?	
10:45	250 251 252 253 254	interviewee	sí, de hecho, sí. Pues el todo lo que estábamos todas las actividades que vimos ellos ya anteriormente las habían visto en clase. Entonces creo que las actividades si estaban muy bien, a su nivel	
10:58	255 256 257	interviewer	¿les recomendarías tu a otros compañeros tuyos bueno ya de de semestres más avanzados participar como tutores?	
11:05	258 259 260	interviewee	sí, se siente bien bonito (risas) enseñarle a otros y que si aprendan (risas) se siente bonito	
11:13	261 262	interviewer	¿cuál será tu recomendación para otros tutores?	
11:18	267 268 269 270 271	interviewee	yo creo que sería que se esforzaran mucho en su comunicación, en su habilidad de comunicarse para que puedan compartir bien sus ideas, y los temas y no confundir más a sus tutorados	
11:30	272 273	interviewer	¿hay algún otro punto que yo no haya mencionado y que te gustaría hacer?	
11:38	274	interviewee	no yo creo que está bien	
11:39	275 276	interviewer	¿sí? bueno entonces yo creo que sería todiooc todo Kathya (risas)	

Appendix 9

Tutees' transcript interview sample

PEER TUTORING IN ENGLISH LANGUAGE LEARNING AT A BIS UNIVERSITY

Interview with E.2, tutee "S" transcript

Time	No. of line	Speaker	Transcription	Comments
00:03	001	interviewer	ok entonces este Saul ¿verdad?	
00:05	002	interviewee	si	
00:06	003 004 005 006 007 008 009	interviewer	Entonces vamos a platicar un poco de lo que ya te comenté: sobre tu experiencia en las tutorías, particularmente en tu caso como tutorado. Entonces va voy a empezar por preguntarte este ¿cómo defines tu ahora la tutoría entre iguales después de tu experiencia?	
00:22	010 011 012 013 014 015	interviewee	pues a mí me pareció agradable por haber estar estar con alguien que que entiende lo mismo porque ya pasó el momento y que tampoco sabía. Entonces me parece que está bien que enseñen personas que ya haigan pasado por eso y... (risas)	
00:50	016 017 018 019 020 021 022 023 024 025	interviewer	¿cómo lo defines tú la tutoría entre iguales ahora? ¿te acuerdas que antes les hice un cuestionario y les pregunte, les di unas opciones de ustedes ehh según ustedes cual era el concepto de tutoría entre iguales y escogieron pero ahora ya después de experimentarlo ustedes tu tu como la ves? ¿cómo un espacio de eh apoyo, retroalimentación, resolución de dudas ...	
01:12	026 027 028 029	interviewee	pues si me apoyo más en dudas en temas que no me quedaban claro en clase, me los detallo más a fondo para entender mejor el tema y si me pareció mejor	
01:28	030 031	interviewer	ok ya me comentaste que que te si te gusto participar en el programa	
01:33	032	interviewee	sí, si me gusto	
01:34	033 034	interviewer	ehh ¿cuál es tu experiencia en general o porque te gusto?	
01:40	035 036 037	interviewee	porque aprendes a socializar tu más y te hace que aprendas más rápido estando con una persona que quizá te entiende	

	038 039		más que una persona que un maestro entonces pues si me gusto	
02:00	040 041 042	interviewer	y cómo te sentiste tu durante las sesiones? ¿te sentiste cómodo, incomodo?	
02:06	043 044	interviewee	No, tranquilo, agradable, con confianza y pues si (risas)	
02:13	045 046 047 048 049 050 051 052	interviewer	con confianza ¿hay algún otro aspecto eh social o afectivo que sientes que te haya ayudado? ¿a lo mejor a mejorar tu comunicación, a interactuar con otros, este bueno ya dijiste que confianza, motivación?, te ayudo a mejorar autonomía no se ¿en que sientes que te haya apoyado? en esos aspectos	
02:31	053 054 055 056 057	interviewee	mm en el aspecto de ... convivencia, porque conviví como que más y me ayudo a expresarse más, a eso a dar mis puntos de vista y(risas y ruido de celular)a resolver mis dudas	
02:58	058	interviewer	¿te sentiste en confianza?	
03:00	059 060	interviewee	sí, con confianza. A preguntar acerca de dudas, preguntas o sugerencias que tenia	
03:08	061 064 065 067	interviewer	ammm ¿y tú como cuál es tu tu percepción o como te sentiste tu como asesorado? ¿cómo te hacía sentir el que alguien más te apoyara a ti?	
03:20	068 069	interviewee	me sentía agradable porque ...al enseñarme alguien que ... que (risas)	
03:31	070	interviewer	tranquilo toma tu tiempo	
03:33	071 072 073 074 076 077 078	interviewee	al que alguien me enseñara a conforme más o menos mi edad hace que ... que quizá las dudas que tenía ya me las transmitía o ya las los métodos de aprendizaje que me que ella obtuvo cuando aprendió me los enseñaba o cosas así	La dudas que tenia ya me las aclaraba
03:59	079	interviewer	¿entonces te sentías tranquilo, en con	
04:01	080	interviewee	sí, me sentía en confianza	
04:02	081 082	interviewer	y si ya me dijiste que también sientes te ayudo a	
04:05	083	interviewee	a resolver dudas	
04:06	084 085 086	interviewer	a comunicarte un poco más ehh ¿sientes que te ayudo esto a mejorar un poco más tu tu aprendizaje en el idioma?	
04:17	087 088 089 090	interviewee	sí, de hecho, si me ayudo a ... de hecho tenía muchas dudas y si si me hizo si me ayudo a resolver las dudas que tenía en cuestiones al idioma	

04:31	090 091 092	interviewer	¿hay algún aspecto en específico que te haya ayudado más que los demás, a mejorar algo más?	
04:38	093 094 095 096	interviewee	en la adquisición de gramática, me ayudo más a resolver eh mmm las estructuras del ... del idioma si las estructuras, gramática	
04:57	097	Interviewer	la gramática	
04:57	098	interviewee	mju	si
04:59	099 100 101 102	interviewer	¿hay alguna actividad en la que te hubiera gustado explorar más aparte de gramática, alguna habilidad que te hubiera gustado?	
05:05	103	interviewee	en el spelling	
05:06	104	interviewer	¿spelling?	
05:10	105 106 107	interviewee	sí, fue lo que bueno es que como que me cuesta un poquito más en spelling, entonces	
05:15	108	Interviewer	¿spelling o speaking?	
05:16	109	Interviewee	spe	
05:17	110	Interviewer	spelling: deletrear las las palabras o la	
05:20	111 112	interviewee	las 2 cosas, pronunciar mm si es lo que cuesta (risas)	
05:28	113 114 115 116	interviewer	mmm ¿cuál es tu opinión sobre los materiales o que piensas sobre los materiales que se utilizaron? ¿te parecieron bien, el nivel estaba bien?	
05:38	117 118 119 120	interviewee	no si, agradables. mm aparte de que te ayuda a socializar con las personas, te ayuda a aprender, la conformación la conjugación de las palabras mmm	
05:55	121 122 123	interviewer	ehh los materiales ¿sientes que te ayudaron este porque eran diferentes de la clase? ¿porque eran juegos?	
06:03	124 125 126 127	interviewee	pues me ayudaron porque ... las dos bueno las dos cosas: eran diferentes y eran juegos y como que eran cosas que as interactúas todos los días y en ()	
06:15	128	interviewer	cosas que veías en clase	
06:17	129	interviewee	Aja, si	
06:19	130 131 132	interviewer	amm ¿hay algún aspecto negativo que que encuentres tú en el programa o que quisieras comentar?	
06:25	133	interviewee	no ninguno, me pareció agradable	
06:28	134 135	interviewer	amm ¿qué te pareció el la duración, la el tiempo?	

06:35	136 137 138	interviewee	pues, el tiempo pues estuvo bien yo creo que era seguido ¿verdad? era una vez a la semana y... pues no sé (risas)	
06:52	139 140	interviewer	¿sientes que estuvo bien que fuera así una vez a la semana? para ()	
06:55	141 142 143 144 145	interviewee	no, si si está bien una vez a la semana para ver en que para ver los problemas que tuve dentro de una semana y resolver mis dudas con mi tutorada bueno con mi tutora	
07:13	146 147 148 149 150	interviewer	¿cómo evalúas tu tu desempeño en las asesorías? sientes eh amm en una escala del 1 al 10: ¿qué calificación te das tu en cuanto a tu participación tu actitud en las asesorías?	
07:25	151	interviewee	mm 7	
07:26	152	interviewer	¿porqué?	
07:28	153 154 155 156 157	interviewee	porque me faltó bueno si hacia todo, pero... (risas) mm me faltó como más hablar. Bueno la pronunciación de bueno en cuestión del idioma hablarlo me cuesta mju	
07:53	158 159	interviewer	entonces ¿te hubiera gustado a no se atreverte a hablarlo un poco más?	
07:56	160 161 162 163	interviewee	mju, hablarlo más. Porque en gramática resolvía mis dudas y ya sabía la estructura, pero al pronunciarla es una cosa diferente, si	
08:14	164 165	interviewer	y todavía no te sientes en confianza de hablarlo	
08:17	166 167	interviewee	no, confianza de hablarlo no pero me gustaría (risas) empezar a hablarlo mas	
08:26	168 169	interviewer	¿cuál es tu opinión sobre tu tuto tu tutora?	
08:30	170	interviewee	pues, agradable, buena persona ...mm	
08:37	171	interviewer	¿sientes que te ayudo?	
08:39	172 173	interviewee	sí, que me ayuda (risas) me ayudo bastante (risas)	
08:45	174 175 176 177	interviewer	eh ¿algo en específico que sientas que te haya ayudado: algún tema o algún punto que que recuerdes? que digas ah me acuerdo que me ayudoo en esto?	
08:55	178 179 180 181 182	interviewee	pues me ayudo en lo que es gramática, que las estructuras del ...de los tiempos. Me ayudo a diferenciar, me ayudo a usar técnicas para ...para conjugar más fácil las palabras, si eso	
09:19	183 184	interviewer	¿cómo la evalúas tu a ella? también del 1 al 10	

09:22	185	interviewee	un 9, un 8	
09:25	186 187	interviewer	mju, ¿qué sientes que le faltó para llegar al 10?	
09:29	188 189	interviewee	en ... que supiera un poco mejor el el tema, que ... ¿qué más es?	
09:40	190	interviewer	¿sentías que ella tenía dudas?	
09:42	191 192	interviewee	sí, a veces duda ella misma (risas) bueno sobre el tema dudaba, si	
09:51	193 194 195	interviewer	y bueno ya para terminar ¿tienes alguna sugerencia o recomendación para para el programa en caso de que siguiera?	
09:58	196 197 198 199	interviewee	pues si si me gustaría que siguiera ya que nos sirve a resolver más dudas sobre el sobre el idioma y pues serviría más de practica para practicarlo más, no sé	
10:14	200 201 202	interviewer	¿hay alguna sugerencia, un comentario que tu tengas para mejorar lo que ya se hizo?	
10:20	203 204 205	interviewee	pues que se haga más seguido, con un poquito más de tiempo, o sea y ... llevarlo a cabo disciplinadamente	
10:31	206	interviewer	¿sientes que no fue muy disciplinado?	
10:34	207 208 209	interviewee	no, bueno si, pero ... llevarlo como más a cabo, más seguido, más estricto para poder notar más el cambio	
10:44	210 211 212 213 214 215	interviewer	ok, amm ... ¿qué les recomendarías tu recomendarías tu a otros alumnos en tu caso que quisieran participar o que o lo recomendarías tu para otros compañeros que se inscribieran aquí, que vengan como tutorados?	
11:03	217 218 219 220 221 222	interviewee	pues si recomendaría para, bueno más que nada a nosotros como principiantes si nos agrada que haiga estos tipos de ... de apoyo para desarrollar más el idi el idioma y aprenderlo un poco más rápido porque si es un poco complicado (risas)	
11:26	223 224 225	interviewer	¿qué les recomendarías tu a tu tu a tus compañeros como tutorados el hacer para aprovechar un poco más?	
11:33	226 227 228 229	interviewee	pues ...más que nada es ... es compromiso al querer aprender porque si no no tienes un compromiso, una meta pues no no progresarías en el idioma	
11:52	230 231 232 233	interviewer	¿hay alguna otra recomendación otro amm comentario que tengas sobre lo que ya platicamos, algo que a lo mejor no te pregunte?	
12:01	234	interviewee	no	

12:03	235	intwerviewer	bueno si... ¿sí?	
12:07	236	interviewee	no (risas)	
12:07	237 238	interviewer	bueno entonces este eso sería todo gracias Saul por venir	
12:12	239	interviewee	pues muchas gracias	