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Cooperative and Collaborative Learning through Reciprocal Peer Tutoring in EFL University Reading Instruction*

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The purpose of this study was to evaluate a group activity, reciprocal peer tutoring (RPT), in order to investigate advantages and challenges of RPT in promoting cooperative and collaborative learning environment for EFL University reading instruction. The participants in this study were 89 students taking an English reading course at a Korean university. RPT is a learning strategy whereby learners help each other and learn by teaching. This program was supported by a Vygotskyan perspective which assumes that learners gain mastery and develop cognitive skills through social interaction with more proficient others and their environment. This study relied particularly on participant perceptions through questionnaire survey and Anonymous Online class Report of the course. This study showed various advantages for tutors such as learning through teaching and becoming more autonomous and responsible for their own learning. Non-threatening and highly motivating learning atmosphere are parts of benefits for tutees. Other advantages for tutees included improved level of academic self-confidence, and motivation. This study also revealed several drawbacks associated with the problem of inaccuracy in students' production and students' demand for more direct teacher role. (182 words)

[reciprocal peer tutoring/cooperative learning/collaborative learning/English reading instruction]

I. INTRODUCTION

Traditionally, the teacher who offers linguistic help, provides feedback and error corrections when necessary, and takes charge of the class, may be regarded by the students

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as fulfilling the appropriate roles expected of the teacher (Yoon-Hee Soh, 2000). However, recent times have witnessed efforts to develop teaching methods that can integrate group work into classroom teaching and enhance peer interaction (Ning, 2011). Teachers have tried to reinforce conventional teacher-centered instructions with learner-centered interaction and discussed the pedagogical implications for the use of cooperative and collaborative group study (You-Jin Kim, 2008). Students can learn and collaborate with their peers through various interactive learning methods which can promote the cooperative and collaborative learning. The cooperative and collaborative learning methods also enable teachers to act as a facilitator by coaching their students, modeling learning strategies, giving comments on group discussions, giving feedback to students' production, and giving assistance when necessary (Mithaq, 1992).

Among the cooperative and collaborative learning methods, group activities through reciprocal peer-tutoring (RPT) can encourage students' engagement, reflection, and inquiry, and promote ownership of their learning. The RPT process helps learners to give instruction, evaluation, and reinforcement to one another, thereby creating mutual assistance and social support among members (Fantuzzo, King, & Heller, 1992). When reciprocal peer-tutoring is introduced to language classrooms, learners can experience learning by teaching and help each other to succeed in the language learning.

The aim of this study is to investigate the significance of reciprocal peer-tutoring in promoting cooperative and collaborative learning environment for EFL University reading instruction. The first objective of the course is to help students develop more effective reading comprehension skills. The second is to provide students with cooperative and collaborative learning experience through group activities. This paper explains what the cooperative and collaborative learning means in English education and examines how teachers can help students develop learner autonomy and classroom interaction using RPT. If teachers can find out how learners themselves feel about group work via reciprocal peer tutoring, the information can serve a priceless purpose. Based on the information, certain factors can be controlled and manipulated by the teacher in the learning environment for implementing successful cooperative and collaborative learning. To investigate the students' perception on the reciprocal peer-tutoring and to find out how this English reading course using RPT can help the students develop learner autonomy and classroom interaction, a questionnaire survey is administered and analyzed. For more in-depth analysis, descriptive data from open-ended questions of the questionnaire and Anonymous Online Class Report posted on the university cyber campus e-class are also added to enhance the depiction of the cooperative and collaborative learning experience.

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II. LITERATURE REVIEW

1. Cooperative and Collaborative Learning

Cooperative learning is defined as the 'instructional use of small groups so that students work together to maximize their own and each other's learning' (Johnson, Johnson, & Holubec, 1998). Gerlach (1994) proposed, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs." Both ideas are based on the school of thoughts, social Constructivism, the philosophical belief that highlights the importance of social interaction. Even though there are some subtle differences between cooperative learning and collaborative learning, the terms are sometimes used interchangeably. This is reasonable because both of them support small-group active student participation over passive, lecture-based teaching and because each requires a specific task to be completed. Each strategy inherently supports a discovery based approach to learning.

Vygotsky's social-cognitive theory of learning describes that human intelligence originates in our society or culture, and individual cognition results from interpretational interaction with our social environment (Oxford, 1997). Constructivism regards interactive and cooperative learning environments as the key factors in the success of student learning. Vygotsky (1978) focused on the individual firmly rooted in the group context. He believed that isolated learning cannot result in cognitive development. He guaranteed that social interaction is a key to learning and cognitive development and that knowledge is collaboratively constructed. This idea suggests that students in language classrooms can have opportunities to develop their cognition by actively communicating with others who are more proficient. Interaction with others in sociocultural context contributes to human cognitive development if the interaction occurs within the zone of one's proximal development (Vygotsky, 1978). When the learner needs help, the teachers or more capable peers offer scaffolding to ensure that the learner's potential will continue to grow. As the learners need less help, the scaffolding is slowly removed, and the learners can empower themselves and become independent. They can therefore expand each other's conceptual potential, not controlled by the teachers but initiated by students themselves.

Cooperative learning is a successful learning and teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of the subject matters. Young-Sook Shim (2009) identified that collaborative reading in the EFL university setting facilitated students' performance as it enhanced students' cognitive development and meaning negotiation. Each member of the team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement (U.S. Dept. of Ed. Office of Research, 1992).

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For cooperative/collaborative and interactive learning, a sense of inclusion into the learning community is necessary. This atmosphere helps learners feel safe, capable, and accepted (Jonassen, Lee, Yang, & Laffey, 2005; Jenson, 2008).

Myeong-Hee Seong (2001) suggested that a number of essential factors must be considered to be successful in helping students complete group activities within a cooperative/collaborative learning framework in the EFL classroom. Six key elements of cooperative/collaborative learning can be derived by combining the fundamental factors suggested by researchers in this field (Kagan, 1994; Slavin, 1995; Cooper & Robinson, 1998; Johnson et al., 1998; Ning, 2011).

- Positive interdependence
- Individual accountability
- Promotive interaction
- Equal participation
- Equal opportunity for success
- Group processing

All these factors can be achieved through carefully arranged mutual goals, reasonable rewards for appropriate group functioning in the given tasks, and individual roles and commitment to the tasks. For positive interdependence and individual accountability, it is important to utilize differentiated group grading for team work. Students should know that all team members receive different grade according to their contribution to group work (Cooper & Robinson, 1998). Promotive interaction can be achieved when students help each other through supportive interaction. Equal participation is interconnected to positive interdependence and individual accountability. Equal opportunity for success can be realized through giving emphasis on success and improvements as a team. Group processing helps students actively involve in their learning experience and discuss what actions should be carried on or changed to increase the effectiveness of the cooperative learning (Ning, 2011).

2. Reciprocal Peer Tutoring

Brooks (1990) proposed that the constructivist classroom for collaborative and cooperative learning should build curriculum around primary concepts rather than a long list of objectives, explore learners' present understanding of the concept, and help them negotiate inevitable intellectual conflicts among themselves. Learning occurs not only from the reorganization of individual knowledge structures but also from the conversations and collaborations that groups of learners conduct (Jonassen, et al., 2005). These ideas can be successful only with a set of well-prescribed and highly structured techniques. For

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cooperative and collaborative language learning, teachers should provide students with cognitive and affective support. Besides, to enhance self-directed learning and lower learners' anxiety, student-centered learning activities such as pair work and small group work should be used. According to Kurfiss (1988), from the cognitive perspective, small group activity such as reciprocal peer tutoring allows students to cognitively rehearse and relate course material into existing schema or conceptual frameworks, thus producing a deeper, contextualized level of understanding of content. When peers work together, there is a great deal of modeling, cognitive disequilibrium, and feedback. This emerges as students explain and receive explanations from their colleagues (Cooper & Robinson, 1998).

Reciprocal peer tutoring (RPT) was developed by Fantuzzo and his associates as a means of capitalizing on the preparation students must experience in order to tutor other students (Griffin & Griffin, 1995). The RPT process enables students to provide instruction, evaluation, and reinforcement to one another, thereby creating communal assistance and social support among members (Fantuzzo et al., 1992). When reciprocal peer-tutoring is introduced to language classrooms, learners can help each other and learn by teaching. Thus, there is a greater opportunity for learners to interact with other learners. The proliferation of the peer-tutoring has made English language learning more dynamic, interactive and cooperative/collaborative. Researches on RPT revealed that students participating in the process, both the tutors and the tutees, showed progress in achievement by participating in this process (Griffin & Griffin, 1995; Eun-Hee Han, 2009).

The intrinsically rewarding nature of small-group interaction is based on the supposition that students have a natural potential for learning that is best fostered in non-threatening group environment. Reciprocal peer-tutoring also helps create well-structured and supportive learning atmosphere, which is highly motivating for learners. Cohen (1994) proposed the learning process could be best developed without excessive teacher intervention and control, thus allowing students to find their "voices" through student-centered learning environments. Wlodkowski (2008) also maintained that connectedness in a learning group was regarded as a sense of belonging for learners. According to Johnson et al. (1998), the use of long-term learning groups with established relationship is likely to boost the quality and quantity of learning, improve class attendance, and develop positive attitudes towards learning, and it is particularly suitable to the large class context.

3. Changing Roles and Responsibilities in Student-Centered Classrooms

Peer interaction and collaborative relationship between students have brought changes to traditional teacher-led classroom environments. Recently, there has been a paradigm shift in the way we think about learning and teaching. This shift has changed the emphasis from

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teaching methods to the learning process and the learners. As a result of major paradigm shift in language instruction, learner-centered instruction gives opportunities for more de-centered interaction (Kyeong-Hee Rha & Sun Lee, 2004). Cooperative and collaborative learning in language classrooms can accelerate the shifting role of teacher.

In this environment, teachers are less authoritative and more collaborative figures. In constructivist perspectives, the teacher should serve as a facilitator who attempts to structure an environment in which the learner organizes meaning on a personal level; students and teachers should work in a collegial mode, often using small-group procedures (Cooper & Robinson, 1998). Warschauer and Whittaker (1997) also stated that teachers must learn to become 'a guide on the side' rather than 'a sage on the stage'. In that sense, reciprocal peer tutoring can give students more autonomy and responsibility for their own learning. In a student-centered paradigm, the emphasis is moved to the constructive role of the learner, which distinguishes it from a teacher-centered paradigm in which knowledge is transmitted from the teacher to the learner. By allowing learners more ownership of their learning, learners can more actively participate in collaborative group work. Seong-Hee Choi and Jeong-Soon Joh (2002) also identified that a small group activity was one of effective classroom techniques that are worth trying to develop learner autonomy and to enable learners to communicate in the target language.

According to Lee (1998), the design of the student-centered program should take into account a number of factors which are crucial to the development of learner autonomy: voluntariness, learner choice, flexibility, teacher support, and peer support. Student-centeredness is characterized by a movement from language teaching as the transmission of knowledge to language learning as the active production of knowledge (Benson & Voller, 1997). At the same time, there is a tendency to focus on methods of learning rather than methods of teaching. Brandes and Ginnis (1986) identify main principles for student-centered learning approach.

- The learner has full responsibilities for his/her own learning.
- The subject matter has relevance and meaning for the learner.
- Involvement and participation are necessary for learning.
- The relationship between learners should show helping styles.
- The teacher is a facilitator and resource person.
- The learner sees himself/herself differently as a result of the learning experience.
- The learner experiences confluence.
- Affective and cognitive domains flow together.

The most essential assumption of these ideas is that learners are no longer passive recipients of knowledge and rather they actively build knowledge through interaction with

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others and the outside world. Thomson (1996) says that language learning is a life long endeavor. In a community of learning, a student becomes an independent learner through classroom activities and through the modeling and coaching of the teacher and others.

However, this shifting paradigm does not necessarily mean that the teacher's role is diminished. Rather, the teacher's role becomes more important because the teacher should be a designer, moderator, facilitator, coach, co-learner, and supporter of students' learning. To guarantee the success of student-led group activities such as RPT, teachers should serve as guides and mentors. At the same time, teachers should reshape the curriculum, class schedules, and their classrooms to utilize the learning opportunities that the group work brings to their students. Kyeong-Hee Rha and Sun Lee (2004) emphasized the role of teacher in their study on group dynamics in a small reading group. They recognized the importance of teacher intervention and prompt feedback especially in the introductive stage of group work. In order to help students become autonomous and responsible, effective student-centered learning programs should be incorporated into the language learning environment, so that students will be equipped with the skills needed for their autonomous learning. As Klinger and Vaughn (2000) proposed, to make best use of its benefits, teachers should construct the environment to support learning, carefully supervise groups, and adjust implementation procedures if the desired outcomes are not being achieved.

III. METHODS

1. Participants and Research Context

The participants for this study consisted of 89 students from two classes taking an elective course ‘Teaching of English Reading’ in 2010 at a university located in the central area of Korea. The course was an elective English course for English education majors. The course was a two-credit course and it was designed to offer a two hour-class per week for 15 weeks. Among 89 participants, there were 21 seniors, 4 juniors, 27 sophomores, and 37 freshmen. For the spring semester in 2010, 46 students enrolled in the course and for the fall semester, 43 students enrolled in the course. Throughout the two semesters, the same classroom format and class procedures were maintained and the course textbook was the same.

The textbook used for the course was *Developing Reading Skills for the TOEFL iBT,* intermediate level (Edmunds, McKinnon, & Zeter, 2009). The textbook was composed of 10 chapters with different reading skills and each chapter contained 6 passages with interesting topics from various academic disciplines. Each week, three passages from each chapter were dealt with during the class hours considering the length and difficulty level of the passages and topic areas of students’ interest. The rest three passages were left over for the students’

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individual study outside the classroom. Students were asked to translate one reading passage out of the rest three passages into Korean upon their choice and they posted them on the electronic board of the university cyber campus e-class. Then the other class mates could share them together and utilize them as their learning resources.

2. Research Design

1) Group Formation

For the first semester, 12 teams were created for group work. There are generally three options for selecting group members: by teachers, by students themselves, or on a random basis. In the study, students were randomly grouped by the random grouping system of the university cyber campus e-class. Group size and number, gender composition, and grade level were used as factors in forming groups in order to achieve maximum heterogeneity. There were 4 members in each group except group 10 and group 11, which had three group members respectively. Throughout the semester, grouping was made twice, at the beginning of the semester and after midterm exam, so that students could have as much interaction as possible with other classmates. The cooperative foursomes or threesomes were used during the whole semester. The essential purpose of this group work formation was to generate more peer interaction and meaning negotiation in the process of dealing with designated reading tasks.

2) Stage 1: Workshop – Preparation for the Tutoring

Every class, students were required to have seats according to the group formation. The group formation for the spring semester was shown in Figure 1. Every week, reading passages were assigned to each group. For example, for the second week, reading passages of the chapter 1 were related to reading skills needed to understand fact questions. The selected topics of three passages out of six topics were linguistics, ecology, and sociology. Text about linguistics was assigned to the groups in the first row of each line, namely, group 1, 4, 7, and 10. Text about ecology was assigned to the groups in the middle of each line, that is, group 2, 5, 8, and 11. Text about sociology was assigned to the groups in the last row of each line, that is, group 3, 6, 9, and 12 (See Figure 1). The topic was randomly assigned to each group. As a cooperative and collaborative learning group, students should work together on the tasks within given time limits. Each passage was one page length English reading materials. Each group was supposed to complete their analysis of the designated text for 25 minutes and be prepared to tutor other students at the next stage of reciprocal peer tutoring.

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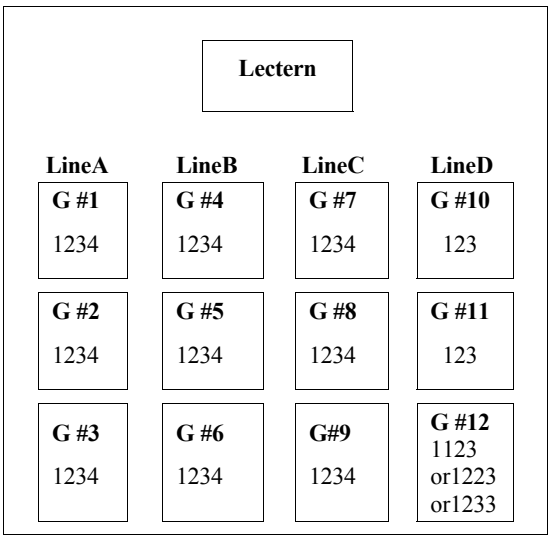
FIGURE 1

Workshop--The Preparation Stage for Tutoring



During this preparation stage, group members together investigated the given reading passage in order to prepare their teaching in the next stage. This stage was meant to be equivalent to a teacher workshop in which tutors discuss and prepare their teaching materials. Meanwhile, different ability and various linguistic background knowledge of each member could play a complementary role to achieve the shared group goal. Dealing with new vocabulary and sentence structures, each group should discuss the meaning of the text and the grammatical structures. Through meaning negotiation and collaboration, they derived the mutual agreement to understand the text using various reading comprehension skills and grammatical knowledge. What students were expected to perform as a group included:

-to select details or facts provided in the passage
-to identify something that is not in the passage or not true according to the passage
-to select an answer based on information not actually stated in the passage, but that can be inferred
-to identify the author's method in explaining a point
-to choose the best paraphrase of part of the passage and analyze its meaning

In this workshop of teaching material preparation stage, students were encouraged to utilize any kinds of learning aids from using dictionaries and to asking questions to the instructor. During this stage, the instructor was circulating around the classroom giving appropriate assistance and guidance to the groups and the students.

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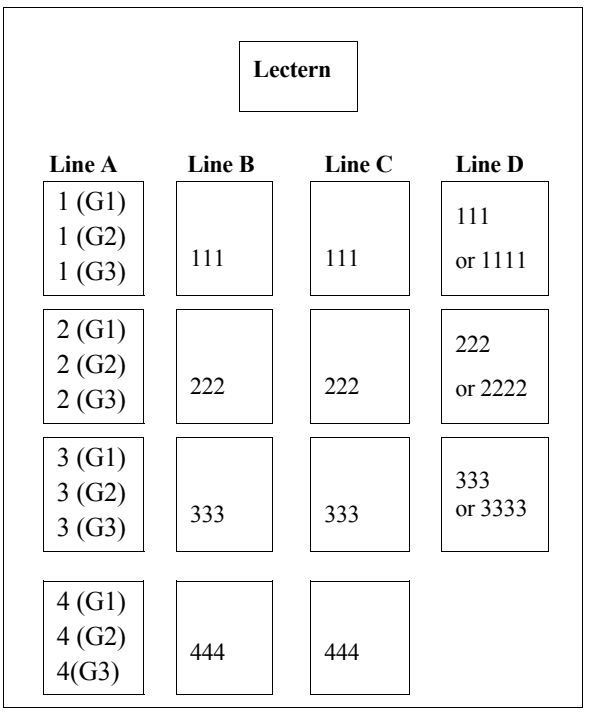
3) Stage 2: Reciprocal Peer Tutoring

After the workshop of preparation stage, the instructor asked each group to number each member as 1, 2, 3, and 4 (See Figure 1). This numbering was randomly made every week so that the possibility for more peer interaction could be increasing. Then the instructor re-grouped the students within the same line as follows:

For Line A: 1234(G #1), 1234(G #2), 1234(G #3)
→ 1(G1)1(G2)1(G3), 2(G1)2(G2)2(G3), 3(G1)3(G2)3(G3), 4(G1)4(G2)4(G3)

FIGURE 2

The Stage for Reciprocal Peer Tutoring



The newly formed group formation was shown in Figure 2. Now in each newly assigned group, there were 3 members (sometimes 4 members for one group in line D) who were ready to perform reciprocal peer tutoring. For example, the first group in line A was formed as 1(G1)1(G2)1(G3), and each of them had investigated 3 different reading passages through collaborative workshop from the former stage. Now in the newly formed group, each member was supposed to teach the other two members the reading passage that they had

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prepared in the stage 1. At the same time, they were taught two different reading topics by members in this newly formed group.

4) Stage 3: Wrap up – Teacher Feedback

After all the students had a chance to teach the other two students and learn from them as well, the instructor let some students demonstrate their understanding about the text and then provided feedback to students' output. The problem of inaccuracy in students' production may result from group activities in this EFL setting. The instructor recognized the recurring issues of the text that most students felt difficult to understand while guiding students at the workshop stage. In this stage, the instructor gave students corrective feedback as a whole class activity.

3. Data Collection and Data Analysis

A few different methods were used to collect and analyze data for this study. First, a questionnaire survey was administered at the end of the semester (See Appendix). Among 89 students, 85 students participated in the questionnaire survey. For quantitative analysis, the survey questions were analyzed using SPSS 19.0 in order to examine how the students viewed their experience of reciprocal peer tutoring activity, how interaction through cooperation and collaboration influenced them to motivate their English leaning, and how sharing a language learning and teaching experience through peer tutoring activity helped them promote their autonomy to become more independent and responsible learners. The questionnaire consisted of 27 items and two of them were open-ended questions. The five Likert-scale question items of the questionnaire survey were analyzed by SPSS Frequency Analysis. The reliability of the questionnaire survey was Cronbach α =.858, which indicated that the survey result was very reliable.

Second, descriptive data from open-ended questions of the questionnaire were gathered and described to elicit the students' experience and perceptions about the advantages and disadvantages of reciprocal peer tutoring. In addition, for more in-depth analysis, descriptive data from Anonymous Online Class Report posted on the university cyber campus e-class were also added to enhance the portrayal of the cooperative and collaborative learning. Anonymous Online Class Report was conducted online during the semester, and the students were advised to feel free to write their opinions or any suggestions to their reciprocal peer tutoring experience. The anonymity of the respondents was guaranteed for more candid opinions. The descriptive data for the qualitative analysis of this study were collected in Korean and then were transcribed into English.

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IV. RESULTS AND DISCUSSION

1. Learning by Teaching in the Language Classroom

The overall responses of the students toward group activities through reciprocal peer tutoring used for the course were positive. Table 1 presents the students' overall ideas of their English study and their response to the group activities. Among the 85 respondents, 64 students (75 percent) responded that it was interesting to study English through group activities.

TABLE 1

Students' Responses to Overall Ideas of English Study

Questions	SA	A	N	D	SD
I think I am confident about my English ability.	1	24	44	13	3
The level of this class was challengeable for my English proficiency level	6	43	26	8	2
I study English by myself at home.	7	32	31	13	2
I had previous experience to study English through group activities.	10	29	15	22	9
It was interesting to study English through group activities.	17	47	14	5	2

According to the questionnaire, students came to believe that they had an equal chance of improving their linguistic ability through reciprocal peer tutoring. Table 2 showed students' responses to group activities through reciprocal peer tutoring.

TABLE 2

Students' Responses to Group Activities through Reciprocal Peer-Tutoring

Questions	SA	A	N	D	SD
I think the group activities encouraged me to study more regardless of my English level.	5	35	30	12	3
I think teaching other students through group activities helped me improve my English.	11	49	18	5	2
I think learning from other students through group activities helped improve my English.	12	29	29	13	2
The group activities of this class helped me more interested in English.	8	29	32	13	3
I think teaching other students encouraged me to concentrate more on my English study.	22	47	10	6	0

Among the 85 students, 60 students (71 percent) responded that teaching other students through group activities helped them improve their English. Among them, 69 students (81

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percent) responded that teaching other students encouraged them to concentrate more on their study. Based on the students' response, reciprocal peer-tutoring helped the students focus on the study and produced positive effect on their performance.

In stage 1 of workshop, preparation for the tutoring, students' interaction led in elaboration and understanding of difficult concepts and helped them develop their own learning strategies. Each member had an equal chance to contribute to achieving the shared goal and cooperated to understand the reading passage for their tutoring. In stage 2, every student also had an equal opportunity to teach other members and contribute to the group. For anonymous Online Class Report, a student of the course wrote,

> At first, I thought cooperation and collaboration would be unrealistic in this class. Above all, I believed negotiating opinions and time would be problematic for this kind of activity. I assumed that this plan would end in failure just as the other group activities that I had experienced in my high school days. In my prior experience, one or two students took charge in the group activities while the others didn't contribute. I was concerned about how we could learn and teach each other. However, this time was different and it turned out to be a unique experience. We could share various opinions together and tried to improve our grammatical knowledge and reading comprehension skills. We actually helped each other. Because I had to teach the other members after this workshop, I could not lose focus on the study. (Data from Anonymous Online Class Report, 2010, 11)

Analyzing text, identifying the main ideas in the reading passages, processing new knowledge, and linking the cognitive relation of the new learning with their prior knowledge were among the benefit of the cooperative group activities. As Ning (2011) stated, this learning experience gave students who were not familiar with group work more time to develop cooperative and collaborative skills, build up group cohesion, and overcome difficulties in understanding the text.

2. Autonomy and Responsibility in Stress-low Learning Environment

Cooperative interaction and discussion in stress-low learning environment can provide students with the channel which leads to the whole new world of powerful learning opportunity. Through meaning negotiation, students could develop cooperative and collaborative social skills, such as asking for help or clarification, making alternative suggestions, and disagreeing respectfully. For open-ended questionnaire, a student of the course wrote,

> Cooperative peer tutoring was very helpful to me. Usually I was reluctant to ask questions to the instructor for shyness. However, I could freely ask questions to my team mates about what I could not understand. (Data from an open-ended questionnaire, 2010, 12)

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In this cooperative learning situation, students were encouraged by peers to improve their learning and at the same time they encouraged and facilitated the achievement of peers' goal. Table 3 showed the students' responses to stress-low learning environment. According to the questionnaire survey, 71 students (84 percent) out of 85 responded that studying English though group activities was helpful to interact with other students. In addition, 67 students (79 percent) answered that the group activities in this class helped create good classroom atmosphere and strengthen relationships among members. Cooperative interaction and discussion in stress-low learning environment encouraged students to recognize the value of team work and the pleasure of respecting each other and sharing with others. It supported students to help and achieve together in a cooperative team spirit. In the process, students could become accountable for each other's learning and attain promotive interaction skills and learning strategies. Through cooperatively and collaboratively organized reciprocal peer tutoring activity, students learned to know that it was to everyone's benefit to facilitate each other's efforts to achieve goals.

TABLE 3

Students' Responses to Stress-Low Learning Environment

Questions	SA	A	N	D	SD
I could adapt myself to the class more easily because of the group activities.	8	43	24	8	2
I think studying English though group activities was helpful to interact with other students.	26	45	9	5	0
The group activities in this class helped create good classroom atmosphere and strengthen relationships among members.	22	45	14	4	0
I made an effort not to be absent from the class due to the group activities in class.	10	29	15	22	9
I felt more comfortable to be taught by other classmates of my group than by the instructor alone.	17	30	19	12	7

Cooperative learning such as reciprocal peer tutoring promoted greater achievement motivation, more intrinsic motivation, more persistence in completing the tasks, and greater continuing motivation to learn (Myung-Hee Seong, 2001). For anonymous Online Class Report, a student of the course wrote,

> The idea of teaching the other students made me more responsible in preparing the text analysis in the workshop stage. After the workshop, I enjoyed teaching the other group members with what I had prepared. The class was more dynamic and interesting than the teacher-led English reading course. I could actively participate in the class because of the group work. (Data from Anonymous Online Class Report, 2010, 11)

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Table 4 showed students' responses to learner autonomy and responsibility. According to the Table 4, 61 students (72 percent) out of 85 answered that they thought they became more responsible for their study due to the group activities. Moreover, 61 students (72 percent) answered that they felt more confident in their study due to the group activities.

TABLE 4

Students' Responses to Learner Autonomy and Responsibility

Questions	SA	A	N	D	SD
I think I actively participated in the group activities.	20	43	19	3	0
I think I became more responsible for my study due to the group activities.	21	40	20	3	1
I was more motivated when I studied English through group activities than without group activities.	16	40	18	8	3
I felt more confident when I made a presentation after group activities than without group activities.	16	45	17	6	1
I think studying English through group activities encouraged me to study more voluntarily.	13	40	17	3	2

In the reciprocal peer tutoring, no one could piggyback on the efforts of other members. Each student could realize individual responsibility and accountability for doing their own share of the group work.

3. Teacher's Roles in Cooperative and Collaborative Learning

Promoting learner autonomy through peer-tutoring does not mean a reduction of teacher intervention or initiative. In promoting learner autonomy in language classroom, teacher support is an important factor, and students expressed positive responses on the role the teacher played in helping and supporting them. Table 5 showed students' responses to teacher roles in their cooperative and collaborative learning. Among 85 respondents, 46 students (57 percent) responded that they thought they could get more personal feedback from the teacher when they studied English through group activities than without group activities. 65 students (76 percent) thought the feedback from the instructor was supportive. Students felt that they could get more personal assistance from the instructor because the instructor gave prompt feedback to the students' difficulties in understanding the text while circulating around the classroom in the workshop stage. As a result, 61 students (72 percent) among 85 respondents answered that they were satisfied with the group work done in this class.

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TABLE 5

Students' Responses to Teacher's Roles

Questions	SA	A	N	D	SD
I think other students were actively involved in the group activity.	13	57	13	2	0
I think I could get more personal feedback from the teacher when I studied English through group activities than without group activities.	15	34	17	17	2
I think I could have more interaction with the instructor due to the group activities.	11	44	15	13	2
I think the feedback from the instructor was supportive.	15	50	15	5	0
I am satisfied with the group work done in this class.	20	41	18	5	1

Group activities encouraged students to be more independent and responsible for their learning, but teachers still had important roles to play while students cooperated with each other. Like any other learning activity, peer tutoring can be most effective when it is integrated into a coherent course program where learners are able to get some support and encouragement from a teacher (Milton, 1997).

According to the responses from the open-ended items of the questionnaire survey, some students revealed the concern about inaccuracy in students' production that may result from their group activities. They wrote that they preferred an assertive and active teacher who would provide feedback in the form of corrections. Although lack of accuracy was a shortcoming in cooperative learning because peer output was less accurate than teacher output, teachers could effectively deal with the problems by asking constructive questions and providing prompt corrective feedback. Teachers should watch over the whole learning environment to guarantee effective group activities. It is crucial for the teacher to establish a good relationship with students and support them in their learning by providing feedback, encouragement, and reinforcement. With the initial orientation and the final wrap-up of the reciprocal peer tutoring activity, teachers can serve the designated roles as a manager, a final arbiter, a facilitator, and a guide in the cooperative and collaborative learning.

V. CONCLUSION

This study tried to investigate the characteristics of an English reading program emphasizing on its significance in enhancing cooperative and collaborative interaction, motivating students**,** encouraging student-centered autonomous and independent learning. This English reading instruction using cooperative group activities was based on the reciprocal peer-tutoring, which was supported by the Vygotskyan perspectives of the learning environment through interaction, collaboration, reflection, sharing, and community.

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Students of this study responded that students' cooperative interaction through reciprocal peer tutoring helped them to elaborate and understand difficult concepts and facilitated them to develop their own learning strategies. Stress-low learning environment encouraged cooperative interaction and open discussion. It also helped students recognize the value of group work and the joy of caring each other and sharing with others. Through this reciprocal peer tutoring, each student could understand individual responsibility and develop their autonomy for doing their own contribution to the group work. Although a learner-centered arrangement is advisable, monitoring and providing an appropriate amount of input from the teacher could serve a crucial role in leading reciprocal peer tutoring into success (Yoon-Hee Soh, 2000). The support and encouragement from the teacher could play an important role in boosting students' motivation to sustain a lifelong interest in their independent learning.

This English reading instruction using reciprocal peer tutoring tried to provide students with the cooperative and collaborative learning environment which were able to enhance learner motivation and autonomy, flexible learning situations, affective support as well as instructional support from the peer students and teachers. This study showed that integrating an English instruction with cooperative group work through reciprocal peer tutoring could provide the students with more comfortable learning environments that promoted more dynamic interaction and cooperation.

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APPENDIX

Questionnaire

Male: ____ Female:____ Major:_____ Grade:_____

This survey is to examine your experience and opinion about the English Reading course assisted by the group activities for this semester. Please read each question carefully and mark your answer.

SA. Strongly Agree

A. Agree

N. Neither Agree nor Disagree

D. Disagree

SD. Strongly Disagree

1. I think I am confident about my English ability.

SA. A. N. D. SD.

2. The level of this class was challengeable for my English proficiency level.

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SA. A. N. D. SD.

3. I study English by myself at home.

SA. A. N. D. SD.

4. I had previous experience to study English through group activities.

SA. A. N. D. SD.

5. It was interesting to study English through group activities.

SA. A. N. D. SD.

6. I could adapt myself to the class more easily because of the group activities.

SA. A. N. D. SD.

7. I think studying English though group activities was helpful to interact with other students.

SA. A. N. D. SD.

8. The group activities in this class helped create good classroom atmosphere and strengthen relationships among members.

SA. A. N. D. SD.

9. I made an effort not to be absent from the class due to the group activities in class.

SA. A. N. D. SD.

10. I felt more comfortable to be taught by other classmates of my group than by the instructor alone.

SA. A. N. D. SD.

11. I think I actively participated in the group activities.

SA. A. N. D. SD.

12. I think I became more responsible for my study due to the group activities.

SA. A. N. D. SD.

13. I was more motivated when I studied English through group activities than without group activities.

SA. A. N. D. SD.

14. I felt more confident when I made a presentation after group activities than without group activities.

SA. A. N. D. SD.

15. I think studying English through group activities encouraged me to study more voluntarily.

SA. A. N. D. SD.

16. I think the group activities encouraged me to study more regardless of my English level.

SA. A. N. D. SD.

17. I think teaching other students through group activities helped me improve my English.

SA. A. N. D. SD.

18. I think learning from other students through group activities helped improve my English.

SA. A. N. D. SD.

19. The group activities of this class helped me more interested in English.

SA. A. N. D. SD.

20. I think teaching other students encouraged me to concentrate more on my English study.

SA. A. N. D. SD.

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21. I think other students were actively involved in the group activity.
    SA. A. N. D. SD.
22. I think I could get more personal feedback from the teacher when I studied English through group activities than without group activities.
    SA. A. N. D. SD.
23. I think I could have more interaction with the instructor due to the group activities.
    SA. A. N. D. SD.
24. I think the feedback from the instructor was supportive.
    SA. A. N. D. SD.
25. I am satisfied with the group work done in this class.
    SA. A. N. D. SD.
26. Please write the most enjoyable aspects of group activities. (Write in Korean if you want.)\

27. Please write suggestions to your instructor for the better class. (Write in Korean if you want.)

Examples in: English
Applicable Languages: English
Applicable Levels: College

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