

Speaking in English Shoulder to Shoulder: A Reciprocal Peer Tutoring Strategy

Angie Zenaida Molina Buitrago

Laura Juliana Nempeque Murcia

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

ESCUELA DE IDIOMAS

LICENCIATURA EN IDIOMAS MODERNOS

TUNJA

2019

SPEAKING IN ENGLISH SHOULDER TO SHOULDER

Speaking in English Shoulder to Shoulder: A Reciprocal Peer Tutoring Strategy

Angie Zenaida Molina Buitrago

Laura Juliana Nempeque Murcia

Directed by: PhD. John Jairo Viáfara González

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

ESCUELA DE IDIOMAS

LICENCIATURA EN IDIOMAS MODERNOS

TUNJA

2019

Approval Grade

Signature Juror 1

Signature Juror 2

Abstract

This paper reports the findings of the reciprocal peer tutoring strategy applied with thirty-four tenth graders in a public school in Tunja, Boyacá. Though at the very beginning of the study these students did not seem to be neither interested in nor aware of the benefits that speaking English has, the participants changed their attitudes forward English as they worked with a partner to improve their learning and to develop their autonomous learning as well. The interaction generated demonstrated that students not only worked with another person, who was not close to them, to achieve the academic goals, but also to gain social skills to realize the way they had to treat someone else making use of their values (respect, understanding, patience, etc.) and to be more aware of the other's existence for asking help and supporting their needs. These individual goals were gathered in one main achievement which was to reinforce the identity of the group.

Keywords: reciprocal peer tutoring, autonomous learning, English learning, secondary level school study.

Resumen

Este documento reseña los hallazgos de una estrategia de tutoría recíproca entre compañeros aplicada con treinta y cuatro estudiantes de grado décimo en un colegio público en Tunja, Boyacá. Aunque al principio del estudio estos estudiantes no parecían estar interesados ni tampoco conscientes de los beneficios que tiene el hablar inglés, los estudiantes cambiaron sus actitudes hacia el inglés cuando trabajaron con un compañero para mejorar su aprendizaje como tal, y desarrollar su aprendizaje autónomo también. La interacción generada demostró que los estudiantes no solo trabajaron con otra persona, quien no era cercano a ellos, con el fin de alcanzar objetivos académicos, sino también para ganar habilidades sociales para sensibilizarse de cómo deben tratar a alguien usando sus valores (respeto, comprensión, paciencia, entre otros), y ser conscientes de la existencia del otro para pedir ayuda y apoyar sus necesidades. Estos objetivos individuales fueron reunidos en un logro principal el cual fue reforzar la identidad del grupo.

Palabras clave: Tutoría recíproca entre iguales, aprendizaje autónomo, aprendizaje del inglés, estudio a nivel secundario.

Acknowledgment

First at all, I give thanks to God for having let us to keep strong and patient to tackle the difficulties presented and learn from them; and because at the end it was possible to get this important achievement for our lives. Likewise, I want to express my gratitude to my family for the efforts that they have done to support me during my whole life, but especially since the day I decided to take the first step of this journey.

I do not have words to express my profound gratitude to my partner, Juliana, for having made this amazing journey with me; for their ideas, willingness, and work to do her best and achieve successfully the goals proposed. The experiences and learning gained let me to build up an incredible friendship and to have indelible memories.

Finally, I want to thank to Ph.D. John Viáfara for his advice and constant support in the development of this study since without his help and guidance in each step that we took along this time, this journey will not have been possible.

Angie Zenaida Molina Buitrago

In the first place, I want to express my gratitude to God for allowing me to share this significant moment with the people who I love. This experience has taught me not only about my profession in terms of knowledge, but also has made me found myself in unexpected situations that I had to face with temperance to find the calm that comes after the storm.

I am grateful for having my mom next to me along this process, she always had the right word for me not to give up, her love, understanding and support have been essential to me. Of course, this gratitude is not completed if I would not mention my project partner, Angie Molina, she was that peer who supported and encouraged me (more than one time) to reach the top of this awe-inspiring project. I thank her for being that vain who tangles and shares with another vain (me) her knowledge and great ideas to obtain the best of everything.

As in the strategy described in these pages, every plant needs a guidance to keep the right path. In this process, the professor John Viáfara was that person who guided and advised us to see the situations and circumstances from a critical and detailed way in all aspects.

Laura Juliana Nempeque Murcia

Table of Contents

Abstract	IV
Acknowledgment	V
Introduction	1
Statement of the Problem	3
Justification	6
Research Questions	9
Research Objectives	9
Main Objectives	9
Specific Objectives	9
Literature Review	10
What is peer tutoring?	10
Principles underling peer tutoring	12
Types of peer tutoring.....	13
Traditional peer tutoring (tutor-tutee).....	13
Online peer tutoring.	13
Reciprocal peer tutoring.	14
Peer tutoring in EFL/ESL – Advantages and Disadvantages	15
What is autonomous learning?	21
Autonomous Learning in Language Learning	22
How to Guide Autonomous Learning	23
Autonomous Learning and Peer Tutoring in EFL/ESL	24
Research Design	26
Research Approach.....	26
Setting, Population and Participants	27
Ethical Issues	29
Data Collection Instruments and Procedures.....	29
Audio recording.....	29
Students’ artifacts.	30
Researchers’ Journals.	31
Focus group interviews.	32

Teachers' artifacts.....	34
Pedagogical Design	35
Data Analysis.....	42
Findings: Allowing the Emergence of First Plant Roots.....	44
Ups and downs of trailing plants growing and tangling together.	46
From roots to fruits: plants searching for its purposes.	61
Conclusions.....	75
Pedagogical Implications.....	79
Further Research	82
References.....	83
Annexes	85
Annex 1. Diagnosis Survey.....	85
Annex 2 Script of audio recording.....	89
Annex 3 Consent form.....	91
Annex 4. Peer Tutoring Format.....	92
Annex 6. Teacher's artifacts- Lesson plan	93
Annex 7. Peer Tutoring Format.....	105

Introduction

This study: “*Speaking Shoulder to Shoulder*” is about the implementation of a peer tutoring strategy and the exploration of English learning and autonomy while this strategy was employed in a classroom. This study was carried out during the *Práctica Pedagógica Investigativa de Profundización* as a “classroom project” in a public school in Tunja. The participants of the study were a group of 34 tenth graders who had traditionally showed apathy towards partaking in their English class. This attitude seemed to be the result of their lack of knowledge of English and of confidence to speak this language. Besides, they showed a low level of autonomy concerning English learning.

Our intention was to design a pedagogical strategy to confront a big concern in English teaching education in Colombia: English learning seems to be a difficult issue for students at public schools in the country based on statistics found which showed that only a 6% of the students population improved their English learning quite below to the 40% from 2008 to 2013 it was revealed by the Ministry of Education (2014). We also found that there are studies examining peer-tutoring and autonomous learning in relation to the learning of English in Colombia at the university level, such: Interweaving autonomous learning in peer tutoring in coaching EFL students-teachers (Ariza & Viáfara. 2009), however, studies at the secondary level are needed.

The researchers saw the necessity of tackling the aforementioned issue by encouraging students to become aware of their role as active and autonomous learners who could value their learning of the language and its communicative nature to understand and be understood by others while enriching their worldview to create cooperative links with others. From the previous scenario emerged the following research objectives: to explore how tenth grade public school

students' involvement in peer tutoring shaped their English learning and to describe what tenth grade public school students' engagement in peer tutoring informed us concerning their construction of autonomy as English learners.

To achieve these objectives, the research approach we employed was a qualitative one since this approach allowed us to describe, interpret and analyze the phenomena under study from the learners' perspective in a naturalistic environment. Furthermore, we used an action research methodology because we attempted to improve a problematic situation concerning participants' English learning through a cycle of planning, action, observation and reflection. The action stage integrated a peer-tutoring strategy implemented through three stages *adjusting*, *exploring*, and *being in one's own element*. Through this cycle, the following instruments were applied and used to collect data and monitor how the strategy worked: audio recordings, peer tutoring formats, teachers' journals and focus groups.

In this paper, the reader will find the statement of the problem, justification, objectives, research question which are the pillars of the study. A second part will discuss the literature review. Then we will continue by describing the research and pedagogical design. Finally, we share the data analysis methodology, the findings, conclusions, pedagogical implications and further research.

Statement of the Problem

During the last years, the Colombian government has implemented some programs in order to promote bilingualism. In this vein, it has proposed as a goal that all public schools' students learn English as a foreign language and become bilingual by 2025. Nevertheless, those programs have not been very efficient and it is evidenced, for example, in the low interest that was perceived in students to learn English during the several observations we conducted of the target population. Another evidence of the challenges that this policy faces can be found in the document Colombia Very Well -Programa Nacional de Inglés 2015-2025 by the Ministerio de Educación Nacional (MEN) (2014, p. 17) which points out that “de 2008 a 2013 el % de bachilleres en nivel B1 o superior ha pasado de 5% a 6% muy por debajo de la meta de 40%.” (From 2008 to 2013 the percentage of high school graduate people with a B1 English level has increased from 5% to 6% quite below the goal of 40%.) Along 5 years, this program has not achieved the expected goals, which means, it is not as effective as expected due to its slow progress and it really needs several changes.

Though the aforementioned challenges can be related to a lack of appropriate English language levels in teachers and the lack of materials, one of the most important factors is probably, as we have mentioned above, students' low interest in learning the language. This attitude is mainly reflected on aspects such as the lack of students' participation in the English class and their low degree of autonomy to learn English.

In regards to the previous situation, in the *Práctica Pedagógica e Investigativa de Profundización*, which was developed in the public school *Institución Educativa Antonio José Sandoval* in Tunja with tenth graders (10-3), before starting with this study, we could observe different issues that corroborated the previous panorama: students' participation was not quite

active, therefore in our first observations it was hard to tell how good their speaking level was at that moment; students' problems to collaborate with each other were notorious and their limitations regarding their autonomous work were evident. This was verified through a survey applied, at the beginning of this process, in which student's answers supported our analysis (see annex 1). In relation to the first item, students' participation, it was possible to notice that a significant number of tenth grade students did not partake in their English class voluntarily because they had difficulties regarding speaking skills; their moderate-low level of proficiency was notorious. Instead of applying a proficiency test, we applied a survey where students marked from 1 to 5, being 5 the highest rate, how they consider their English proficiency in the four skills (listening, speaking, writing and reading).

Besides their own self-assessment of their general English level, students had the chance to answer two simple questions to check their vocabulary knowledge and uses of different tenses (present simple, past simple). Hence and based on the survey applied, most of the students manifested that they considered their level of proficiency in English from 2.5 to 3 in the scale from 1 to 5. Some of the main reasons we identified for students' limitations in oral skills were related to their low self-esteem (see annex 1).

Statistically, 25% of students partook in class actively by developing activities, paying attention and making questions to solve doubts which led some of their partners to get interested in partaking too. 45% of class participates felt comfortable and sure of their answers to share with the rest of the class. There was a 30% of students who had a passive role in the engagement of the class, but at the same time, they provoked misbehavior, disruptive attitudes associated with passivity, aggression, segregation from the rest of the class.

Regarding the second aspect, team work, we could notice some weaknesses expressed by the students about it through the survey they answered. The most frequent comments were that working on their own was better because they could feel more concentrated and could do the exercises in a better way, and that not always working with someone else implied to be supported because oftentimes only one person was in charge of doing everything. The statements mentioned above led us to revisit the idea of what team work was about for them. In that sense, team work gains importance when it is organized and has a clear objective for the students and the class itself.

The latter item, students' autonomy, was a critical point along the information collected through the surveys and the observations in the classes. Here, students seemed to exhibit a lack of independence, but at the same time, they needed to gain autonomy regarding class and self-directed work as a tool for their improvement in English language learning. Based on the information collected from students' opinions, it was possible to conclude that they were over dependent on others to function in the English class. They usually asked either their English teacher or their classmates for help from the start, instead of trying to solve their doubts using their own tools, resources and strategies first to then seek for help. In addition, we observed that it was rare to identify someone who tried to do an extra effort in order to find answers on their own before raising their hand to ask for help.

Justification

This proposal intended to contribute to the ELT academic research field by exploring peer tutoring at the secondary school level in order to foster students' English learning and autonomy in the English classes. These were the goals we attempted to achieve based on the policies proposed by the Ministerio de Educación Nacional (MEN). The Ministry has established that Colombian people must learn English as a foreign language not only for cultural exchanges, but also in the academic contexts to understand scientific and technological knowledge from other world places, and to generate this knowledge and share it with the world as well. This study sought to contribute with the national objective of increasing Colombian population English level, especially in relation to secondary public schools.

Bearing in mind the diagnosis conducted, the relevance of focusing our study in a team work strategy was related to some students who mentioned their willingness to work with their partners and to collaborate with each other because they wanted to enjoy a dynamic engagement to share and discuss from different points of view about a topic, and at the same time, to solve doubts without shyness and shame. As a conscious response to these students' needs, we set reciprocal peer tutoring, as one of the main approaches in this project. We thought that this strategy could allow a remarkable boost in their oral skills through collaboration among them, and at the same time it could make the class more dynamic in terms of participation.

The benefits disclosed about peer tutoring in other contexts and studies indicate that this strategy improve academic aspects, in the case of all these studies also focused on language, for instance, improvement of language skills or learning strategies. But what is more, these studies also showed a reinforcement in the integrity of a person and how students interact with others putting in practice social values as tolerance, patience or respect.

The studies found as the background for this reciprocal peer tutoring strategy, let us know that their impact in regards to English learning was conducted at the university level in Colombia, and at the school level, it has been enacted abroad. Therefore, the limitation is bigger when it is about local contexts. Hence, this study aims to open a path for the reciprocal peer tutoring implemented in Colombian high school education, especially in English as a Second Language (ESL).

This study also sought to tackle participants' lack of independence in English learning, as discussed in the problem statement section. Despite the perceived low level of autonomy in these students, according to the surveys and observations through classes, we could notice that students had a scrap of autonomy in terms of asking their partners for help; they could get responses and support. Therefore, we thought we could take advantage of this attitude they showed through the implementation of the reciprocal peer tutoring strategy. In this vein, this study is valuable since it sought to provide to participants opportunities to address and reshape the meaning that they held of collaborative work.

These insights let us to take advantage to give them a proper guidance in terms of autonomy. We considered autonomy as important factor because it was going to motivate students to found out inside them their strong skills and also identified their weaknesses in order to take the initiative to start working on, and as another benefit the achievement of English proficiency at the end of the school stage.

Without a doubt, autonomy is not an easy habit to acquire because it implies a big effort and deep search of the appropriate tools, sources and strategies from the learner independently. In addition, the education environment does not contribute to this autonomous learning to a large extent, since schools and teachers are used to provide all the help to students without giving to

them a chance to assess that help and the freedom to search other sources. Consequently, when this action becomes repetitive along the course of the school, the student will be a dependent and lazy person by the end of the last grade.

That is why a good manner to stimulate this autonomy is by the guidance of a set of steps that gives to students several alternatives, freedom and critical thinking opportunities, so students can get used to them and probably define their study and academic strategies with their teacher's accompaniment, but never with a vision of the teacher as the person who knows all the solutions and has all the sources.

Bearing in mind that autonomy is not either a topic well-explored at the level of high school, it becomes the main reason why this study was proposed and developed defining it as an innovative and attractive research that could supplement lacks of second language learning in educational institutions fulfilling the students' needs. So, this fact can make this study a pioneer in education in regards to autonomy.

Research Questions

How does tenth grade public school students' involvement in peer tutoring shape their English learning?

What does tenth grade public school students' engagement in peer tutoring inform us concerning their construction of autonomy as English learners?

Research Objectives

Main Objectives

- To explore how tenth grade public school students' involvement in peer tutoring shape their English learning.
- To describe what tenth grade public school students' engagement in peer tutoring inform us concerning their construction of autonomy as English learners.

Specific Objectives

- To describe participants' autonomy as English learners while they are involved in peer tutoring
- To examine students' English learning as related to their engagement in peer tutoring.

Literature Review

In this section, relevant constructs for the development of this research proposal will be presented. Thus, the main intention is to discuss the theoretical framework and research studies that are foundational to understand the essence of the reciprocal peer tutoring strategy to be used with students of tenth grade of the public school Institución Educativa Antonio José Sandoval in Tunja. On the one hand, the section will define peer tutoring, its principles, types and studies related to it. On the other hand, it will define autonomous learning, autonomous learning in language learning, its guidelines and its studies linked to peer tutoring in ESL/EFL.

What is peer tutoring?

When secondary learners have doubts about certain topic that they have studied in their English classes, they might feel inhibit and embarrassed to ask for help to their teacher because they could feel either that their doubts might be too foolish to be answered; they do not have the appropriate language for communicate it in English; or precisely, they do not feel confident asking the teacher at all.

In that sense, Mynard & Almarzouqi (2006) claim that peer tutoring is a system whereby learners help each other and learn by teaching. This help is provided by advanced students to other students with lacks in their knowledge or needs in regards to contents or learning strategies out-of-class.

Even though in the traditional peer tutoring the roles established are quite different in their performance, they complement one another in distinct ways. For the tutees, being encouraged and assisted with the explanations. For the tutor, tutees enhance different values on him/her such as, responsibility, patience, thoughtfulness and commitment while he/she is teaching.

To support this previous assertion Cohen, Kulik, & Kulik, (1982) state that “Each of the reviews concluded that tutoring programs can contribute to the academic growth of the children who receive the tutoring and probably to the growth of the children who provide the tutoring as well”.

However, the tutees’ role is more demanding because they have to deal with their lack of meta-cognitive awareness, its difficulties to tackle their weaknesses and their learning needs. Besides, considering that the final reward and the main beneficiaries of the peer tutoring work are the tutees; they are who have to make an extra effort to achieve their goals successfully.

Defining in a deeper way the roles of both tutor and tutee in peer tutoring: it can be said that the role of the tutor is to guarantee an accompaniment and support to the tutee not only in the academic performance, but a development and stimulation of all their abilities as human and social beings from an holistic perspective (Viáfara & Ariza, 2008). Consequently, peer tutoring goes beyond the understandings and acquisition of knowledge in relation to a subject, but also the integrity of a person when he/she links this knowledge with the world that surrounds him/her. As a conclusion, the role of the tutee is about developing abilities in the academic area in which he or she is being assisted, allowing better self-knowledge and relation with his/her environment (Viáfara & Ariza, 2008).

Therefore, what peer tutoring seeks is to make students realize that a teacher is not the only person in the classroom who can solve a doubt and can reinforce a topic. In words of Damon and Phelps (as cited in Kalkowski, 1995, p.5) “the tutee in a peer relation feels freer to express options, ask questions, and risk untested solutions. The interaction between instructor and pupil is more balanced and more lively”. In this order of ideas, one of the aims of peer-tutoring is to give learners the opportunity to be part of the learning process of their partners, and

at the same time, to take advantage of the knowledge and willingness provided by their classmates.

Furthermore, when students work with their classmates, an environment full of diversity is created in terms of ethnicity, biological features and identity that lead a class to live fruitful learning experiences and understandings. Also, the fact of getting to know other teenagers could allow them to feel more comfortable in order to practice their language skills. This previous statement is quite linked to social constructivism which is the learning theory behind peer tutoring.

Principles underling peer tutoring

In that sense, peer tutoring is the collaboration that allows an expansion of participants' knowledge as a result of an exchange of understandings when intersubjectivity takes place. It means, when not only the adult or tutor gives his/her point of view but also the tutee replies or complements the previous idea from his/her own reality (Tudge, 1992).

In this vein, considering Vygotsky's sociocultural theory, it has established that cooperative learning takes a main place into the classroom when interaction goes not only in the direction of student-teacher, but also student-student. This reciprocal interaction reflects a social constructivist classroom and deeper understanding among classmates (Powell & Kalina, 2009).

The core of the peer tutoring is that there is a person who needs certain aid, and this aid is supplied by another person who is more proficient and qualified in the area as a tutor as Mynard & Almarzouqi (2006) posit:

“According to the Vygotskian approach, more competent learners scaffold weaker ones and help their progression through the zone of proximal development, i.e. the difference

between a learner's performance unaided and that when assisted by an adult or more competent peer" (p. 14).

Types of peer tutoring

There exist some types of peer tutoring which have been quite useful in different academic areas, among them, the traditional peer tutoring, online peer tutoring and reciprocal peer tutoring.

Traditional peer tutoring (tutor-tutee).

Based on Topping (2015), when peer-tutoring models started, the tutor was conceived as the substitute of the teacher, he was someone who had to have almost the same proficiency and capacities of the professional in charge of the class. The tutor is a student with a higher proficiency than tutees', and the tutee is always the one who is learning from the tutor. Fortunately and nowadays, the role of the tutor has expanded. Although their role is still to guide, in some sense, it is broader; tutors try to be closer to tutees in order to create an atmosphere full of confidence, harmony and understanding between both, tutor and tutee. Nonetheless, it is important to highlight the role and aims of the tutee in this process.

Online peer tutoring.

Here, the use of the ICT becomes the means to generate a space for teaching and learning between partners. Tinio (2003) cited in Herrera & Largo (2017) has reported that "ICTs are a potential powerful tool for extending educational opportunities". Therefore, in this type of model technology and its advantages are a successful way for students to get immersed in authentic contexts where second/foreign language learners can practice and make use of the language naturally (Gelabert, Gisbert, Topping, & Thurston, 2008).

Reciprocal peer tutoring.

In this type of peer tutoring, the entire group is assigned for both of the roles as tutors and tutees. Therefore, when the members develop their role as tutors providing feedback to their partner, their job is monitored by the teacher either by the end of the session or by the end of the project. However, there is a limitation for the teacher and is discussed by Dioso-Henson (2012); the teacher may not have a clear idea of what happens in peer-tutoring and may not be completely sure of the positive or negative outcomes and obstacles.

Reciprocal [peer] tutoring programs give the opportunity to high-needs students to learn English from their peers as Gartner & Reissman (1993) point out. In a setting where most of the students have many needs and weaknesses regarding English learning, and the students who are competent are few; this type of peer tutoring is suitable to tackle their difficulties and to gain much more than what is expected. So, it implies that they could make a big effort to collaborate when they perform their roles as tutor or tutee creating interdependence for mutual growing.

As Gartner & Reissman (1994) affirm reciprocal peer tutoring “is designed to (1) give all students the opportunity to be tutors and thereby learn through teaching, (2) have all tutors experience the tutee role as part of a tutoring apprenticeship.” (p.58). This exchange of roles allows students to walk a mile on the other’s shoes and understand that uncomfortable position from a tutee to express a doubt or simply to say that the topic is confusing. Now, when a student changes his role from tutee to tutor, he understands that every person wants to receive a feedback about their performance with certain subtle and kindness.

In a classroom, there are two main characters, students and teacher. In a reciprocal peer tutoring strategy, the roles of these characters change. Students’ roles has been already explained. Now, it is indispensable to elucidate what teacher’s role is about in reciprocal peer

tutoring. The teacher's role is reshaped since he/she is seen as a guide who helps students to solve a doubt when none of the other students are able to do it. Therefore, this type of peer tutoring becomes teachers "activators of this untapped source of energy" (Gartner & Reissman, 1994) (students' energy). Here, it is important to mention that this is the type of peer tutoring that constituted this strategy.

Peer tutoring in EFL/ESL – Advantages and Disadvantages

In relation to research findings regarding peer tutoring which have been conducted at the local level, most of them can be found at the University context. In the following paragraphs they are presented.

A project implemented in Colombia focused on students of the first semester at a public university: "Interweaving Autonomous Learning and Peer Tutoring in Coaching EFL Student-Teachers" (Ariza and Viáfara, 2009). This study was related to the establishment of the decree 2566 launched by the Colombian Ministry of Education (MEN) in 2003 whose objective was to arrange a credit system to shape independent work at the tertiary level of education. In this vein, there were concerns to optimize the advantages and demands of this policy concerning: firstly, Modern Languages Program students' low level of proficiency and secondly, unclear tutoring guidelines for educators.

After, the researchers applied a survey to know the concepts that teachers and students had about tutoring and autonomy; and the related obstacles to carry out tutoring. In that sense, as a response to the challenges, tutorial sessions were established in which high semester students were prepared to be a support for their low semester partners. The gathered data helped the researchers to take a critical position about peer tutoring and autonomy to design a peer tutoring model that was constituted by the main principles of peer tutoring, a cycle in tutoring, and the

ideal tutor's profile. With this model, tutoring was assessed after the first year of implementation tackling the main objective of the project "exploring what features of first semester Modern Languages students' professional preparation emerged as they took part in an autonomous-learning based peer-tutoring model".

Among the benefits identified were: the positive attitudes of tutees to improve their skills and to reshape their views of their future roles as EFL teachers. Also the supportive role of the tutors providing tutees knowledge about strategies and resources to work on their strengths and limitations. In relation to the disadvantages, the study showed that when there was not a clear idea of the tutorial model, tutees became unwilling to the development of the session. Besides, there were cases where tutees felt their tutors were untrustworthy in terms of the knowledge or length of period they put into practice the foreign language.

Here it is presented a study at the university level called *La tutoría entre iguales y la orientación universitaria: una experiencia de formación académica y profesional*. It was carried out by Álvarez & González (2005) at Universidad de la Laguna in Tenerife, España. This study aimed to guide first semester students (tutees) in relation to the transition and adaptation to the university life dealing with academic, social, and personal issues that could make students take decisions in order to abandon the university studies. So, students received accompanying from higher semester students of their program (tutors). Another aim of this study was the previous guidance that tutors received in order to gain the proper abilities to guide these tutees. In doing so, the student tutors took a seminar in which the background in tutoring, the expectation from them, and their motivations to be a tutor were taking into account to shape this profile.

As the benefits of this study we could find that it was a satisfactory experience for both of the tutor and tutee because tutees felt oriented in terms of making decisions in favor of their

academic future and felt supported in their adaptation process to the new demands of the university among them being more autonomous and responsible. There was a recognition of the necessity to support new students in the university orientation not to abandon their studies. In addition, the training for the student tutors was indispensable to guarantee a success guidance. As a disadvantage, student tutors claimed for more dynamic classes in their training course and to be connected to with their previous experiences.

The following research results are about studies in relation to peer tutoring in primary and secondary levels of school education have been conducted abroad. For example in North Carolina, USA by a Colombian English teacher; between Spain and Scotland by teachers from each of the correspondent places of research; and a review of peer tutoring programs as the basis and the start for a new tutor-centered model applied in New York, USA with 500 participants.

Regarding the secondary school context, a study called “Strategies to Help ESL Students Improve their Communicative Competence and Class Participation: A study in a Middle School” was conducted in United States by Claudia Gómez Palacio. The main purpose of the study was “to find strategies that teachers could use to help ESL students improve their speaking skills and class participation” (Gómez 2010, p.73). The population benefitted by this study were ESL students who were frustrated, developed misunderstandings, felt segregated and showed cultural shock while they were getting used to the new culture.

Thereby, a peer tutoring was organized among English native speaking students with ESL students. The tutoring purpose was to help ESL students to improve their proficiency in the foreign language, facilitate the involvement in the school community and reduce stress and cultura shock with the new culture.

Concerning benefits, the researcher noticed the improvement of learners' speaking skills and class participation through the implementation not only of peer tutoring, but also of storytelling, role playing and information gap exercises. In the same way, the communicative and social strategies motivated students towards reading, innovative teaching practices and positive effects related to academic aspects. As some suggestions, the author claims that the teacher always has to conduct the right procedures in each exercise or activity to ensure students' learning. Besides, the researcher warned that the gap exercises have to be prepared by the teacher who is carrying the study. Finally, if there is no a clear instruction for students and an effective modeling about the exercises as well, the strategy will not work and will not be worthy.

Another study is called International Online Peer Tutoring to promote modern Language Development in Primary Schools by Gelabert, Gisbert, Thurston and Topping in 2008, conducted between Spain and Scotland as an eight-week project in which primary students made use of reciprocal peer learning with the support of ICTs (Gelabert et al., 2008, p.462). As positive aspects in this study, the researchers pointed out the potencial gained by the use of reciprocal peer tutoring and the ICTs. On one hand, there were gains in regards to the academic aspects such as the textual production in L2 had a remarkable improvement in the students; besides, students improved the perception of learning and confidence in L2; the study contributed to stenghtening of students' knowlogde of their L1 as they tutored their foreign peers as well. On the other hand, the gains in regards to the intercultural aspect gave students the opportunity to teach and learn about not only linguistic issues, but also about the beliefs, habbits and other cultural features from each country.

Peer Tutoring: Toward a New Model by Audrey Gartner and Frank Reissman, is a study that offered meaningful insights about the evolution of peer programs towards the construction

and new model of peer tutoring, tutor-centered program. The new tutoring model was applied in a number of programs designed to make more intensified use of students as tutors in different education levels by the Peer Research Laboratory. One of this programs was in a school with 500 students who were tutors to younger students promoting the tutor role not having in mind the academic ability.

All of them had the chance of being tutors and learn by means of teaching the subject or topics that in which they had a wider knowledge than their peer. The roles of the tutors were assigned according to the difference from grade to grade: 6th graders tutored 4th graders; 3rd graders tutored kindergartners. Also, “upper grade students in special education classes tutored regular students in the lower grades.” (Gartner & Reissman, 1993).

Even though is true, the help provided in the previous study by the students was cross-aged tutoring. Cross-aged tutoring paved the way of reciprocal peer tutoring since as Gartner and Reissman (1993) highlighted:

“This [tutor-centered]model is different from usual tutoring approaches where more proficient students tutor the less proficient. A second thrust is to make the tutoring process a central instructional strategy, integrated fully in every class work, in contrast to current practice that employs tutoring as a peripheral and remedial activity” (p.2).

The previous features were endorsed and have a similar line with the principles described in the study “International Online Peer Tutoring to promote modern Language Development in Primary Schools”. It is important to highlight that the background of reciprocal peer tutoring started with the first model proposed called “tutor-centered program” that intends the training of tutors based on the sharing of knowledge with other younger partners. Then, reciprocal peer

tutoring started to be explored seeing its advantages when both of the partners exhibit the same characteristics and needs.

Concerning the teacher's role in reciprocal peer tutoring, it can be said that he/she is not only a facilitator of the students learning process but initially he/she has to make a major endeavor to adapt the activities according to the modern language curricula in each school, making easier the practice of language skills learned by the students in class. Furthermore, he/she has the duty to prepare students to understand what reciprocal peer tutoring is about, its aims and its responsibilities, so the experience can bring about gainings and better results. This latter task might be the biggest challenge for developing a strategy as reciprocal peer tutoring is. That is why, Kalkowski (1995) indicates that despite the benefits peer tutoring has, there is still an insufficient research range about this topic.

To sum up, the studies found from an international scope revealed that there have been studies developed in elementary school's contexts focused on different lines of research. However, there was not easy to locate studies conducted at a secondary level of education. Now, from the national scope, the situation is similar in the sense that the research is mainly centered on university's contexts. Therefore, the limitation is bigger when it is about local contexts. Hence, this study aims to open a path for the reciprocal peer tutoring implemented in Colombian high school education, especially in English as a Second Language (ESL).

Thus, having presented the pertinent facts and information connected to peer tutoring, it is vital to mention that when students are involved in a peer tutoring environment, they will have many opportunities to show the way they have enriched their strengths and have hit their weaknesses. Hence, one big chance for them is partaking into the classroom actively to make use

of the language they are acquiring each English class. The section below address the construct of autonomy and the studies found in relation to English learning.

What is autonomous learning?

When there is talk about autonomy, people immediately relate it to independent work. Learners indeed can decide for themselves the appropriate methods, resources and sources for their successful learning. Being more detailed and defining an autonomous learners' profile, Dickinson, (1993) has stated that what characterizes an autonomous learner are: he clearly knows what the teacher is teaching, therefore, he identifies the lesson's objectives; he establishes his own learning goals; he can adequate learning strategies according to his needs often consciously; afterwards, he can reflect on the use of each learning strategy. Consequently, he can identify to what extent some strategies are not suitable for him; he is aware of using many strategies. And finally he assesses his own learning.

In the description above, independent work is totally conceived as the means to achieve autonomy. However, other scholars and researchers have insisted that autonomy is a social construct that involves interdependence rather than independence (Benson, 2011). This statement is linked to the new trends of autonomy. In fact, the social construct and cultural aspects might be a double-edged sword for a learner in their autonomy process. This person can either decide to become completely dependent of a trend, a method, or a style to think and live in the world or he/she also can decide to analyze the socio cultural diversity around him/her and start adapting these tools to his/her learning process in any kind of sense.

Autonomous Learning in Language Learning

Autonomy in learning consists of the willingness from the learner to take control over his learning in the classroom and outside as well. Furthermore, this control is also over the objectives of learning certain topic and the means for achieve them (Benson, 2001).

Based on Benson, (1997) cited in Ivanovska (2015), when a learners start developing their autonomy, three perspectives could be used to examine their autonomy. The first one, a technical persepctive involves skills or strategies for non-monitored learning. The second one refers to a psicological perspective giving to the learners more responsibilities for their own learning, and at the same time, shaping their attitudes and cognitive abilities. The last one, a political perspective emerges when the learners take control over the content and process of their learning; this triggeres empowerment and emancipation.

In view of this process of interdependent work, the students who are immersed in the peer tutoring are expected to optimize the learners' point of view towards their knowledge construction to decide what, when and where to learn, the materials to be used and the way these materials are assessed. (Ariza & Viáfara, 2009, p.89). In this way, learners are also guided to create this environment of exchange of learning strategies in support not only of an individual work, but also a collective holistic development.

Having in mind that analyzing their students' practices for learning in terms of autonomy is not the same for all of them and neither is perceiving all of them at the same level. It is important that in the study Profiles of Autonomy in the Field of Foreign Languages were identified four learners' profiles in relation to autonomy in Language learning. The first profile defines students who are dependent in a big amount of someone else about what and how to work. Then, in the second type of profile, there are the learners who are willing to improve

themselves usually out of the class context. A third profile is for students who show insights of reflection and interest about their autonomy learner as itself. In last place, there are the students who seek to aim at all their goals based on taking decisions with confidence and determination (Cortés & Sánchez. 2005).

Once the peer tutoring strategy was carried out, these types of profiles could be identified into the classroom at different levels. To aim this assertion teacher-researchers had be perceptive to organize the pairs in which one student who was not or very autonomous could work with another who was autonomous or showed insight of it. So, the student who was less autonomous could notice this qualitative in the other, its benefits and learn about it from his peer.

In this way, peers were correctly organized in order to provide the possibility to take a step forward in their learning process. Making that students with a low interest in working on their own felt motivated, were being pushed not only to socialize with their partner, but also that they became active participants of the English classroom.

How to Guide Autonomous Learning

Nunan (2003) asserts that autonomy can be guided. For doing so, he establishes nine steps to become an autonomous learner. To start a suitable process, there is an initial stage related to content orientation that consists of the first three steps: (1) make instructional goals clear to learners; (2) allow learners to create their own goals; and (3) encourage learners to use their second language outside the classroom. These three steps are the preparation for students to understand and explore autonomy by establishing the learning goals about what to learn. In addition, teacher gives the (Powell & Kalina, 2009)m a short period of freedom to decide what to learn outside of class.

Autonomous Learning and Peer Tutoring in EFL/ESL

In terms of studies in relation to autonomy and peer tutoring there will be presented an international study applied in Japan at a University, it is important to highlight that it was focused on the tutors' perceptions. A second investigation is described from the national scope, Bogotá City. And a last project is mentioned from the local scope which is also pointed out in the peer tutoring section above, with the difference that here the results are focused on the autonomy gains from the peer tutoring strategy applied.

The research found for this section showed us that although peer tutoring and autonomy are well linked and different authors claim there is strong relationship between them, most of the studies are approached only on peer tutoring directly, but somewhat the insights regarding autonomy are revealed but not studied in a deeper way.

From the international scope, the research called "Categorizing findings on Language Tutor Autonomy (LTA) from Interviews" (Shirakawa, 2018), was conducted in Japan at a University aiming at collecting tutors' experiences and perceptions. It revealed the role of the tutor in the peer tutoring from different ways. Firstly, as the individual who learns from what he/she teaches. Secondly, a tutor interested not only in the academic growth of their tutees, but also a development of their tutees from the tutors' real learning experiences. Thirdly, they described the tutors' improvement from the tutees' efforts. It means, tutors showed their skills improvements as a personal effort for helping and supplying the needs of their tutees. Also, the motivation for the sessions and a self-reflection of how the process of the tutees has bettered the tutor as well.

As simultaneous results of the previous research described in the Peer Tutoring section, "Interweaving Autonomous Learning and Peer Tutoring in Coaching EFL Student-Teachers",

Ariza and Viáfara (2009) identified three types of autonomous tutees, the first one which is completely dependent from the tutor and needs this guidance most of the time. Then, the second group of tutees who have gradual acceptance of the tutor's suggestions, but has some initiative to develop the activities to improve the learning process. And the last one, a group "characterized by their strong initiative to decide what to do and how to develop their tasks" (Ariza & Viáfara, 2009, p. 101).

Research Design

Research Approach

This study will be conducted under a qualitative approach. Fraenkel and Wallen have maintained that this approach seeks to “investigate the quality of relationships, activities, situations or material” (as cited in Dishlad & Latif, 2013, p.191). Also Burns, (2003) has argued that qualitative research “is to offer descriptions, interpretations and clarifications of naturalistic social contexts” (p.22). Here, peer-tutoring dynamics and participants’ autonomy for English leaning was analyzed from participants’ perspectives, in their regular classrooms and recorded by means of multiple data sources along their engagement in the pedagogical design. As a result of these descriptions, this collected data, in words of Burns (2003), can be used to develop the basis of the research.

Type of Research

An issue in our study was students’ weak English level in connection with a lack of interest for the foreign language. This is why action research was a suitable method to carry out this study; it means, this study involved the implementation of a pedagogical strategy and the effects were examined and used to improve the strategy. Burns (2003) also states that after identifying and investigating a problem in a specific situation, it is necessary to evaluate and reflect about it in order to change that challenging situation and boost effective practice.

In addition, Kemmis & McTaggart (1988) propose an action research cycle in four moments, which was suitable for this study as well. The first moment was *planning*. In this stage, the project started from the very first observation and identification of the problematic phenomena. Then, we took decisions about how to help students to feel interested in learning English and to improve their autonomy.

The second moment was called *action*. In this stage, the pairs were organized being aware of the purpose of the pedagogical design and the commitments each of them had with their classmates and themselves for the improvement of their English learning process and autonomy. When organizing the peers, some students manifested that they did not feel comfortable with their peer assigned. To guarantee a neutral environment, we had to take decisions based on these repetitive complaints and reorganize some couples. On the other hand, in this stage, students were getting use to “peer tutoring time” when the strategy started to be enacted.

The third moment, *observation*, the researchers observed and analyzed the collected data through the process, interpreting them as the effects caused to participants with the implementation of the peer tutoring model. The teacher-researchers had to ask the students not to record a final production of the activities proposed for the class, but to record the whole interaction from the beginning of the activity that emerged when they were developing that exercise.

The last stage was *reflection*, the researchers thought of the effects in order to re-evaluate and re-design the strategy for further planning. In this last point, researches noticed some weaknesses in the strategy that were modified in favor of the effectiveness of it.

Setting, Population and Participants

This study was conducted in the public school Intitución Educativa Antonio José Sandoval with tenth graders (10-3) in Tunja, Boyacá. The strategy was enacted in the regular English classes which length was 3 blocks peer week, each one of 45 minutes.

The participants were 34 students, whose English levels were diverse. Some of them did not have a good English level. Another important number of them could have a regular level

what implied regular-low proficiency, however, this big part of the class demonstrated a completely willingness to partake in this research and improve their English learning in an academic way, and their autonomy as part of their lives out-of-class too. All of them were taking the English class in the same classroom.

The population selected belonged to medium-low social strata. According to the Educative School Project (PEI), 67% of the students who attend to this school live near there which implies economic savings for their families; 15% live in other areas of the city; and the other 15% live in small towns or villages quite close to the city such as Pirgüa, La colorada, San Onofre, Cómbita, Oicatá and Tuta.

Taking into account that the type of school selected was a public one, it is important to have in mind its infrastructural characteristics related to a suitable area with enough classrooms for all students, however, this institution does not have an appropriate sport area. The neighborhood where this school is located “Los Muiscas”, shares its sport court with the school in order for students and teachers to make use of it.

This project was carried out during the final practicum as a “classroom project” in the course of the tenth semester of the undergraduate program, Modern Languages. It entails that the teacher-researcher was developing teaching, academic and discipline assignments in the school during twelve weeks with a time intensity of six hours per day. This final practicum was carried out the second semester of the year (2018).

This research belonged to two researchers performing different roles while the final practicum took place. The first one, Juliana Nempeque, who was working in her final practicum, and at the

same time, was implementing the peer-tutoring model. And the second researcher, Angie Molina, who was helping in the design of the pedagogical experience, and was helping with the research design, data collection and analysis.

Ethical Issues

The place chosen to this research was selected based on the final practicum and its organization. Then, the research was linked as a classroom project assigned to a class according to the availability of the schedule of the teachers from the school and the pre-service teacher's as well.

When the study was about to be applied, there was a meeting with the participants to explain the guidelines of the peer tutoring strategy and to let them know about the consent form (annex 2) and its purpose in the research due to we needed to start the implementation.

This project was carried out during the *final practicum* as a "classroom project" in the course of the tenth semester of the undergraduate program, Modern Languages. It entailed that the teacher-researcher was developing teaching, academic and discipline assignments in the school during twelve weeks with a time intensity of six hours per day. This final practicum was carried out the second semester of the 2018.

Data Collection Instruments and Procedures

The researchers employed four data collection instruments audio recordings, students' artifacts: peer tutoring formats, teacher-researchers' journals, focus group interviews, and teacher's artifacts to answer the question of this study.

Audio recording.

The audio recordings helped us "to reflect on the implicit beliefs, classroom scripts or mental schemata which are brought to classroom processes" (Burns, 2003, p.94). This instrument

was used to record the interaction among students during the development of activities in the classroom; and to obtain participants' responses based on the strategy.

Students used by themselves the audio recording instrument using their cellphones, then they submitted this recording to a Whatsapp group. Consequently, the researchers transcribed the audio recordings, analyzed them and evaluated the quality of the help they offered to each other during peer tutoring and how this interaction gave a direct response to the two interrelated questions of the study (see annex 2). This instrument was often used in one class per week when the activities with peer tutoring were being developed.

Students' artifacts.

Besides, a peer tutoring format was provided to each student in the peer tutoring pairs from the beginning of the study until the end of the experience, so they filled them based on their roles as tutee and as tutor every time they were involved in peer tutoring (see annex 4). Its purpose was that students identified and highlighted the strengths of their peers and at the same way, made suggestions in order for their peer to improve their English learning process. This mechanism was carried out in a respectful and kind atmosphere. Subsequently, students could reflect and wonder about the quality of help that they offered and evaluate the support they received by their peer. As a last aspect of the dynamic of it, there was a commitment made by the owner of the format was based on the suggestions received plus the topic learned that session to improve the weaknesses that the tutors identified during the development of the activity in the peer tutoring time.

These peer tutoring formats were students' artifacts in a very first moment, but at the same time, became teacher-researchers' artifacts because they were analyzed by the teacher-researchers supported by their understanding and reflection as well.

Researchers' Journals.

The two the researchers' kept journals. Journals are defined by Burns (2003) as:

The cumulative effect of recording observations and reflections through notes or journals is very illuminating as over time they build a picture of classroom participants and interactions and provide a record of the processes of problematizing and elucidating the teaching and learning issues (p, 85).

The teacher-researchers' journals provided the opportunity to have a deeper understanding of the studied issue from teacher's perspective after describing, interpreting, and reflecting about the class events proving rich understandings that were only produced by teacher-researchers who knew the participants and were involved in the affective domain of the class. This instrument intended to give answer to the two interrelated main questions of this research.

It means, the researchers read and went beyond in order to understand students' emotions and behaviors accompanied by students' actions and words. On the other hand, journals were also an instrument which researchers monitored and self-reflected about their role and put into words how they felt and their own viewpoints along the research process as well.

This instrument was used by the two researchers from two different perspectives because one of the researchers was in charge of delivering the class, and the other one supported her observing the progress of the class. Along the sessions of the peer tutoring strategy, they took some notes about what happened in regards to English learning and autonomy. Then, they completed these ideas with more detailed descriptions about issues related to English learning, autonomy and developments in the language skills followed by the proper reflections in a journal for each of them from the perspective of each researcher.

The journals were implemented from the first day of implementation of the strategy until the last day of the same.

In the annex 5 , there is a table of the evidence of how we, as researchers, created this journal based on the proforma chart proposed by Margaret Carew (1995) taken from Burns (2003), additionally, the reader will find this chart divided into the main constructs of this study.

Focus group interviews.

As a last instrument, focus group interviews were conducted so as to explore perceptions, doubts, suggestions, attitudes, ideas and feelings of the participants (Descombe as is cited in Dishlad & Latif, 2013, p.192). Besides, the focus group informed of how the strategy was working by listening their meaningful experiences and progress regards their communicative competence (listening and speaking skills). This report was taken from a natural environment for the students where they were influencing and influenced by their partners to speak fluently as in real life they do, instead of make them feel uncomfortable through individual interviews (Casey & Krueger as are cited in Dishlad & Latif, 2013, p.192). Additionally, this instrument helped to answer the two interrelated questions of this research.

There were three focus group interviews conducted in the classroom during the strategy in which 34 students participated. The questions were formulated by one of the researcher, the one who delivered the classes as well, while the other researcher video recorded this interview with a cellphone. Each focus group was conducted after each stage of the strategy (adjusting, exploring and being in their element). To document the data collected from this socialization, a video recording resource was used and then transcribed. To minimize the possible weaknesses while this instrument was employed, for the whole sessions participants were allowed to use Spanish to express their opinions based on the questions delivered by the researchers.

For the last week of each stage, a focus group interview was organized in which peer tutoring pairs shared their points of views about their experiences with the strategy so far. The first focus group was useful for the researchers to have a panorama of how the strategy was working, besides, to gather doubts, suggestions or opinions from the students to better the strategy for the next stages according to the following questions: “*¿Qué puntos positivos pueden resaltar del trabajo de tutoría? ¿Qué papel tiene la estrategia de tutoría recíproca entre compañeros en la interacción con ellos en inglés?*” It is important to bear in mind that these two questions were the main ones, nevertheless, there were some other co-related questions since it was an informal interview. The analysis of the first gathered data had a length of the last two weeks.

In the following five weeks, the next stage, *exploring*, was enacted. Here, the students got more familiar with the dynamics of the strategy and by the end of this cycle, in the fifth week there was a second focus group interview to have new insights and to verify the panorama that was expected so far. Hence, the following questions were made: “*¿Cuáles son los retos de la tutoría? ¿Creen que la actividad de peer tutoring les ha ayudado a ser más responsables? ¿Qué papel tiene la tutoría en la interacción con el compañero? ¿Creen que han usado o no el inglés más que antes?*”

For the last stage, *being in their element*, which was developed during the last five weeks of the *final practicum*. The last focus group interview was conducted during the last week to hear from students how they felt along the strategy, and to know to what extend peer tutoring helped them to become autonomous participants to partake into the classroom. The questions for this last focus group were: “*¿Qué nuevas ventajas y retos encontraron en la estrategia? ¿Qué significó el compromiso y el portafolio? ¿Qué tipo de decisiones tomaron por sí mismos en*

relación con el aprendizaje del inglés? ¿Han sentido mayor interés por aprender inglés? ¿Qué tanto han llegado a conocer a su compañero? ¿Cómo se sienten cuando su compañero de peer tutoring no asiste frecuentemente a las clases y deben trabajar con otra persona?"

Teachers' artifacts.

Finally, as a secondary data collection instrument, we used teacher' artifacts. The lesson plans were the artifacts of the teacher-researchers. Through these means, teacher-researchers kept a record of the peer tutoring activities in which students worked. The plans helped them to keep the sequence of the integration of peer tutoring to the regular classes. The lesson plans kept the format proposed by the UPTC teaching practice advisor and were also monitored by the researcher tutor.

This study followed ethical guidelines for its development. In this vein, the researchers sent to each student's parents a consent form to be filled (see annex 3). The purpose of this form was to obtain authorization from parents, so students' data could be used in the study. Parents allowed students to participate freely in the study, and the researchers to use their information only for academic purposes. Being aware of the weaknesses that might have been presented during the recording because students could feel uncomfortable, the researchers made them clear that these recordings were being used only by the investigators.

Pedagogical Design

In the first week of classes of the teaching final practicum, we employed observation and we administered a survey in order to know about participants' autonomy practices in relation to English learning and the support they provided to each other during their learning process. More details about this diagnosis can be found in the problem statement section of this document.

Because of this diagnosis, we configured a pedagogical strategy based on peer tutoring. The peer tutoring strategy was enacted, as such, starting with the 3rd lesson plan. Each plan took about three weeks to be completed. In relation to the length for each lesson plan, it is important to highlight that the development of this type of work demanded more time than a normal class. It happened in this way because the seventeen pairs who worked in their English and autonomous learning through peer tutoring demanded guidance and supervision. This action of monitoring was more frequent at the beginning of the implementation of the peer tutoring strategy in order for students to follow and to understand the dynamics.

Moreover, a non-foreseen factor was presented throughout the strategy: the changeable schedule of the school. As it is typical in a regular school that does not allow a full time use of the classes in order to carry out all the activities already planned either in a regular class or as in this case, in a research strategy.

Before implementing the strategy the teacher researchers organized the peers using as a criteria students' performance in order to match peers of high proficiency with students with a low proficiency level, also peers of medium proficiency level with medium or regular proficiency students. After that, we organized a meeting with the participants in order to explain them the dynamic of the strategy, its purpose and the benefits they could gain through it.

In that meeting the students met their peer throughout a matching game in which they had the half of an animal flash card and had to look for the other half of their flash card. Moreover, we explained the purpose and process of the peer tutoring formats which was going to be used by the end of the whole session of the strategy. We took advantage of this encounter to ask students about the way they liked to be treated when someone else was correcting a mistake of them, and at the same time, to make students aware of the way they had to correct someone else and how they had to treat this person. In that order of ideas, students mentioned the importance of this polite treatment in order to have a success learning as it was in this case.

This meeting was the first and only one that we could organize in a different time from the English class, because of the English teacher did not give the time of the class to do so. Therefore, we had to talk to the teacher in charge of the group to give us at least 20 minutes to his class to let them clear the strategy.

Looking for an extra time and place to make this meeting was a challenge and another non-foreseen factor because the time for research was limited in the school. So, we, as the people responsible of the strategy, had to plan very careful the times in the class not only for delivering the classes, applying the strategy, but also to create an opportunity for the focus group interviews, all in the three blocks per weeks of the English class.

The syllabus and national standards were taken into account for planning the lesson plans in favor of the communicative skills students had to develop and of becoming not only critical thinkers but also people able to express those in relation to situations that were connected to their real contexts in the English Language

From the perspective of the strategy, its connection between sessions was identified every time students took control of the mechanisms of the strategy and when the teacher said only one

time to organize the peers. Besides, this connection took place when they asked if certain activity was going to be conducted from the peer tutoring time. In the following lines, we are going to point out how peer tutoring was integrated into the regular structure of the class. Depending on the topic, the activities designed were adapted for the strategy, creating two or three moments in the stages of the lesson plan that we are required to fulfill at the UPTC: presentation, practice or production. It is worth mentioning that when each of the aforementioned stages took place, a series of principles were integrated by the teacher in order for students to focus on their English and autonomous learning.

We took into account the different constructs and their definitions. On the one hand about reciprocal peer tutoring, such as Topping (2008) and Kalkowski (1995) among others. On the other hand about autonomy, such as Dickinson (1993), Nunan (2003) and Benson (2011) among others. However, the following principles for both of the topics were integrated by the features emerged in this strategy and that we established and considered as the key moments that opened the way for students to explore and develop their autonomy next to a peer in English learning.

The first principle is *being aware of assuming both of roles: tutee and tutor*. So students are guided to pay close attention to how they are related to the others and to provide suggestions to others. As a pedagogical aim we had that participants worked together in mutual understanding, not only discussing a topic, but also making decisions in benefit of both of the tutee and tutor's learning growth.

A second principle is *the exchange of strategies for learning and communicating*. While students are developing the activities together, they share learning strategies; for instance, one student used the dictionary to check the optional meanings of a word, then, this student chose the

appropriate option. His or her peer was encouraged to adapt this strategy having in mind the suitable meaning according to the context.

A last principle for reciprocal peer tutoring is *an individual putting in service their strengths to help others*, it was about the self-recognition that a person has about how useful their strengths could be for others when it comes to putting into practice their knowledge as the first source for mutual learning.

In addition, this willingness to fulfill themselves as a knowledgeable person allows autonomy to go hand in hand with peer tutoring, so the student can look for new ways of learning from the interest of them and the involvement that this new activity implied. Consequently, if this fulfillment is reached by a number of students, there will be an interdependent relationship supporting learning.

The aforementioned relationship forges the way to the first principle of autonomous learning, which refers to *establishing learning objectives*. These learning objectives are connected to the class and are developed with the sources that students find and test along the process to have fruitful final results. At the beginning of the reciprocal peer tutoring strategy these objectives are guided by the teacher, then are set by students.

The action of students choosing, trying, applying or testing several resources throughout an activity belonged to *a discernment of sources*, the second principle of autonomy. This ability is developed when students recognize and assess the effectiveness of the tool and the impact it has in the improvement of their language learning. Thus, students make decisions regarding the usefulness of that tool and its continuity. In that order of ideas, if the students decide to get rid of the already test source, they start a new cycle of discernment with another source to prove its worthiness in their language learning.

The third principle is called *resetting students' conception of teacher's role*. Here, students realize that teacher is only a guide of their learning process, but not their source of answers. This deep thought is considered to guide students to hold a new conception of their roles as well. It means, students widen their view of what they have to do, how to do it and when; establishing themselves as the independent learners they shape.

What makes students responsible of their performance and progress is the adoption when establishing themselves as the core of their own learning process. Their conceiving themselves as the first source for expanding their knowledge constitutes the last principle: *resetting themselves in their students' role*.

Based on the previous principles, a lesson is described in the following paragraphs starting by explaining the dynamic of a regular class at the public school Antonio José Sandoval Gómez, located in Tunja, Boyacá. These English classes attempted to be focused on the student and their active participation developing their communicative competences and autonomy.

The lesson plans applied during the teaching final practicum were supervised and assessed by the university teaching practice advisor and the research director before the plans were enacted. In that sense, plans were adapted to students needs having in mind the reciprocal peer tutoring strategy and an optimum dynamic for the development.

As an example of one of the lesson plans implemented (see full lesson plan in annex 6), the very first aim was that students were able not only to identify the simple purpose of “will” as a future tense, but also that he/she was able to use it for predicting their peers future or even to talk about the benefits that advertisements could bring in future years. In this vein, the topic for this lesson plan was the persuasion students used in their advertisements to make other people buy different products giving the benefits for their life if they got it.

The length of this lesson plan was about three weeks since the length of English classes was three hours per week and each block was 45 minutes. Nonetheless, the protocol of the class was always present for the development of the session and the strategy, it included checking attendance, classrooms remainders and checking previous homework.

The standards were modified and adapted according to the needs that students presented in relation to the grammar topic. It bears mentioning that the grammar topic was always studied as a second goal since the first one was that students used their language skills to talk as in real life happens.

The materials used were: an advertisement video called “Porsch 911 (Japp)”. It was about a chocolate bar that pretended to become people stronger even to push a car down an abyss. Another material was a sheet of paper with five screenshots of different movies. Students had to guess the next event that was going to happen and wrote it down next to each image. A final resource was a set of horoscope cards based on images of advertisements that raised awareness of consumerism and consequences of some products in people’s life.

As a final description, the stages of the lesson plan are going to be displayed in a detailed way. For the first stage, presentation, there was a presentation of the ad video. Then, based on the video the teacher introduced the topic: will for making predictions, inviting students to guess what was going to happen next when the video was paused. After that, there was an explicit explanation of the structure, function and use of this grammar topic taking as main examples students’ voices from the previous activity.

After the previous stages, peer tutoring time was implemented with the purpose to facilitate that students had multiple and varied sources to solve their doubts. The purpose was that they did not conceive their teacher as their first and only source to clear up doubts. The

activity was that students made a list of doubts about will. Then, they socialized their doubts in the peer tutoring space between each other attempting to answer their questions with the help of peers.

In the next stage, *practice*, there was a second peer tutoring time in which the aim was students created different sentences based on some horoscope cards making predictions for their peers. Here, students supported and encouraged to each other to produce their sentences and practice the second language. The activity was to have a role play as a fortune teller and a client to make predictions with their peer about their future.

Finally, in the third stage, production, there was not any activity related to peer tutoring because it was expected that the preparation they have gotten by using the strategy in the previous stages helped them when they had to show their final accomplishments. Therefore, this final assignment was to create a video in which they presented the benefits of buying a product that they invented. For this activity, students had the chance to organize their groups as they wanted.

Data Analysis

The analysis described in this section helped to organize the data so that it provided an answer to the two interrelated questions guiding this study: how does tenth grade public school students' involvement in peer tutoring shape their English learning? What does tenth grade public school students' engagement in peer tutoring inform us concerning their construction of autonomy as English learners? The researchers used Thematic Coding Analysis as the approach for analyzing the gathered data of this study. This approach allowed them to identify and record a diversity of passages of text that exemplified the same theoretical or descriptive idea -a code (Gibbs, 2007).

Here, the terms code and category were used in order to indicate that this coding was not arbitrary; on the contrary, it demanded a deliberate and thoughtful process of categorizing the information from the instruments applied. (Dey as is cited in Gibbs, 2007, p.39). *Code* and *category* were used to classify and organize the information collected by levels of relevance and common patterns that were found from the instruments after an intensive and thoughtful reading. A *code* is a label used to name a type of information and then common codes are gathered to become a *category*.

Focusing on how this Thematic Coding Analysis was applied, firstly, there was a rigorous and thoughtful "intensive reading" as Gibbs proposes to call it, having in mind that researchers need to pay attention to all the normal or ordinary interactions recorded either by audio or video in order to start identifying codes and categorizing them.

In doing so, the data was gathered and analyzed instrument by instrument in a very detailed way. Once the information was read, it was codified by common patterns found in all the instruments used. The first instrument analyzed was the audio-recordings that students sent to

us everytime they recorded their interaction in the peer tutoring time. Inicially, we listened to them and then, we transcribed all the audio-recordings in order to find frangments that we considered a key part for the analysis and part of a final conclusion. This first analysis was carried through by each one of the reasearches independelly. After that, we compared the fragments highlighted and discussed their relevance and closer similarities with the main topic of the research. The chosen fragments were gathered depending on common aspects and tagged by different colors. Then, they became categories which were bigger groups labeling with a general name and organized into a chart of categories.

The journals were made based on the observations and reflections perceived during the implimentation of the strategy in the classroom. Then, the comments were analyzed in the same way the audio-recordngs were. In that sesne, the relevant aspects were grouped to the categories already created.

For the peer tutoring formats and focus groups, the same process was applied. It means, to highlight the most relevance aspects and gathered to the categories already established.

After that, these patterns started being organized in categories that were gathered in a heart category called *Allowing the emergence of first plants roots* which is divided into *Ups and downs of trailing plants growing and trailing together* and *From roots to fruits: plants searching for their purposes*. These categories were named based on a metaphor used for describing the process that participants went through as their autonomy was explored in connection with their peer-tutoring experiences.

To ensure the principles of credibility and trustworthyness in this research, we took into consideration methodological triangulation and a researcher triangulation. In this case, triangulation was addressed in relation to multiple methods of data collection and multiple

investigators. According to Denzin's (cited in Merriam, 2009), when making use of triangulation with multiple methods of data collection, there are several instruments from which information can be taken from, such as: documents, observations or interviews. In our study, artifacts, audio recordings, teachers' journals (observation) and focus groups (interview) were employed in order to compare and cross-check the gathered data. In relation to triangulation with multiple investigators, the two investigators in this study analysed the data independently and then compare findings to finally come to an agreement regarding coding and categorization.

Findings: Allowing the Emergence of First Plant Roots

All the findings in this study are related to the heart category called: "*allowing the emergence of first plant roots*". It is relevant to mention that along this paper, we used a metaphor related to a curuba plant to describe and discuss the findings of this study. On one hand, the findings regards to English learning and peer tutoring. On the other hand, the findings about English learning and autonomy.

We chose it because as the curuba plant needs to follow a set of stages to grow healthy and to produce fruits which is not a result of chance, but a persistent and long process as reciprocal peer tutoring learning experience was in this research. When after a while, students did not see the necessity of teacher's help but they looked for their partners' and other sources to learn and expand their knowledge; as in the case of the curuba, there is no a second help from the farmer, but this growth depends on how its roots tangle and create a constant support to produce fruits. Therefore, the strategy is seen as the generator of stimuli related to the autonomy in the students having the support of their peers.

The title of this category illustrates the first reactions and responses from the students once the strategy got underway. Taking into account that this reciprocal peer tutoring strategy

was applied with a whole class organized by pairs who worked together in favor of their English learning autonomously. The responses from the pairs were uncertain at the beginning, it means, we did not know how participants were going to react to the pedagogical proposal. However, we were guided by the interest and active communication of the students in terms of how they perceived at first sight the strategy once they understood their roles. Those understandings allowed that the strategy emerged clearly and easily.

The heart category, *Allowing the emergence of first plant roots*, is divided into two main categories. The first one is called *Ups and downs of trailing plants growing and tangling together* (reciprocal peer tutoring and English learning). In the process of enacting the strategy, there were several details overlapped all the time. They were classified into *ups* as the positive details and *downs* as the negative ones. These booms and busts started paving the way students learned how to work with someone else. At the same time, they interacted and exchanged knowledge while they built a closer relationship.

The second category was named: *From roots to fruits: plants searching for their purposes* (autonomy and English learning), describing the process that students followed in this new learning experience path, and showing from the first steps to the finals results that students could achieved and the extra ones they developed by themselves.

The following interrelated question: *how does tenth grade public school students' involvement in peer tutoring shape their English learning?* Was addressed for the first category *Ups and downs of trailing plants growing and tangling together* whose the main topics were peer tutoring and English learning. Among the aspects found here, we have the establishment of peers and collaboration which facilitated the achievement of students' improvement in English learning, as communication took place using authentic language and students increased their

language awareness reinforcing different values such as responsibility, respect, collaboration and understanding.

The second interrelated question: *what does tenth grade public school students' engagement in peer tutoring inform us concerning their construction of autonomy as English learners?* Which is related to the topic of autonomy linked with the second category, *from roots to fruits: plants searching for their purposes* whose main topics were peer tutoring and the development of autonomy. In the results identified, we have that students constructed their autonomy based on their interdependence established relationship as they started working with their peer.

In that sense, students re-set their roles as active participants who were able to make decisions in favor of their learning process. In the same path, they modified their vision about the teacher's role. Additionally, they made a discernment of the sources they used in relation to Learning English.

Ups and downs of trailing plants growing and tangling together.

During the next pages the process and elements found as participants became involved in peer-tutoring will be presented through the metaphor related to the curuba plant and its growing. In this vein, the interrelated question this set of findings address is: how does tenth grade public school students' involvement in peer tutoring shape their English learning?

This metaphor is based on the idea that the curuba plant in its growing up process has branches that intertwine with others as the whole plant interacts with the environment and that gives it the opportunity to be alive and produce fruit. In that sense, during the peer tutoring strategy employed in the study, there was a complex process where students joined a partner to support each other and this brought challenges and benefits in their English learning process.

Participants took advantage of these “ups and downs” to reinforce participants’ skills and the use of the sources that they had.

Describing the “**Ups and downs of trailing plants growing and tangling together**” includes three aspects we will discuss in the following pages. To begin with, we will elaborate about the support that a curuba plant needs to grow straight (*arbor*). This is referred to as students when shaping their skills and learning in English from the beginning while constructing their relationship with their peer; however, it was not an easy road for all of them since they had to deal with positive and negative features. Then, the *photosynthesis* process when the plant uses its own resources and some external ones in order to nourish itself. Similar to the way students used their own resources and built some others to support their reciprocal learning in peer-tutoring. Finally, there are *external factors* such as weather or soil which influence the growing of the plant positively or negatively. In the case of students, these factors refer to their interaction with peers most of the time, with other class partners and with teachers who were part of their learning experience.

The three aspects previously introduced are summarized in the table 1. *Ups and downs of trailing plants growing and tangling together*” below. It is expected that the table help the reader to understand the information explained in the first category, *ups and downs of trailing plants growing and tangling together*. The main elements developed in these pages are: *arbor*, *photosynthesis* and *external factors*. The next row contains a definition of each of these three elements. Then, the components row is divided into *ups* understood as the positive aspects, and *downs* conceived as the negative ones. Both of them were found in the study simultaneously along the analysis. Finally, the last row includes the data collection instruments from where information regarding the components was taken from.

<i>UPS AND DOWNS OF TRAILING PLANTS GROWING AND TANGLING TOGETHER</i>				
MAIN ELEMENTS	DESCRIPTION	COMPONENTS		SOURCES
		UPS	DOWNS	
Arbor	This element is understood as the set of features characterizing participants' subjectivities which emerged from peer tutoring while English learning took place. A positive or negative growing of peer tutoring depended on the development and interaction of these subjectivity features.	<ul style="list-style-type: none"> -Students setting a relationship -Students using authentic language -Students encouraging each other to speak in English 	<ul style="list-style-type: none"> -Students being a chicken 	<ul style="list-style-type: none"> -Scripts of audio recordings. -Teacher-researchers' journals. -Peer tutoring formats.
Photosynthesis	Students used their own sources either physical or intellectual to support their doubts and their peers too. They were also able to build other resources accompanied by their peers in favor of their mutual learning.	<ul style="list-style-type: none"> - Effective modeling -Tangling a process -Making an extra effort -Language is on my side 	<ul style="list-style-type: none"> -Dragging us out 	<ul style="list-style-type: none"> -Scripts of audio recordings. -Teacher-researchers' journals. -Peer tutoring formats.
External factors	This is the social result of the interaction along peer tutoring work beyond the academic performance.	<ul style="list-style-type: none"> -Building our identity as a group -Reciprocal help -Versatile reciprocal peer tutoring 	<ul style="list-style-type: none"> -Students are limited to talk by their L2 lexicon -Emptiness -Done 	<ul style="list-style-type: none"> -Scripts of audio recordings. -Teacher-researchers' journals. -Peer tutoring formats.

Table #1. *Ups and downs of trailing plants growing and tangling together*"

The first element, *arbor*, has a close relation to participants' subjectivity that can be understood as the internal reality of a person which holds perceptions, emotions and values. These subjectivities were the basis of peer's relationship that they established since the beginning of the strategy, helping them to understand the aim of working together while English learning took place. The development of the strategy had either positive or negative encounters

that made students handled with those situations taking the best of them, even for their personal growing.

In the reciprocal peer tutoring experience, students used their subjectivities to facilitate engagement in the peer tutoring strategy and build an easygoing relationship with their peers. The function of the arbor in the curuba plant is to allow the vine of the curuba to tangle in the right way and strengthen its roots to hold the proper weight along roots becoming stronger and deeper, seeking their own space and fitting among the shapes of the other roots to build up a steady stem.

This arbor comprises three positive aspects (ups): *students setting a relationship, students using authentic language, and students encouraging each other to speak in English; and a negative aspect (down): students being a chicken.* First at all, it is relevant to mention that it was not easy to *set a manageable relationship* between the two students in a reciprocal peer tutoring dynamics because getting to know a new person was never a simple issue and some of them were not used to having a close friendship with the student assigned as their peer.

In this order of ideas, we had a special case with a pair in which the girl was polite and an easygoing person, in contrast to her peer who was a rude boy, he used to have disrespectful attitudes and bad words to express to others. Therefore, we noticed that he found forced to change the way he usually behaved when treating his peer (the girl).

This attitude of disrespectful and rudeness was also identified in another pair in which one of the peers also found himself forced to be polite due to the non-close relationship he had with his peer, so a respectful atmosphere was established. This could be evidenced especially when giving and receiving feedback about their performance in certain peer tutoring activities (see annex 7).

Nonetheless, most of the students attempted to maintain a neutral rapport avoiding misunderstandings or situations that could turn this interaction into conflictive encounters.

On the contrary, these peers developed a mechanism to benefit their learning where some attitudes were identified while they were working together and established their relationship in peer tutoring time, such as the honesty about their limited knowledge in order not to affect their partner's learning in relation to some vocabulary or grammar when they did not know the answer of their peer's questions or doubts, as we can see in the example below:

J: Eh, I will eat tuna.

S: I won't smuke o smoke.

J: Ahí si no sé cómo se pronuncia (jaja).¹

These wise decisions made that each student recognized in their peer how kind, patient, and good these partners were with them every time students had a doubt, something to share or needed help. Students seeing their strengths or weaknesses regarding their English learning and their human being behavior, they became sensitive about how to act and react when unexpected circumstances occurred.

Secondly, based on the activities proposed students could communicate during their peer tutoring sessions using their English knowledge to exchange experiences and thoughts using *authentic language* which means that is the result of expressing what students thought, felt and lived using an already acquired vocabulary and that is easy for them to produce in the L2. As part of this communicative interaction, students constantly allowed each other to take the time to produce their ideas in English. Their patience motivated and supported each other to use the foreign language. They could flow their speech and they even teased with each other making

¹ Script of Audio Recording between Junnior y Sebastian (SAR/ J-S) applied on September 12th, 2018
From now on identifying the evidence taken from the instruments that were applied in this study, the reader can follow the reading by means of the symbols assigned for each instrument.

jokes from the vocabulary proposed for the classes, trying to use the same Spanish structure of these jokes but in English.

The following fragment, of one of the teacher-researchers' journal, exemplifies the aforementioned aspect. This exercise was about the teacher giving students examples of the contrastive use of present simple and present continuous tenses involving their lives and then requesting them to do the same.

"...Taking into account the kind of examples I gave them (related to their lives), the students who mainly participate started playing with the language, making jokes in relation to activities what I could infer indeed, they were using the target tenses. Although, their vocabulary was not good at all, they tried to use good grammar structure without having in mind that some words don't really exist in the English language".²

The last positive aspect found, *encouraging to speak in English* is about the ways students invited their peers in the tutoring experience to practice the foreign language: they for example asked each other literally "let's speak in English", they gave their peers the chance to start first, and they allowed peers time to think of the sentences they would produce or at least to try to do it. In the following lines, there will be an example in which one of the two peer tutors who had the role of a fortune teller did not feel comfortable making some predictions using the future tense will. Despite his uneasiness to express himself in English, his peer tutor animated him to do it no.

C: "Otra."

D: "Espere a ver si puedo. ¿No?"

C: "¡Hagale!"

(...)

C: "Bueno, ya."

D: "Select two cards!"

C: "Okey, jaja ¿Cuál me falta? Esta. sí esta."

D: "You will tomorrow donate. You look."

² Teachers' Journals: Juliana's Journal (JJ) written on October 3rd, 2018.

Although the last sentence in the previous exchange is not completely correct; the motivation provided by his peer made student D to dare to express himself. Motivation kept students engaged as they took part in peer tutoring and led them to finally get results as we can see in the second part of the conversation above.

C: “¿Qué, qué? Jajaja”

D: “will mañana tomorrow”

C: “Tomorrow es al final.”

D: “No.”

C: “sí.”

D: “mañana, tomorrow es mañana.”

C: “Por eso, pero lo dices al final.”

D: “You donate WILL ¡Ah!, You donate will tomorrow, WILL, no.

C: “Won’t.

D: “No, sí.”

C: O sea, si es negativa es won’t.”

D: “No, sí. Will donate, eh!”

C: “¿Qué? Donate. ¿Qué? ¿Qué es eso, donate?”

D: “Donar.”

C: ¡Ah ya!

D: You will donate your blood tomorrow.”

C: “Okay, tomorrow.”³

Nevertheless, as a “down” in the arbor, a negative aspect perceived in the peer tutoring interaction, we detected “*students being a chicken*” which refers to the lack of courage a student had when he/she was not able to recognize that he/she does not know something, and consequently, avoiding his/her peers’ questions related to those topics.

The subjectivities did not match in all the peers because some of the students could not have a good rapport with their peer tutor, which triggered a lack of patience in some participants and several misunderstandings while they attempted to learn together. This fact was recorded in a teacher-researcher’s journal, when a student acting as a tutor, was not able to answer the question to the tutee since he never admitted he did not have an answer for the questions the

³ (SAR/ C-D) applied on September 12th, 2018

tutee made: “Then, he (the tutor) is not able to recognize that he did not know something and his attitude is evasive or he immediately call a teacher to ask about it.”⁴

As shown in table 1, the second main element affecting the reciprocal peer tutoring experience of participants was the *photosynthesis* which is related to what students used as their own physical or intellectual sources. This element also involves how they were able to build other sources accompanied by their peers which seemed to affect their mutual learning. This element consists of several aspects that are going to be discussed in the following paragraphs. The first ones were favorable to the peer tutoring experience: *effective modeling, tangling a process, doing an extra effort* and *language is on my side* (ups) and another one was a challenge: *dragging us out* (downs).

The process of photosynthesis is quite important in plants due to the fact a plant uses it to produce its own food through the sunlight which is absorbed by the leaves. These nutrients added to the ones from the inner plant are going to make that this living being can grow up and build up. In the case of peer tutoring, the resources identified in this study have demonstrated insights of the mutual responsibility peers apparently build together in relation to their learning. They took advantage of their inner faculties such as intellectual abilities, analysis skills, intuition based on their English knowledge, curiosity and willingness to learn from each other. Besides, some other factors were external, namely, physical resources, the teacher, and classmates’ help. Despite the fact that students did not have knowledge about pedagogy, they were able to help their peers solving their doubts and questions *modeling* explanations by imitating the way their teachers taught them. This modeling was in some way a “double edge sword” because they could easily identify their peers’ mistakes and model an appropriate example to be followed by their

⁴ Teacher’s Journals: Angie’s Journal (AJ) applied on October 3rd,2018.

peers. However, sometimes this modeling was based on errors or fossilized conceptions making peers follow a wrong example:

X: "The lion will ..."

J: Dead.

X: The lion will... [dead] dead in the circus.

J: You will smokes... loose tooth.⁵

In the example above, it is possible to see that despite of the student J's willingness to help his peer, he suggested an adjective instead of a verb. It can be highlighted that he had a notion of the word because of the word category in English.

Along the strategy, students *tangled their learning process* when they either received or gave a comment or suggestions to their peer building up and reinforcing their learning practices during the session of the strategy. For instance, once they filled in their partners' peer tutoring format as tutors, they kindly informed them about their performance having in mind strengths and weaknesses in that session. On one hand, when the tutor recognized his/her partner's aptitudes, it helped the tutee to be aware of his progress.

On the other hand, when this tutor let him know some suggestions that would push this tutee to keep on improving in his independent work, not just about language but also attitudes favorable for their learning, as is observed in the following peer tutoring format in which the tutor suggested some strategies to improve and strength the tutee's learning. "*Te recomiendo que estudies lo que es el uso de los verbos, ya que he notado que te confundes en eso. Se traba un poco al leer, te recomiendo que mejores en eso.*"⁶

Based on the table above, the following explanation is according to the third component of the second element, *photosynthesis*. When students took their role as tutors seriously, they

⁵ (SAR/ X-J) applied on September 12th, 2018

⁶ Peer tutoring format: (F) applied on October 24th, 2018.

were *doing an extra effort* due to the fact that they provided feedback to their peer during their performance in different ways, for instance: validating their production, clarifying their doubts, answering their questions and complementing their ideas with vocabulary options, approving their statements based on their grammar structure and finally reinforcing a topic. Doing an extra effort was remarkable because it contributed to shape students' knowledge and constituted a core element to demonstrate care and empathy. The following type of feedback: "reinforcement of a topic" occurred when even the tutor or tutee shared their understandings that they had about certain topic and the other one made a clarification of their knowledge building more clear meanings.

J: Lo que tengo claro es que para el progresivo entonces se utiliza eh esto como para situaciones, como para decir algo que se van hacer en el momento, ahora mismo, o el mismo día, o sea, sería que hoy. En el progresivo se diría que...

J: en el simple, en el simple. En una sería como decir que usualmente haces algo.

J: sí. Y para el progresivo se utiliza el verbo to be y...

A: el ing en los verbos.

J: el ing en los verbos. Y para el simple ya no se utiliza el verbo to be, simplemente se deja el verbo normal como es. Eso es lo que tengo claro.⁷

For the last component of the second main element, *photosynthesis*, students put the *language on their side* to use their knowledge in both Spanish and English to strength their learning process in their second language.

When interacting students faced a challenge regarding the use of their mother tongue because their performance was not a hundred per cent in English. However, the use of the Spanish was also a benefit because helped them to increase their self-confidence to make stronger their English basis while they attempted to communicate for a long period in the second language.

⁷ (SAR/ J-A) applied on October 3rd, 2018

As another benefit of using their mother tongue, if it was appropriate, the tutor validated the tutees' understanding of the topic studied in that session making that both of tutor and tutee increased their language awareness. There is a reflection about the use of mother tongue taken from a teacher-researcher's journal: *"Although the students spoke in Spanish most of the time was possible to observe some efforts to communicate their ideas in English about the product that they desired to create."*⁸.

Furthermore, there is another evidence of the previous assertion in which students had to explain to their peers what they understood about present simple and present continuous. After that, they had to create three examples of each of these tenses. The conversation below demonstrated that students tried to produce in English, but for being sure of their production, they discussed with other classmates the spelling rules for ing making use of the Spanish.

P: Tres en progresivo y tres en el otro.

C: Como I am, sí, yo soy escritor.

P: Yo escribo una carta ahora.

P: Puede ser.

C: No, I am study right now.

P: Profe...

C: ¿Qué es right now?

F: Ahora

C: ¿Qué?

P: Ahora

C: Entonces, I study right now.

C: ¿Qué es I am study right now? Yo estudio ahora mismo. ¿Sí pilla?

P: Espere que voy a preguntar. Profe.

C: Con y.

F: Ahí está mal.

P: Pues sí, pero falta el ing.

C: ¡Ah! ¿Va con ing? Studying

F: Se supone que es con y, ¿cierto? Pero como la anterior no es vocal se deja igual ¿Sí me entiendes?

C: O sea, ¿study-ing?

F: No, sin la otra /i/. No, pregúntenle a la profe.

D: No, se le quita la y, y se le pone el ing. I am studing.

F: No porque play.

⁸ (AJ) applied on September 26th, 2018

P: *Playing. Se le quita la y.*
 F: *No se le quita cuando es y. ¿Cuánto apostamos? Mire, un chicle.*
 P: *Profe, aquí es con Y, ¿cierto?*
 PJ: *¿sí están trabajando?*
 P: *Es con y ¿pero entonces se quita la y, y se coloca ing?*
 PJ: *No, no le quitas la y*
 C: *Solo se le agrega el ing.*
 F: *Sí ve, yo que les dije.*
 PJ: *Aja⁹*

After all, not everything was “peaches and cream” since when some peers were not interested in helping their peers and exhibited negative behaviors they affected students’ performance and rapport. This attitude “*drag both of them out*”, is the component (down) of the second main element *photosynthesis*, in terms of what is true based on their knowledge and the success of their mutual learning.

For example, in the following script, students had to answer some questions about their experiences using present perfect, these questions had sub-questions related to a certain topic to get to know more details about that experience and to maintain the conversation. Nonetheless, student A showed a low interest about what the question meant and also in the way she answered. Having in mind this boring and disinterested attitude, it triggered a similar attitude in the student L as response.

A: *Have you ever done anything that you really regretted?*
 L: *Yes, I have ever done anything that you reality regretted... Ah! Your? No, My.*
 A: *Okay, no sé qué quiere decir pero bueno...no, yo no.*
 A: *Have you ever perform... performed in public?*
 L: *No, I have not.*
 A: *okay*
 L: *Have you ever performed in public?*
 A: *No*
 L: *No?*
 A: *Ehh no. Have you ever seen a tornado or another natural disaster?*
 L: *Qué significa eso?*
 A: *Que si tú has presenciado como un tornado o algo así*
 L: *No, I have not*

⁹ (SAR/ P-C-D-F-PJ) applied on October 3rd, 2018

A: *Okay, very good. Pregunte.*

Contrasting the attitude of student L when asking or answering, he evidently showed a higher interest in what the questions meant and willingness to maintain the conversation with a sense of humor breaking the ice, at least for a while.

(...)

A: *A ver...*

L: *Qué significa esto? Ah comprar una lotería... Un billete de lotería.*

A: *Sí, un billete de lotería. Have you ever bought a lottery ticket?*

L: *No.*

A: *Have you ever won anything?*

A: *No.*

L: *Yes.*

A: *¿Se ha ganado la lotería?*

L: *¡Ahh, no! Jaja.*

A: *Ay! Pero, bobo jaja.*

L: *Pero contigo.*

A: *Idiota jaja.¹⁰*

The reason why this example presents insights of the component *Drag both of them out* is because the low levels of interest affected both of peers' performance since they did not do a bit to express complete ideas of their experiences or were not able to justify their opinions. In that sense, peers wasted their time and did not take advantage of the activity. Consequently, the previous actions affected the others performance and saw the activity as a duty that had to be done.

Last but not the least; there were *external factors* shaping the peer tutoring experience, see table #1. These factors refer to the social dimension of the interaction along peer tutoring work. Regarding the “ups”, positive factors, we found: *building our identity as a group, reciprocal help and versatile reciprocal peer tutoring*. Regarding the “downs”: *Emptiness, done and students are limited by the lexicon in L2*.

¹⁰ (SAR/ A-L) applied on October 31st, 2018

External factors such as soil and weather become a main part of the growing of a plant even though these elements surround it. They exert a positive or negative influence on the curuba plant as it occurred in the peer tutoring experience examined in this study when social aspects that are inherent to human relationships emerged, in this case, in a cooperative learning arena.

These social aspects in the peer tutoring strategy were susceptible to modify the rapport among all the classmates. Here, they had to test their social skills out of their comfort zone as individuals of a school community. Once they were able to handle situations different from the ones they were used to, they seemed to learn how to work cooperatively and were able to make new friendships. This boldness made all the class to *build their identity as a group* as one student who was part of the participants mentioned: “*Es una actividad (peer tutoring) que va más allá de lo académico, va en lo disciplinar fomentando la unidad del grupo.*”¹¹

Moreover, in most of the peers, another positive side of external factors (see table #1) was evidenced: constant *reciprocal help* from the different roles and backgrounds they tried to adopt as thoughtful as they could. Perhaps, there were cases where they could not solve their doubts on their own, so other classmate contributed his “two cents” to help the others out. It is important to highlight that the participants did not see the teacher as their first tool to solve a question, they usually looked for other sources, such as dictionaries, their intuition, their classmates’ and internet that could help them to solve or find the answer to their questions.

In the example below, students were assigned to practice the present perfect based on questions in regards to several experiences. Here, student K had a doubt about the meaning of the word “told”. She chose as a first source her partner’s help.

K: Entonces... ¿Qué es told?

AT.: Mantener.

K: ¿Esto no es has dicho una gran mentira?

¹¹ Focus group #: (FG# 1) applied on September 18th, 2018

AT: ¿Alguna vez has mantenido una gran mentira a alguien cercano tuyo?

K: Sí, si hemos dicho ¿Pero esto no es el participio de tell?

AT: ¡Ah claro! Es que hay uno que es así que es mantener. ¡Ay no mentiras! es hold. Ah sí es alguna vez has dicho una gran mentira a alguien cercano a ti.¹²

In the previous situation, student K asked a classmate for the meaning of a word, although the classmate did not have the right answer; along the conversation both of them could figure the right meaning out.

These help exchanges became the reason why this strategy was reciprocal. It means, a versatile channel in which both of the peers contributed to their intellectual and behavioral growing as human beings (*versatile reciprocal peer tutoring*). This versatile reciprocal peer tutoring can be evidenced by the following answer to the question made by the teacher-researcher in the first focus group: How have you supported your partner along this tutoring?

JJ: ser comprensivo, profe. A veces el compañero no entiende entonces hay que ser comprensivo y tolerante a la vez y enseñarle.

...

MC: paciente, tolerante, demasiado su manera de comportarse en clase (Esta estudiante habla de su compañero, JJ) y la manera en que toma las cosas porque por muchas veces puede que las entienda, pero por estar molestando... No presta atención y se pierde de la explicación].¹³

Among the success in social aspects, the communicative aspects were affected by *the limitation regarding language itself*. So this failure made that some conversations in English were limited to answers such as “yes” or “not” without having a full or interesting answer from the one who was putting into practice his/her speaking.

M: Have you ever seen a ghost?

K: I don't know.

M: Do you believe in ghost?

K: Yes. I...

M: Entonces...Have you ever been camping?

K: Yes.¹⁴

¹² (SAR/ K-A) applied on October 31st, 2018

¹³ (FG#2) J- M applied on October 23rd, 2018

¹⁴ (SAR/ K-M) applied on October 31st, 2018

On the other hand, there were negative “downs” external factors (see table #1). In this case, students showed a kind of *emptiness* which means that there was a shortage in the interaction that students created. Therefore, there was not any reason to justify a peer tutoring. Besides, students attempted to finish the activity as fast as they could in order to be *done* because they did not get used to the peer tutoring strategy or because they did not see the point of practicing a certain topic in English. As a result of these two “downs”, the student who wanted to do the activity took all the responsibility to develop the exercise while the other one did not assume any committed role. This provoked a failure in the mechanism of what collaborative learning intended to achieve.

“In contrast to the peer above, there were some other peers in the same condition, however, the one who knows a bit more, did all the work and the other one just was active when they had to make the recording and he/she had to “read”. I had the opportunity to check one of these couples and the next class I talked to the peer who did all the work, this person admitted their extra work, however, said that was ok in order to deliver the assignment.”¹⁵

This reflection was taken from a teacher-researcher’s journal description of an activity in which students had to write a text about the way they supported peasants in regard to fair trade using present simple and present continuous tenses. This activity was assigned to be done at the end of the same class.

From roots to fruits: plants searching for its purposes.

Through their involvement in the peer tutoring strategy, students could get enrolled in English learning and they apparently developed some autonomy in their learning. This section describes and discusses a second set of findings in connection with the second interrelated question guiding this study: What does tenth grade public school students’ engagement in peer

¹⁵ (JJ) applied on October 17th, 2018.

tutoring inform us concerning their construction of autonomy as English learners? During this learning experience, it seems that participants followed different stages to become an autonomous learner as a plant does to give its fruits. Along this section, the metaphor used to explain findings will be focused on what students lived as a plant does to remain itself alive and to produce fruits, having in mind that it counts with internal elements and external ones which interferes all the time with its process of fructification, such as some compost and weeds.

In the case of students to get their fruits in regards to autonomy, they had to go through different aptitudes and to acquire learning strategies that helped them to be aware of their process that they were developing by their own effort. Even though, being aware of what implied to follow a learning process was not easy; when working with someone else helped students to gain that conscious and to construct their learner profile. That is why, they faced different challenges; nonetheless, there were also different people and sources that encouraged them to keep working on the development of their autonomy.

The table 2, *from roots to fruits: plants searching for their purposes*, below shows how some autonomy was apparently developed by the students while they engaged in peer tutoring. The first main stage called *Sparks of life* is divided into three components which are *seeds*, *first roots*, and *deeper roots and vine*. The description of these elements seek to show how students' autonomy process moves from their own and the others' recognition of their own willingness to do an activity to their awareness of their responsibility concerning several duties, and finally, to their proper decision making in favor of the development of the activity proposed.

The second main stage, *spreading life*, is divided into *sprouts* and *fruits*. Here, students were able to reflect on the attitudes that helped them to work with their peer to enhance their

learning process. Consequently, they got some learning goals which were the result of their extra effort.

The closing stage named *outer agents* consists of *compost* and *pedagogical weeds* which are related to those agents that contributed to the autonomy of each student, such as: teachers and classmates. Nevertheless, there were some obstacles that interfered or made the development of the autonomy process harder, for instance: the wrong use of technology, indiscipline and negative learning habits.

The source column shows where the data was taken from and how it was interpreted according to what was established as goals.

AUTONOMY			
Main stages	Components	Description	Sources
Sparks of life	Seeds	My autonomy seen from your view	Peer tutoring formats
	First roots	What I must do	
	Deeper roots & stem	Following my conviction	
Spreading life	Sprouts	An introspective exploration of autonomy	Peer tutoring formats Focus groups
	Fruits	That's not a chance result	Teacher researchers' journals Scripts of audio recordings
Outer agents	Compost	Feeding autonomy	Peer tutoring formats Teacher researchers' journals
	Pedagogical weeds (indiscipline/ misbehaviour)	Affect and the development of autonomy	Scripts of audio recordings

Table 2. *From roots to fruits: plants searching for their purposes*

In a very first stage, we identified in the data collected what we have called *Sparks of life*. In this vein, in the process to produce fruits, first of all, it is necessary to put on the ground some *seeds*. In doing so, in the case of students, autonomy's some seeds were related to their aptitudes regarding their language knowledge. In some cases, participants were not aware of these aptitudes. Here, it is important to mention that well defined self-esteem was a key in the learning

process of most of students as it was evidenced each time they received a positive comment because this motivated them to become engaged in learning. For instance, David, one of the participants, commented about his peer, Camilo: “*Aprende rápido y muy fácil; es impresionante*”.¹⁶ When a student encourages his/her peer and highlights his strengths is making this peer engaged and more confident of what he can do. On the top of that, this stimulus can be the first step for the awakening of his autonomy.

Besides, when some students were not totally aware of their performance, the fact that their peers highlighted their achievements caused that students recognized their lacks. This first interaction as peers made students supported each other in the tutoring experience, meaning that they not only gave each other useful help, but they also received recognition for contributing ideas to their assignment, for being patience and for asking for a better explanation.

The growth of these seeds (recognition of the aptitudes and lacks regards language learning) allowed the emergence of autonomy *first roots*. After being motivated by their peers, students had to consider the recognition of their lacks which requires from students the establishment of learning objectives and a personal improvement plan, as they did it by establishing a task to do based on the suggestions and recommendations recorded in their peer tutoring format by their tutors.

In other words, students not only had the advantage to choose how they had to work on but also they had the duty to put responsibility and look for the suitable tasks for an independent learning work beyond what they must do in class due to their performance in the classroom was justified by a grade at the beginning.

¹⁶(F) applied on October 24th, 2018.

Nevertheless, some weeks later, students started strengthening their autonomy roots and turned them into stronger and deeper (*deeper roots*) by means of establishing academic commitments in relation to language uses in order to improve their speaking skill and to enrich their vocabulary due to this latter one was a common commitment in the peer tutoring formats because students manifested they felt limited to express their opinions or ideas.

The following fragments were taken from the peer tutoring formats of student J and student M. J: *Aprender palabras nuevas para mejorar la forma de redactar*".¹⁷ M: "*Me comprometo a aprender y a adquirir más vocabulario, aprendiendo diez o más verbos sobre el tema visto en clase*".¹⁸

Simultaneously, the *stem* started growing (linked to *deeper roots*). Students achieved this part of the process when they, as tutees, decided to follow their intuition to make decisions on their own regarding their learning process. As in the following excerpt two participants, VA & VG, in a peer tutoring session worked in an assignment about a list of questions related to experiences students could have had. Here, student VG followed her intuition to understand the whole question from the context. At the same time, she could find out the meaning of the key word, cheat.

VA: *¿Cheated... Cheated, será? Have you ever cheated on an exam?*

VG: *Eso es como copiar, ¿no es?*

VA: *How you did it? Talk about it.*

VG: *¿Pero es copiar?*

VA: *Creo que es copiar o chatear.*

VG: *Cheating ¿cómo se escribe chatear? Pero no tendría lógica porque es en un examen; entonces, sería como copiar.*¹⁹

As another example of making decisions in favor of English learning and autonomy, student D made an introspective reflection after reading the suggestions written by his peer in

¹⁷ (F) applied on September 18th, 2018.

¹⁸ (F) applied on October 24th, 2018

¹⁹ (SAR/ VA –VG) applied on October 24th, 2018

order to have a real engagement from the beginning of this process: “*Tomar más serio el ejercicio.*”²⁰ strengthening his deeper roots and making an effort to accomplish class by class.

However, they hesitated to make decisions in somewhat in favor of their learning due to it was something new. In this stage, *spreading life*, (see table 2) reciprocal peer tutoring work stopped being mandatory and became an activity of real interest and interaction for using language and share with another person. Although, some pairs could reach this engagement and sharing of knowledge; most of the pairs took advantage of the activities either in the academic or social context. Nonetheless, a few number of couples (3) did not reach even the previous level of engagement because of none of students of the pair took it seriously as student L and student F.

Even though autonomy is an individual construct, we cannot forget that the autonomous process is built up from the interdependence with other people when they collaborate to each other bubbling up a significant interaction to benefit this new opportunity of learning (Benson, What's new in autonomy?, 2011). This previous assertion was evidenced from the support that one student provided to their peer, encouraging them to keep that active attitude up along the sessions. It was evidenced in the focus group # 2 when the following questions were made:

¿Cómo apoyan a sus compañeros? ¿Cómo sienten que sus compañeros los han apoyado? Whose answers were giving by a peer spontaneously:

Student J answered: “*ser comprensivo, profe, a veces el compañero no entiende entonces hay que ser comprensivo y tolerante a la vez y enseñarle.*” And student MC complemented: “*paciente, tolerante, demasiado su manera de comportarse en clase y la manera en que toma las cosas porque por muchas veces puede que las entienda pero por estar molestando...*”²¹

²⁰ (F) applied on September 18th, 2018.

²¹ (FG# 2) applied on October 23rd, 2018.

After their self-recognition of weaknesses and feeling endorsed by their peer about their process and probably progress, the students took the first step to recognize and foster their abilities in favor of supplying the identified needs of their peers as well.

Among these qualities, we found: to be more patience, to take the strategy seriously, to be more confident when they spoke, and as a plus, students demonstrated eagerness to define and then to strength their profiles as tutors in all the students no matter their usual role, since it made them feel useful for developing the activities. This recognition and support was generated by themselves thanked to the dynamics of the reciprocal peer tutoring strategy. The following commitment was established after a peer tutoring time when student D received from his peer a constant support to be able to make sentences using “will” for making predictions. In that sense, student D felt that he could be also an active peer contributing with ideas to the development of the activities proposed for the peer tutoring sessions. It implies to establish as a goal the strengthening of his autonomy and his profile as tutor. *“Intentaré aprender nuevas cosas para ser de utilidad”*.²²

Participants spontaneously self-assessed their patience, responsibility and confidence when speaking English during peer tutoring in order to check how they were using them and how they should have addressed them in support of mutual learning success. In this regards, student A manifested: *“A veces mi atención no es la más correcta para la hora de aprender, el que mejore esto [su atención] y mi escucha influye en que entienda mejor y pueda hacer una mejor práctica de lo que aprendo”*.²³

As a second stage, *Spreading life*, refers to how a plant before originating a fruit produces a sprout. Likewise, students had to prepare themselves to achieve a goal which required, first of

²² (F) applied on September 18th, 2018.

²³ (F) applied on October 24th, 2018.

all: to have a conscious change of mind of what they are able to do making use of all their physical and cognitive abilities disappearing the repetitive thought “I cannot do it”. This new thought only happened when students not only developed the commitments they established before, but also they had a serious role which implied responsibility and punctuality.

They put these commitments into practice, but also their peers noticed and highlighted their partners’ potential learning attitudes through the peer tutoring format. As student M highlighted to her peer, student L: *“Tiene buenas ideas. Se preocupa por entregar todo bien y a tiempo.”*²⁴ This strength was made after working together on a written exercise in which they had to write a paragraph describing the way as they endorsed fair-trade. The autonomy was put into practice and shaped along students discussed with other pairs about meanings, vocabulary and considering the teacher as the last option to the final correction of the text.

Thanks to this strategy of trying other sources before asking for the approval of the teacher, demonstrated how confident students felt next to a peer who supported and contributed to their knowledge of not only grammar aspects, but also about the topic as itself, fair-trade which was related to their reality.

Moreover, students’ fears were softened when they were helped by their peers. In addition, as students who were tutees noticed that their peer, who was more confident due to their personality or their well-developed language, strengths, had also weaknesses or lacks in regards with language, these tutees came to the conclusion that everybody had aspects to improve and also things to learn. Therefore, they even realized that they had been able to teach their tutors something new as well.

The autonomy that students could achieve until this point was reflected on how they identified certain personal duties and the way they seemed to start feeling a serious commitment

²⁴ (F) Applied on October 24th, 2018.

with themselves and with their peer, in addition, students adopted the dynamic of the strategy as a routine applied in class when the teacher just said “peer tutoring time”.

During this interaction and empathy of personal strengths and weaknesses, students noticed that it was a cooperative learning experience. This reflection permitted that students gave their first learning fruits. These were the result of many tries while they developed the activities proposed in peer tutoring time. This stage required patience and perseverance from both of students involved in reciprocal peer tutoring, independently of their roles as tutee or as tutor. To gain these results was not easy for most of them because not all the students in this class were friends or hanged out.

But at the same time, in other cases, it was also positive because this lack of familiarity made students consider as responsible individuals of his own learning, as autonomous learners, the possibilities and tools they had close at hand to learn. This consideration from students reduced the levels of distraction taking advantage of time; working on what they had to do regarding language learning activities; and talking about the topics in an authentic way as they demonstrated real interest without getting distracted. As a matter of fact, it is relevant to remark that from students’ effort two types of fruits emerged: *academic fruits* and *social* ones.

The *academic fruits* were about the improvement students had in relation to the increase of vocabulary and grammar; what they could exchange with their peers in terms of learning strategies, learning habits; and besides the improvement of the language skills depending on the activities proposed discussing and solving them making use of English in several ways.

Nonetheless, students also showed fruits of autonomy when they started to look for their own sources to solve their doubts and the teacher was not the first “tool” to do so, What is more, when the teacher was not enough for solving a doubt as a last source, since the teacher did not

have all the answers to what they want to know, thus, they decided to follow their intuition and start resorting to construct the word they were looking for based on their related knowledge about that unknown word in the L2. This searching for solving a doubt maintain a key engagement and interest for expressing their ideas at expense of all the sources they had. Also, the communicative strategies were present to figure out a way to express that word students did not know, but they knew this was a key word in the sentence they were working on.

In the following fragment, students were working on answering questions using present perfect about experiences they could have had before. In this case, the question was about amusement parks and their favorite attraction. After students looked for the word in English to say “carros chocones” through different sources and not find a response, they decided to create a “proper” word based on their knowledge and intuition.

J: ¿Cómo se dice carros chocones?

S: Car crashing.

J: Car crash... algo así, pero le pregunte a la profe, pero no sabe. Y a la profe Yadira le pregunté pero no sabe y Simon tampoco sabe jajaja. O sea, que sí sabe pero que no se acuerda.

(...)

J: profe, la profe Yadira no sabe cómo se escribe carros chocones y no hay internet.

S: sería car crash.

PJ: No, maybe crashing cars.

S: crashing car.

J: yo dije algo así, pero creo que me quedó mal²⁵

Regarding vocabulary doubts, they started to use their dictionaries more often. Once they found the unknown word, they read the options offered and thought of the accurate word based on the context and message they wanted to transmit by their own. This is an insight of autonomy generated by the learning strategies that they adopted since they started working as peers, such as student J and student K did it while they were writing a paragraph about their position regarding fair-trade:

²⁵ (SAR/ J-S) applied on October 24th, 2018.

J: quieren apropiarse... ¿Cómo se dice apropiarse? ¿No sabes?

K: Want

J: Want sin la s, solo want

K: Apropiarse

J: Apropiarse gap... mira es ese, appropriate.²⁶

There were other situations where students kept on demonstrating fruits of autonomy: every time they could choose what to read or what to listen to out of class. This previous statement is a feature of an autonomous learner because students decided what to learn and how in their independent work out of class. They also showed autonomy as they gained comprehension and reflected upon how much their knowledge was increasing due to their disposition and awareness of learning. It is possible to claim this statement based on the student MB's answer to this question in the focus group interview #2, *¿Han usado más el inglés?*

MB: pues porque digamos, me pasa a mí, personalmente, últimamente estoy escuchando más música en inglés. Y digamos, puedo entender más palabras o puedo entender más la letra, o por ejemplo, digamos, se me aparece cualquier texto en inglés o un juego; y digamos, lo leo y trato de entenderlo y lo entiendo. ¿Sí?, o pues así por encima, pero lo entiendo. O sea, cosa que a mí antes no me pasaba.²⁷

Based on the data collected, we cannot claim that all the participants achieved the level of reflection evidenced by student MB; however it was significant that at least few of them could reach it.

Now, talking about *social fruits*, they are about how students fostered their social relationships among their class; in view of the social fact in this strategy, the autonomy was promoted through collaboration between peers and went beyond academic aspects.

The purpose that we had when organizing the peer tutoring experience was to match classmates instead of friends because we thought they could get to know other students different from their regular friends in class better. We also thought that with this arrangement there were

²⁶ (SAR/ J-K) applied on October 17th, 2018.

²⁷ (FG# 2) applied on October 23rd, 2018.

more chances for real interaction to take place since they were people they did not know much about, so they could prove themselves how capable they were to deal with unknown situations or reactions from the others.

Moreover, when working with a classmate not with a friend reduced misbehavior such as saying bad words among themselves, making more visible and judging a student's mistake. This reduced misbehavior was evidenced by the lack of familiarity that committed students to change their attitudes and helped the others, cooperating each other and building up their autonomy.

Furthermore, the previous action triggered another worst as the students who were made fun of answered back. This change was noticeable since they became more caring, kind, respectful, and aware of their roles as active learners when they were involved in this peer tutoring strategy.

In the last main stage, a plant after growing needs not only factors from itself but also some others from the outside. These outer agents have extra components that can nourish the plant completely making it stronger to face plagues and to remain healthy and fruitful. The work in the peer tutoring strategy had the approved of some *outer agents* that can either contribute or affect its growing along the autonomy took place.

Talking about what benefited the growth of autonomy, we had *compost*: It is about how teachers and students' support helped the strategy to work out by answering questions, solving doubts, making suggestions, pointing out strengths and abilities, celebrating the little goals that at the end had a different but noticeable progress in each student. This collaboration in the construct of autonomous practices involved in all the actions shared with not only the peers but also with other people who were part of the class. In that order of ideas, once again students made use of the interaction to explore their autonomy interdependently.

On the other hand, a plant is exposed to other outer agents that affected it, weeds. In the case of the strategy, they were: *pedagogical weeds*, they were related to indiscipline and misbehavior that took place in the classroom causing that the communication tunnel disturbed and that the class could not understand the purpose of that session because the collaboration and interdependence was interrupted, taking into account that collaboration was the mean of autonomy. Other weeds were the weak interpersonal relationships due to some students could not have a good rapport with their peer which made every session harder to deal with, and limiting the low interaction just for a real academic purpose, avoiding to empathize with the partner.

Tatiana Ruiz & Manuel Baez is an interesting peer because despite they do not have a very good relationship, they are focused on the peer tutoring dynamic, so they try that their differences do not interfere in their class work. In this session was very remarkable how Manuel supported Tatiana based on his knowledge about the topic. All the time, he explained her the topic in a detailed way, step by step regards grammar, meaning, use, pronunciation and examples. At the same time, she corresponds to his explanations being attentive and making different questions about meaning and spelling.²⁸

On top of that, some students refused to accept learning strategies to improve the autonomous learning and decision making since they had fossilized in their learning process several strategies that did not actually help their learning, but affect these processes. For example, they made a non-appropriate use of translator. They used it as an immediate source to try to communicate something without checking the spelling of the original text and its context, so then, they copied something that was not right and a totally disconnected version of real English use was produced. These actions taken without thinking of any benefit, what really did was to interrupt not only that process of learning autonomy of that person, but also his/her peer's.

On the other hand, few peers continue using translator, putting in evidence that they should do an extra effort. When, I noticed this situation, I kindly explained them some

²⁸ (AJ) applied on October 3rd, 2018.

*failures that translator has, and I invited them to use a dictionary. But, Laura said: "But, I don't like use a dictionary."*²⁹

Despite the fact that they were warned of the repercussions it had in their further English learning, they kept on doing it because it seemed to be a habit for them. Nonetheless, some students did listen to the recommendation and after while decided to start making use of more accurate sources for what they wanted to know, such as, electronic and physical dictionaries or even asking and discussing with their classmates about the meaning or structure.

While it is true that technology has many advantages for learning in these days, if it is not well-used, it can make that this person does not have interest to learn because he considers he does not have to learn how to do something that a machine can do for him. In that sense, laziness will be a feature in these kind of people, and in the same breath, people might become fearful to take risks in order to know what they can achieve due to the well-being provoked by that comfort zone making difficult to leave it. Turning out that these couples, who did it (students L and F), did not have a noticeable advance in comparison with the other ones. The previous fragment, stated two paragraphs above, belongs to that regression of this peer (students L and F).

²⁹ (AJ) applied on September 18th, 2018.

Conclusions

The implementation of reciprocal peer tutoring generated an evidence of impact in the participants' autonomous language English learning giving us a set of patterns that were classified according to the two interrelated questions that guided this study: how does tenth grade public school students' involvement in peer tutoring shape their English learning? What does tenth grade public school students' engagement in peer tutoring inform us concerning their construction of autonomy as English learners?

Despite of the ups and downs identified in the strategy, these indicators helped us to start defining certain behaviors and actions that were new in students' environment and that had a benefit in different facets and were connected to the class.

On the one hand, the question that was linked with peer tutoring and English learning was how does tenth grade public school students' involvement in peer tutoring shape their English learning? It presented the following results in terms of language: Students improved their abilities to communicate themselves making use of authentic language since they were able to express what they thought, felt and lived in relation to the topics linked to their real contexts. Even though, students' productions sometimes were not created with the proper English in terms of grammar, we highlight their effort to construct understandable messages. It is relevant to have in mind that when the strategy started to being used, participants showed their reluctance to commit with English learning claiming that the language structures and vocabulary were sometimes hard to learn.

In order to open the way for an authentic language students were more aware of the selection of the proper word in their English dictionaries for a specific context. In this way, students confronted their limited lexicon and the barriers they had regarding English vocabulary.

In that sense, students gained language awareness since they were able to understand the differences between tenses and their purposes when expressing a message.

Besides the previous outcomes, there were some others related to the changes originated from individual behavior of most of the students. These changes were a product of the interaction and collaboration that they had along peer tutoring not just with their peer, but also with the rest of their classmates. It seems that by being involved in peer tutoring they reinforced different values such as: kindness, empathy, gratitude, respect and collaboration.

This previous assertion gives us a reason to talk about the social aspect that emerged in the reciprocal peer tutoring. From the diversity of instruments applied in this research, such as audio recordings or focus groups, it was evidenced, for example, that group identity was strengthened due to the fact that they had to break the ice with some classmates who they had never talked before, it means, they created new bonds of trust and friendship.

In this order of ideas, getting to know a new person was never a simple issue; therefore, students found themselves forced to change the way they usually behaved when for example, they (men) had to treat other students (women), or to reduce the use of bad words due to this issue, and a respectful atmosphere was established. This seemed to be the case especially when giving and receiving feedback about their performance in certain peer tutoring activities.

On the other hand, the question linked with peer tutoring and autonomy was what does tenth grade public school students' engagement in peer tutoring inform us concerning their construction of autonomy as English learners? Here, there was a variety of outcomes that emerged as a response to the question related to autonomy. Firstly, we could identified a co-dependence in most peers that pushed them to attempt to be self-sufficient in relation to their priority to complete their assignments in relation to time requirements or a grade.

It was determined that students stimulated their first trails of autonomy when they recognized their peers' aptitudes and attempts to better their second language, consequently, each peer reinforce their self-concept. However, this co-dependence was not bad at all because it was the launching pad that moved students from dependence to a transformative state that helped them to make decisions in favor of their English learning.

Due to an introspection related to their learning, students changed their objectives about the usefulness of peer tutoring. At this point, their priority was to maintain a good rapport with their peer in order to have benefits not only in the academic aspects, but in the social ones. Among some of those academic aspects which arose, we could find: exchanging learning strategies, communicative strategies and learning habits. What is more, a wider vision of useful tools and sources to put in practice was perceived.

The fact that peers did not know each other very well led them to focus on the activities proposed and their autonomous learning, forgetting distractions and reducing bad behavior for a moment. These previous actions were classified into social aspects to highlight the good rapport that most of students achieved.

Even though interaction was the centered core between a pair to develop autonomous learning, this interaction was spread around the whole group when other peers intervened in this pair interaction to contribute somehow. In the same way, the teacher was also an agent that had an influence in students' learning and was a guide as well.

Pointing out the guiding role of the teachers (student teachers), they had a strong voice at the beginning of the implementation of the strategy in order to show students that some technological learning manners were not advantageous at all for them, so teachers advised them to adopt different habits of learning or in the worst case scenario, to reconsider how they used

these technological tools that favored the laziness instead of real learning. Some students did take the given suggestions, some others closed their ears and this was reflected on their low level of engagement and improvement of their English language.

Pedagogical Implications

The following section includes some reflections based on the findings, research and pedagogical process that we went through during the study. We hope these final thoughts become relevant for those educators interested in implementing similar pedagogical designs. Once tutees received the tutors' strengths and suggestions in order to keep improving in their English learning, they established commitments as a response to support their English learning as independent work. Then, students in their role of tutees were supposed to keep the commitments and deliver them in a portfolio for the next session to the teacher. Nevertheless, few students kept engaged in working with the portfolios. However, an issue related to the content of these commitments was the use of correct grammar structure but some of the words were out of context. Thus, the objective of the commitment written in the peer tutoring format was not achieved a hundred percent.

Our recommendation to gain more outcomes in the compliance of commitments, we suggest to start the portfolio idea from the adjusting stage. It would be important in addition to giving them guidelines to work autonomously to monitor closely how they work with the portfolio. In addition, the teacher can design a first task based on the topic delivered that session having in mind only one skill to work on. Then, student can develop a second task based on the commitment that they made, having as a reference point the teacher' task. This guiding teacher' intervention can last as many session as needed at the beginning of the process. The rest of the commitments, one per session, can be proposed and develop by students. It is important that the tasks and commitments are graded in the stage, meaning to adjust them in order for students to get used to strengthening their autonomous habits.

Another issue worth mention is that the criteria to match peers was based on students' academic performance at four levels: high, medium, regular and low. Thereby, a special match was the students with high level were matched with the students with low levels to work in the peer tutoring strategy. This decision was made having in mind that there were few students who had a high academic performance and they were the most suitable partners for students with low performance. The rest of the students were matched among each other having as a result: medium- medium students, medium-regular students, medium-low students, regular-regular students and low-low students.

Unfortunately, this match organization was sometimes problematic because these high academic performance students had extracurricular activities as a reward for their good achievement. This implied a tutor absent role for the tutees with more urgent needs. In contrast, the rest of the pairs showed an empathic and fruitful interaction fulfilling most of the expectations and aims of the strategy. Because of this problematic issue, we suggest that when the matching is carried out, the following combinations are considered: high –high students, medium-medium students, and medium-regular students and regular-low students. But never match high-low students, medium-low students and low-low students because if they belong to totally different levels, as high- low students, probably the high academic performance student will not see an advantage for him/her and he will not commit at all on the dynamics.

To have effective peer tutoring time sessions, we advise not to match closer friends because they could take attention away from the objective of reciprocal peer tutoring strategy: supporting and developing an autonomous learning. Therefore, this issue can generate distractions, misbehavior, and probably they will become the core of the indiscipline.

A key stage in the preparation to involve secondary school students peer tutoring is to get them to reflect upon how they would like to be treated at the expense of the way they treat the other. It means, they always have to keep in mind values as respect, tolerance, responsibility and understanding in order to establish a good rapport and take advantage of all the moments that reciprocal peer tutoring strategy can offer to them.

It is indispensable to mention that this strategy might not be suitable to be used for a full time application. It means that the strategy can take place twice or three times in a lesson plan because we, as teachers, have to give to students' freedom to work individually, to get together with their friends and other classmates. It entails a variation for students and to avoid students' reacting in a tedious way toward the strategy, it should not be abused.

Further Research

Even though it's true that the reciprocal peer tutoring strategy was applied with students who are about to finish their school stage and the results were good, we weigh up that younger students (sixth and seventh graders) could adopt and acquire better learning strategies, communicative skills, language skills, and autonomous learning because at this age and grades students are susceptible to all the information they receive and they are opened to learn from different ways that teachers present in the classroom. Besides, as they are young learners, their manners and autonomous habits could be shaped more easily so they become more independent learners in the future.

Due to the fact that the aim of this reciprocal peer tutoring strategy was the development of autonomy at the secondary level of education in public schools, further research could examine the adoption of the strategy in relation to other academic areas of learning such as other languages, social studies, mathematics, biology, and so on.

References

- Álvarez , P., & González , M. (2005). La tutoría entre iguales y la orientación universitaria: Una experiencia de formación académica y profesional. *Educar*, 107-128.
- Ariza, J., & Viáfara, J. (2009). Interweaving Autonomous Learning on Peer Tutoring in Couching EFL Student-Teachers . *PROFILE*, 85-104.
- Benson, P. (2001, January 1). *Academia*. Retrieved from Academia: https://www.academia.edu/1144280/Teaching_and_researching_autonomy_in_language_learning?auto=download
- Benson, P. (2011). What's new in autonomy? *JALT 2011- Teaching Learning Growing*, (pp. 15-18). Tokyo.
- Benson, P. (2011). What's new in autonomy? . *JALT 2011- Teaching Learning Growing*, (pp. 15-18). Tokyo.
- Burns, A. (2003). *Collaborative Action Research for English Language Teachers*. Cambridge : Cambridge University Press.
- Cohen, P. A., Kulik, J. A., & Kulik, C.-L. C. (1982). Educational Outcomes of Tutoring: A Meta-analysis of Findings. *American Educational Research Journal*, 19(02), 237-248.
- Cortés, M., & Sánchez, D. (2005). Profiles of autonomy in the field of foreign languages. *Profile Issues in Teachers Professional Development*, 6, 133-140.
- Dickinson, L. (1993, October 4th). Aspects of Autonomous Learning.
- Dioso-Henson, L. (2012). The Effect of Reciprocal Peer Tutoring and Non-Reciprocal Peer Tuoring on the Performance of Students in College Physics. *Research in Education*, 87(1), 34-49.
- Dishlad, R., & Latif, M. (2013). Focus Group Interview as a Tool for Qualitative Research: An Analysis. *Pakistan Journal of Social Sciences*, 191-198.
- Gartner, A., & Reissman, F. (1993). Peer-Tutoring: Toward a New Model. *ERIC Digest*, 1-7.
- Gartner, A., & Reissman, F. (1994). Tutoring Helps Those Who Give, Those Who Receive. *Educational Leadership*, 52(3), 58-60.
- Gelabert , S. B., Gisbert, D. D., Topping , K., & Thurston, A. (2008). *International Online Peer-Tutoring to Promote Modern Language Development in Primary Schools*. Retrieved from researchgate.net: https://www.researchgate.net/profile/Silvia_Blanch/publication/238775104_International_online_Peer_Tutoring_to_promote_modern_Language_Development_in_Primary_Schools/links/02e7e52d8609f227ba000000.pdf
- Gibbs, G. (2007). Thematic coding and categorizing. In G. Gibbs, *Analyzing Qualitative Data* (pp. 38 - 56). London, Los Angeles [CA]: SAGE.
- Gómez, C. (2010). Strategies to Help ESL Students Improve Their Communicative Competence and Class Participation: A Study in a Middle School. *HOW*, 73-89.

- Herrera, L., & Largo, J. (2017). An Online Peer-Tutoring Autonomous Environment fo English Learning . *An Online Peer-Tutoring Autonomous Environment fo English Learning* . Tunja, Colombia.
- Ivanovska, B. (2015). Learner Autonomy in Foreign Language Education and Cultural Context. *Precedia-Social and Behaivoral Sciences*, 352-356.
- Kalkowski, P. (1995). Peer and Cross-Age Tutoring. *School Improvement Research Series*, 18, 1-27.
- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner*. Geelong, Victoria: Deakin University Press.
- Merriam, S., & Tisdell, E. (2015). *Qualitative Research: a guide to design and implementation* . John Willey & Sons.
- Mynard, J., & Almarzouqi, I. (2006). Investigating Peer Tutoring . *ELT Journal*, 13-22.
- Nacional, M. d. (2014). *Socialización Plan Nacional de Bilingüismo*. Bogotá.
- Nunan, D. (2003). Nine Steps to Learn Autonomy. *Symposium* , 93-204.
- Powell, K. C., & Kalina, C. J. (2009). Cognitive and Social Constructivism: Developing Tools for an Effective Classroom . *Education*, 241-250.
- Shirakawa, T. (2018). Categorizing Findings on Language Tutor Autonomy (LTA) from Interviews. *Relay Journal*, 236-246.
- Tudge, J. R. (1992). Processes and Consequences of Peer Collaboration: A Vygotskian Analysis. *Child Development*, 63(6), 1364-1379.
- Viáfara, J., & Ariza, J. (2008). Un modelo tutorial entre compañeros como apoyo al aprendizaje autónomo del inglés. *Íkala, revista de lenguaje y cultura*, 13(19), 173-209.

Annexes

Annex 1. Diagnosis Survey

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
FACULTAD DE EDUCACIÓN
ESCUELA DE IDIOMAS MODERNOS
HABLANDO EN INGLÉS HOMBRO A HOMBRO
ENCUESTA



Nombre: _____

Objetivo: Conocer información de los estudiantes sobre su perfil como aprendices del inglés como segunda lengua, para la construcción de un modelo de tutoría entre pares.



A) De la lengua.

Responde las siguientes preguntas asignando un puntaje de 1 a 5. Siendo 5 el máximo puntaje y 1 el menor.



1. ¿Qué puntaje darías a tu conocimiento del inglés?

1	2	3	4	5
				



4. ¿Qué puntaje le asignarías a tu nivel de habla en inglés?

1	2	3	4	5
				



2. ¿Qué tanto entiendes cuando escuchas inglés?

1	2	3	4	5
				



5. ¿Qué puntaje le asignarías a tu nivel de escritura en inglés?

1	2	3	4	5
				

3. ¿Qué tanto entiendes cuando lees en inglés?

1	2	3	4	5
				

6. ¿Qué puntaje le asignarías a tus conocimientos en vocabulario y gramática del inglés?

1	2	3	4	5
				

7. What did you do this last vacation (June/July)?

8. Who are you? Describe yourself!

B) De la autonomía. (*Responsabilidad e independencia al realizar actividades, en este caso trabajos y/o tareas en inglés*)

9. De 0 a 5, siendo 0 lo mínimo y 5 lo máximo, ¿Cuán responsable te consideras dentro del aula de clase cuando la profesora ha explicado una actividad y debes realizarla por sí solo? _____

10. Cuando hay actividades para realizar en la clase tú:

Haces por tu cuenta un plan para realizarlas.

Sí ___ No ___

Buscas por tu cuenta los materiales necesarios para realizarlas.

Sí ___ No ___

Buscas por tu cuenta ayuda para realizarlas.

Sí ___ No ___

Al final, por tu cuenta, revisas lo que hiciste.

Sí ___ No ___

Cumples los horarios asignados a las actividades?

Sí ___ No ___

11. Marca con una X las actividades que disfrutas hacer en inglés.

Actividades	Dentro del aula	En el tiempo libre
a. Ver películas		
b. Escuchar música		
c. Escuchar noticias		
d. Presentaciones cortas		
e. Leer libros, cuentos o noticias		
f. Leer caricaturas o historietas		
h. Hablar con una persona		
i. Juego de roles		
j. Lectura en voz alta.		
k. Actuaciones con otros compañeros frente al resto del grupo.		
l. Debates/mesas redondas.		
m. Otros: _____		

12. En términos de recursos, **subraya** cuáles son los medios más frecuentes en los que usas y/o aprendes inglés.

a) Medios electrónicos: celular, computador, videojuegos, redes sociales, aplicaciones.

Otros: _____

b) Medios físicos: libros académicos, novelas, cuentos, historietas.

Otros: _____

c) Medios audiovisuales: películas, videos musicales, cortometrajes, largometrajes, programas de radio y/o televisión.

Otros: _____

C) De la cooperación y de la participación.

13. ¿Necesitas de alguien que te ayude y/o explique cuando no puedes realizar una actividad?

Sí____ No____

¿En qué porcentaje?

a) 25% b) 50% c) 75% d) 100%

14. Cuando desarrollas un ejercicio propuesto por la profesora y surge una duda o inquietud, tú...

a) Acudes a la profesora inmediatamente para resolver tu inquietud.

b) Compartes esta duda con otro compañero y entre los dos la resuelven.

c) La resuelves por tus propios medios y recursos (diccionario, libro de inglés, internet, etc.)

d) No haces nada al respecto, y esperas a la socialización del ejercicio.

15. ¿Animas a tus otros compañeros a participar en las clases de inglés?

Sí____ No____ ¿Por qué? _____

16. ¿Te gusta trabajar solo____ o en equipo____?

¿Por qué? _____

17. ¿Te gustaría contar con un alguien quien te pueda apoyar en tu aprendizaje de inglés de una forma más personalizada?

Sí _____ No _____

Si tu respuesta es positiva a la pregunta anterior, por favor responde ¿Qué clase de apoyo esperarías?

- a. apoyo para discutir dificultades.
- b. apoyo para hacer correcciones.
- c. apoyo para encontrar más recursos que puedan facilitar el aprendizaje de inglés
- d. apoyo para practicar mi inglés.

18. Cuando te piden trabajar en equipo ¿Te importa si trabajas con un amigo ____ o con alguien con quien no tienes mucha confianza _____?

¿Por qué? _____

19. ¿Alguna vez le has ayudado a un compañero explicándole algún tema de inglés que se le dificulte?

Sí____ No____

¿Cómo le ayudaste? _____

Si tu respuesta fue afirmativa en la pregunta anterior, por favor responde ¿cómo te sentiste ayudando a tu compañero?

Annex 2 Script of audio recording

Script between student C & student D and Teacher Juliana
Recorded on September 12th, 2018

C: "Hi!"

D: "Hi!"

C: "Eh, select two card."

D: "Okay."

C: "You will have the accident in tomorrow."

T J: "....." Entonces, okay. Eh, I am just, dejalo que grabe, dejalo que grabe. So, who is the fortunate teller, the fortunate teller?"

D: "Él."

T J: "¿Quién es the fortune teller?"

C: "Eh."

TJ: "¿Quién es el adivinador?"

C: "Yo."

TJ: "Okay, okay. Choose a card. I'm going to be the fortune teller, ¿Sí? Es un ejemplo, voy a ser el adivinador, listo. So, eh, Camilo. So, pick a card, choose a card."

C: "Select."

TJ: "Select a card. Okay, okay, so, this one. Umh, Camilo hahaha. I see that you will, you will eat tuna tomorrow."

C: "Okay."

TJ: "You understand?"

C: "Yes."

TJ: "Okay, ¿Qué dije?"

C: "Que vas a comer..."

TJ: "Tuna [C: atún mañana]. Aah! Okay, Another one. Okay, I see that you won't have a car accident."

C: "Ah! ¿Si pillá?"

TJ: "¿Qué?"

C: "Juliana, me quiere matar, jajaja."

TJ: "Algo así. Okay, so, now you are going to be the fortune teller, and you are going to tell him some predictions."

C: "Yo ya se lo hice a él."

TJ: "So, now, he is going to make some predictions."

C: "¿Son con todas o con una sola?"

TJ: "With all of them."

C: "Profe ¿tocaba pararlo o dejarlo así?"

TJ: "No, no, dejalo así."

C: "Ah, entonces hasta que acabemos."

D: "Bueno, ¿Entonces qué? Choose a card."

C: "yeah."

D: "You will smoke a lot, and you are going, you are not going to have teeth."

C: "... fuck, hahaha!"

C & D: “Oh no.”

C: “Otra.”

D: “Espere a ver si puedo. ¿No?”

C: “¡Hagale!”

Another S: “Jaula [¿Cómo?] ¿Qué? [jaula] ¿Qué es eso? [¿Cómo se dice? Jaula.]”

C: “¡Ah una jaula! *hail, hail*, ¿No? H-i-l-d.”

C: “Bueno, ya.”

D: “Select two cards!”

C: “Okey, jaja ¿Cuál me falta? ¿Esta? sí esta.”

D: “You will tomorrow donate. You look.”

C: “¿Qué, qué? Jajaja”

D: “will mañana tomorrow”

C: “Tomorrow es al final.”

D: “No

C: “Sí.”

D: “Mañana, tomorrow es mañana.”

C: “Por eso, pero lo dices al final.”

D: “You donate WILL ¡Ah!, You donate will tomorrow, WILL, no.

C: “Won’t. [D: “No, sí] O sea, si es negativa es won’t.”

D: “No, sí. Will donate, eh!”

C: “Qué?] Donate. ¿Qué? ¿Qué es eso, donate?”

D: “Donar

C: “¡Ah ya!”

D: You will donate your blood tomorrow.”

C: “Okay, tomorrow”

D: “Tomorrow, okey.” ¡Ah! The next week, bueno, okay jajaja.”

C: “Hmm bueno, okey, jajaja.”

Annex 3 Consent form

Universidad Pedagógica y Tecnológica de Colombia
Facultad de educación
Escuela de Idiomas
Programa Idiomas Modernos
Hablando en inglés hombro a hombro
Consentimiento informado

Estimados padres de familia, acudientes y estudiantes:

Por medio de este documento nos permitimos, Laura Juliana Nempeque Murcia y Angie Zenaida Molina Buitrago, estudiantes de últimos semestres del programa de Licenciatura en Idiomas Modernos de la UPTC, hacerles conocer tanto a ustedes como padres y/o acudientes y a sus hijos como estudiantes de la Institución Educativa Antonio José Sandoval, que las docentes en formación están a punto de implementar una propuesta de investigación como requisito de grado para obtener el título de docente en Idiomas Modernos español-inglés.

El proyecto está centrado en una estrategia de tutoría entre compañeros con el fin de mejorar el habla en inglés como idioma extranjero, ya que hoy en día, el manejo de una segunda lengua es un requisito y herramienta para el desarrollo personal y profesional a largo plazo de las nuevas generaciones. Por ende, solicitamos respetuosamente su consentimiento para que sus hijos sean parte de este proyecto, teniendo en cuenta que los estudiantes son menores de edad.

Durante la implementación, se recolectaran datos para ser posteriormente analizados. Para recolectar estos datos, utilizaremos diferentes instrumentos como grabaciones de voz y video de las clases. La información que se obtenga por medio de los instrumentos ya mencionados será tratada con fines exclusivamente académicos e investigativos.

Agradecemos de antemano su autorización para contar con la participación de su hijo/a en este proyecto.

Cordialmente,

Laura Juliana Nempeque Murcia Angie Zenaida Molina Buitrago

Yo, _____ identificado con número de cédula _____ de _____ doy mi consentimiento para que mi hijo/a _____ del grado 10-03 de la Institución Educativa Antonio José Sandoval, participe en la implementación del proyecto Hablando en inglés hombro a hombro, de las docentes en formación de la Licenciatura en Idiomas Modernos.

Firma del padre de familia y/o acudiente.

Fecha

Annex 4. Peer Tutoring Format

Front of the peer tutoring format

Fecha:	Tema:
Fortalezas	Sugerencias
	Firma:

Back of the peer tutoring format

Compromiso:

Annex 5: Teacher-researchers' Journal

RECIPROCAL PEER TUTORING STRATEGY JOURNAL		
Meaningful actions/ Issues related to English Learning	Meaningful Actions/ issues related to Autonomy	Meaningful Advances upon Speaking skill

Annex 6. Teacher's artifacts- Lesson plan

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
SCHOOL OF LANGUAGES – LESSON PLAN No. 3



SCHOOL: I.E Antonio José Sandoval Gómez **GRADES:** 10-03 **DATES:** August 28th **TIME:** 6:30 AM – 7:25 AM
 August 29th 8:20 AM – 9:15 AM (Break) 9:45 AM
 10:40 AM **PRE-SERVICE TEACHERS:** Laura Juliana Nempeque Murcia **TUTOR:** Sandra Yannet Silva Vivas
SCHOOL TEACHER'S NAME: Yadira Colmenares **SKILL:** Speaking **Microteaching:** YES ___ NO __x__

TOPIC: I will definitely buy this product next week!

STANDARD: I write texts that explain my preferences, decisions and actions. (Page, 27).

AIM: By the end of the class, I will be able to identify the purpose of *will* and *won't* in order to make predictions about different events either having or not a limit of future time (next week, next month, next year) using visual and oral advertisements. Likewise, I will use this tense for predicting my partners' future using the positive, negative and interrogative forms.

Examples:

- Affirmative: The man *will* help the old man.
- Negative: The man *won't* push the car.
- Interrogative: Next year *will* you live in Moniquirá?

RESOURCES:

Annex #1: Commercial ad “Porsch 911 (Japp)”. [Taken from: <https://www.youtube.com/watch?v=qU9sQBJppks>].

Annex #2: Sheet of paper “picture with a future” [Taken from *Grammar practice activities* by Penny Ur]. [Adapted by Juliana Nempeque].

Annex #3: Set of 5 horoscope cards. [Crated by Felipe Montoya and Juliana Nempeque]. [Adapted by Juliana Nempeque].

COMPETENCES (COMPETENCIAS)		
LINGUISTIC (LINGÜÍSTICA)	PRAGMATIC (PRAGMÁTICA)	SOCIOLINGUISTIC (SOCIOLINGÜÍSTICA)
<p>I identify the purpose of <i>will</i> and <i>won't</i>, in this way, I use it for making predictions about future events not only in affirmative and negative forms, but also using the interrogative form for formulating questions.</p> <p>Examples: -Affirmative: The man <i>will</i> help the old man. -Negative: The man <i>won't</i> push the car. -Interrogative: <u>Next year</u> <i>will</i> you live in Moniquirá?</p>	<p>I predict not only events concerned about my classmates and their future lives, but also based on my critical points of view, I make predictions about the advantages and disadvantages of commercial products that surround me as a consumer.</p>	<p>I am aware that not all people consume the same products in the same way, therefore, I share my point of view about advantages and disadvantages about the way I consume certain products and its impact in my life. Besides, I listen to my classmates' points of view.</p>

	DESCRIPTION (DESCRIPCIÓN)	TIME (TIEMPO)
<p>CLASSROOM ROUTINE (RUTINA DE CLASE)</p>	<ul style="list-style-type: none"> • Pre-service teacher greets students. • He/she takes attendance. • He/she reminds the rules established the previous sessions, such as be punctual, be respectful, pay attention, speak in English, raise your hand to speak or to ask, make use of the English dictionary as much as possible, and use the mobile phone only if teacher asks for it. 	<p>7'</p>
<p>WARMING UP (ACTIVIDAD DE APRESTAMIENTO)</p>	<p>Tuesday, August 28th Teacher divides class in halves. One half faces the board, the other half sit with their back to it. Teacher presents an image to the half facing the board, the half will describe what they see in order for the other half to guess what the image is about.</p>	<p>10'</p>

	<p>Once the image is guessed, they roles are switched.</p> <p>Each half has 1 minute and half to either describe or guess the image.</p> <p>There will be presented 2 images for each team and they have different level of complexity for students (from easy to hard).</p> <p>Wednesday, August 29th Teacher invites students to go outside the classroom.</p> <p>Now, she asks students to make a circle and place their hands in the following way: the right hand will be opened and faced down. The other hand, the left one, will be showing the thumb up. Each student will place their left hand under their partners' right hand next to him.</p> <p>Teacher will be reading a short fragment of a text and when she says the special word "gotcha", they will have to catch their partners' finger, and at the same time, they have to avoid be caught by their classmate.</p> <p>To make it harder, students will change the role of their fingers, if there is time, they can also cross their arms to make it in the hardest level. Great!</p>	<p>10'</p>
--	--	-------------------

STAGE (ETAPA)	SPECIFIC STANDARD	DESCRIPTION (DESCRIPCIÓN)	ASSESSMENT (EVALUACIÓN)	TIME (TIEMPO)
<p>PRESENTATION (PRESENTACIÓN)</p>	<p>I analyze the video as a descriptive text in order to make assumptions about it, but also to get its main purpose. (Page, 26).</p>	<p>Tuesday, August 28th Teacher presents the commercial "Porsch 911 (Japp)" (Annex #1). For the first time teacher plays the video, she will create a movie talk, it means, the video is paused each 5-10 ish minutes in order to ask students:</p>	<p>Students will make assumptions through the video what will happen next, in this way, he/she starts getting familiar with the purpose of will predicting events.</p>	<p>20'</p>

		<p><i>What will happen next?</i></p> <p>This question is written on the board in order for students can have a better idea of what is being asked. In the same way, teacher helps students to give answers using will and won't.</p> <p>For example: <i>the man will help the old man.</i></p> <p>At the end, teacher displays the whole video and delivers a set of questions such as: what product is advertised in the commercial? What is it for? Do you like it or not? <u><i>Will you buy it or not?</i></u></p> <p>Keeping in mind a couple of sentences made by the students using <i>will</i>, teacher writes them on the board in order to introduce the explanation of <i>will</i>.</p> <p>Teacher asks students if they can tell what tense is used in those sentences: past, present or future.</p> <p>It is expected students can infer that it is a future tense.</p> <p>Afterwards, teacher will mention</p>		
--	--	--	--	--

		<p>that <i>will</i> and <i>won't</i> are used to predict future events that we are not 100% sure that they can happen in the future.</p> <p>Example: The man <i>will</i> help the old man.</p> <p>Teacher adds that In order to use <i>will</i> with any other subject, students just need to change the subject and add <i>will</i>, or <i>won't</i> for negative sentences followed by an infinitive verb.</p> <p>Example: The man <i>won't</i> push the car.</p> <p>Besides, teacher mentions once again the interrogative form of this tense.</p> <p><i>Will</i> the man help the old man?</p> <p>As a complementation, teacher gives students some expressions for limit this future time such as (next week, next month, next year, etc.)</p> <p><u>Next year</u> you <i>will</i> live in Moniquirá.</p>		10'
--	--	--	--	-----

		<p>By the end of this explanation, teacher allows students to write down on their notebooks.</p> <div data-bbox="947 342 1383 1003" style="border: 1px solid black; background-color: #f8d7da; padding: 10px;"> <p>PEER TUTORING TIME! At this moment, teacher asks students to get together in their peers assigned for the “Speaking in English shoulder to shoulder” project. Here, each student make a list of the doubts they have about the focus grammar just presented, then, they will show them to their peer and will solve them by their own. In case they cannot do it, one of them will ask teacher for help to solve these doubts. In this way, this student will share the teacher’s explanation with their peer.</p> </div> <p>Wednesday, August 29th Teacher makes a quick review of the intention of using <i>will</i> as future tense by asking students what the previous topic was, along students answer, teacher will write on the board the title (will), then she asks what it is used for and, once again she writes on the board that it is used</p>		
--	--	---	--	--

		<p>for predict event that are not 100% sure that happen. Then, teacher encourages a first student to write a question using will. Then another one to answer this question either in affirmative or negative, and finally a last student answering on the other way the question formulated firstly.</p>		
STAGE		DESCRIPTION	ASSESSMENT	TIME
<p>PRACTICE (PRÁCTICA)</p>	<p>I use not only my previous knowledge in terms of vocabulary, but also use what I have learnt in this class to participate in a dialogue with my partners. (Page, 27).</p>	<p>Tuesday, August 28th Teacher gives out a sheet of paper with five different actions to each student (annex#2). They are asked to complete these images predicting what will happen next, students are allowed to use either will or won't to make their sentences. Once student are done, teacher will ask students to check their papers (5 papers have a kind of mark at the corner). The students' owners of these sheets of papers will have to share at least two predictions about the images.</p>	<p>Students put into practice the use of will that they have learned so far. This time, they make predictions in contexts closer to them, such as their own future life or their classmates'.</p>	<p>15'</p>
		<p>Wednesday, August 29th Afterwards, teacher organizes the</p>		<p>30'</p>

		<p>group by couples and delivers a set of 5 horoscope cards to each group (annex #3). The images of this horoscope have images advertising different products. Students are asked to infer and write what the product is for below the image.</p> <p>Then, they will have role plays in which one student is the fortune teller and the other one is the client. When the client flips the cards, the fortune teller predicts positive and/or negative events for them.</p> <p>The role play is switched each 8 minutes timed by the teacher.</p> <p>While students are doing this activity, teacher will go around the classroom checking how students make use of the future tense in their sentences.</p> <p>PEER TUTORING TIME! The horoscope activity will be focused in peer tutoring. As a way to collect an evidence of the collaboration process, each peer is asked to take out a cellphone, audio record them during the activity.</p>		
--	--	--	--	--

		<p>This recording will be submitted to the pre-service teachers by a virtual means later.</p> <p>After the activity, each peer will make a quick exercise of feedback, where they share how comfortable they felt, also highlight the strengths and possible suggestions for their peer.</p> <p>Although they will share this orally, students also will fill a tutoring chart for their peers. Here is crucial students make this feedback kindly.</p>		
STAGE			ASSESSMENT	TIME
<p>PRODUCTION (PRODUCCIÓN)</p>	<p>I plan, review and edit my texts (script) helped by my classmates and teacher to better it. (Page, 27).</p>	<p>Wednesday, August 29th</p> <p>Before teacher organizes the class in groups of 3 or 4 people, he/she delivers the following instructions and guidelines.</p> <p>Students will make create a 1:30/2:00 minute commercial promoting a product originally. Students are welcome to design this product.</p> <p>In this session they will design the</p>	<p>Taking into account the topic of advertisement introduced in this class, students will demonstrate their technological skills making an advertising and of course making use of will for giving future advantages or disadvantages.</p>	<p>40'</p>

		<p>script in order for the teacher to give feedback to them and can be ready to use when making the commercial.</p> <p>The script has to follow these guidelines: What the product is. What it is for. A way of contact. 4 future advantages and disadvantages of the product using will and wont.</p> <p>The making of the video is expected to be done in extra-curricular time and presented in the first part of the next class.</p>		
--	--	--	--	--

HOMEWORK (TAREA): Based on the script created and corrected in class, students will make their commercial video by their own for presenting it next class. This commercial has to last no more than two minutes.

REMARKS (OBSERVACIONES):

TUTOR'S SIGNATURE:

Date:

ANNEXES

- **Annex #1:** Commercial ad “Porsch 911 (Japp)”. [Taken from: <https://www.youtube.com/watch?v=qU9sQBJppks>].
- **Annex #2:** Sheet of paper “picture with a future” [Taken from *Grammar practice activities* by Penny Ur]. [Adapted by Juliana Nempeque].

What will happen next?

Write possible events that will happen next in these pictures.











- **Annex #3:** Set of 5 horoscope cards. [Crated by Felipe Montoya and Juliana Nempeque]. [Adapted by Juliana Nempeque].



Annex 7. Peer Tutoring Format

Fecha: 18-Septiembre-2018 Tema: will/won't	
Fortalezas	Sugerencias
<ul style="list-style-type: none">• Buen vocabulario y ordena bien el will con pronombres• Usa bien el will/won't	<ul style="list-style-type: none">• Mejorar pronunciación
	Firma tutor

Compromiso: Aprender los verbos para mejorar la pronunciación.