

PEER TUTORING TO IMPROVE LANGUAGE PROFICIENCY

by:

Camelo A. Maiquez

Teacher I, Renato L. Cayetano Memorial School

Peer tutoring makes use of peers' joint efforts to provide a dynamic method to improving language competence. This approach encourages active participation by letting the tutee and the tutor take part in discussions, clarifications, and practice sessions. Peer engagement helps learners become more fluent and expand their linguistic comprehension by exposing them to a wider range of accents, vocabularies, and language usage patterns. Notably, the peer-to-peer atmosphere fosters a risk-taking and mistake-making mindset that allows learners to feel at ease, which builds confidence and promotes consistent practice. Another benefit is tailored support, where tutors pinpoint areas for growth and provide individualized advice. Peer tutoring also promotes cultural interchange and social engagement, which strengthens the social component of language acquisition and increases motivation. Both the tutor and the tutee gain from the process, which is reciprocal: tutors share their expertise while tutees get insightful explanations and comments. To maximize efficacy, diverse activities, well-defined goals, and tutor training should be included. This will create a welcoming and inclusive learning atmosphere that encourages ongoing development.

Septarini Rahmasari'B. (2017) found that peer tutoring can greatly enhance students' understanding of what they read. Also, things in class become better quite a bit. For these reasons, it is highly recommended that reading comprehension be tutored by peers. Peer tutoring is a great method to engage kids in the learning process so they are not merely

passive recipients of knowledge. Second, feedback is given to pupils more frequently and instantly, along with error correction. Feedback and mistake correction cannot be given to every student for every response in big group or teacher-directed situations. With peer tutoring, each response from a student is met with prompt feedback and correction. Third, via exchanging knowledge, students may collaborate as equals and get a deeper comprehension of the course subject.

Similarly, Bowman-Perrott et al. (2016) investigated how peer tutoring affected the academic, social, and linguistic outcomes of English Language Learners. Peer tutoring, both same- and cross-age, was proven to have a favorable effect on English language proficiency among ELs. He went on to say that future systematic studies should look at the school level because ELs have varying needs when it comes to vocabulary and concepts from the curriculum, particularly between elementary and secondary levels. It was also suggested that future research look at the length because it is yet unknown how long peer-mediated methods would affect ELs' results. In contrast to language proficiency, Bowman-Perrott et al. (2016) concentrated more on the effect of CCP techniques on ELs' academic accomplishment. The nation and grade level of the included studies were not disclosed by the authors.

Clear objectives, materials or training for tutors, frequent practice sessions, and a welcoming, inclusive learning atmosphere are all necessary to increase the efficacy of peer tutoring. Incorporating games, role-plays, and group projects can also help to maintain the sessions lively and interesting.

References:

Septarini Rahmasari, B. (2017). Peer Tutoring: An Effective Technique To Teach Reading Comprehension. *KnE Social Sciences*, 1(3), 245.

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Bowman-Perrott L., DeMarín S., Mahadevan L., Etechells M. (2016). Assessing the academic, social, and language production outcomes of English language learners engaged in peer tutoring: A systematic review. *Education and Treatment of Children*, 39(3), 359-388.