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**The Impact of Pedagogical Peer-Tutorship  
on First-Year EFL Students' Academic  
Motivation and Autonomy.**

**Dissertation Submitted to the Department of Letters and English language in Partial  
Fulfillment of the Requirements for the Degree of Master.**

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## **Declaration**

We sincerely declare that the work we are going to present under the title "**The Impact of Pedagogical Peer-Tutorship on First-Year EFL Students' Academic Motivation and Autonomy**" is the result of our effort of reading and collecting information from different sources that have been indicated by means of complete references. Thus, this work has not been submitted before to any other institution or university, and to be submitted and completed at Mohammed Boudiaf University of M'sila.

## **Dedication**

### **To my parents**

**A special feeling of gratitude to my loving parents who have been the source of my strength, thank you for the great support and endless care.**

### **To my sister**

**I am really grateful to you; you have been my inspiration and my soulmate.**

**I dedicate this work.**

**BENREDOUANE Sarra**

**To all the people who stood by my side during this journey, words fail to express my gratitude**

**To all of you, thank you.**

**LADJLET Lina**

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## Abstract

Recently, Pedagogical Peer Tutorship (PPT) has been conceived as an effective strategy for accompanying first year novice students to achieve successful learning experiences, through guidance and assistance provision by other experienced senior students. The current study aims at investigating the impact of implementing PPT on first year EFL students' academic motivation and autonomy. Therefore, it follows a one group pre-test/post-test quasi-experimental design, with a sample group of (N=30) EFL students at M'sila University, who completed the academic motivation Test (AMT) and learner autonomy Test (LAT) before and after receiving the intervention as a form of PPT sessions. Using the SPSS program version 24, paired sample difference tests were conducted to test the research hypotheses. The study's results have indicated the existence of statistically significant difference between pre and post results that is explained by the effectiveness of PPT on promoting both EFL first year students' academic motivation and autonomy. Thus, it is recommended to implement PPT strategy to boost EFL students' adaptation in their first days in university life.

## List of abbreviations

**AM:** Academic Motivation

**AMT:** Academic Motivation Test

**CWPT:** Class-Wide Peer Tutorship

**EFL:** English as a foreign language

**FL:** Foreign Language

**H0:** Null Hypothesis

**H1:** Alternative Hypothesis

**ICT:** Information and Communication Technology

**L2:** Second Language

**LA:** Learner-Autonomy

**LAT:** Learner Autonomy Test

**LMD:** License Master Doctorate

**PALS:** Peer-Assisted Learning Strategies

**PPT:** Pedagogical peer-tutorship

**PT:** Pedagogical Tutorship

**RPT:** Reciprocal Peer Tutorship

**SDT:** Self-Determination Theory

**SPSS:** Statistical Package for The Social Sciences

**STD:** Standard Deviation

**UNESCO:** The United Nations Educational, Scientific and Cultural Organization

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## **General introduction**

The beginning of university studies is considered as one of the most important turning points in individuals' lives starting from the moment they commence at experiencing the new educational norms and routines, and building a functional knowledge. This lengthy process, a learner passes through, is certainly full of different challenges, constraints, and hindrances especially when it comes to first-year. First year students' experiences have recently been in the center of interests dedicated towards promoting success in the university level (Abi Mouloud & Jaani, 2018).

As a matter of fact, the integration of first-year students within the new college context is a difficult mission because it serves to accomplish an easier and positive transition from secondary school to university (Thuo&Edda, 2017). In other words, first year students are not always able to understand and adapt with the new university system (Rodríguez, 2010). This transition usually comprises major adjustments not only at the academic level but also socially and psychologically (Carmody& Wood, 2005). Issues like organizing time, adopting the appropriate learning strategy, working autonomously and constructing effective relations with others, are seen among the main sources that lead to failure, and in many cases, to dropouts among first year students (Baleni, Malatji&Wadesango, 2016).

In order to help university students, the higher educational institutions maintained the implementation of teaching aids that are known as pedagogical tutorship (PT) programs. Johnson & Johnson (1994) have indicated that tutorship is a teaching approach that can raise students' interest as well their self-efficacy and reduce the difficulties related to a certain learning situation. Particularly speaking,

Pedagogical Peer Tutorship (PPT) is one of the variations of PT through which an experienced student (tutor) assists a group of novice students (tutees) in/out of class time using a well-prepared strategy (Flachikov, 2001).

From a Vygotskian point of view, PPT can be a powerful learning strategy as it is based on social interactions and tutors support through which novice learners can be successfully integrated within a given learning environment (Kozulin 1998, as cited in Mynard & Almarzouqi, 2006). Accordingly, PPT involves a set of activities devoted to first-year students who may weekly meet their tutors within programmed sessions to develop their spirit of participating in university life, promote the different learning skills and reduce levels of anxiety (Sahnoune& Benzeroual, 2013). Many other empirical studies have proved its effectiveness on the different learning aspects in general and specifically its impacts on the learner's academic outcomes, personal development and, mostly, autonomy (Ariza & González, 2009).

## **1. Problem Statement**

Because most of first year students are still used to being spoon-fed, unwilling to make their learning choices, thirsty for ready-made knowledge, and unable to play an active role in their learning process, most of them fail to adapt with university life and to succeed in their studies or even dropout from university; hence, it can be said that they need proper assistance to guide them in their first days. In spite of the fact that PT is the type of support students need to reach pedagogical objectives which they may fail to accomplish without guidance, most of them ignore it because of their lack of awareness about its effectiveness in their experience.

More interest was directed towards the implementation of PT in general in which teachers and trained assistants are the tutors, yet, PPT was totally ignored in

our context, specifically at M'sila University. Hence, little research in the Algerian context has been devoted towards PPT use.

This study, attempts to address these gaps, taking into consideration the aforementioned discussions about the usefulness of PPT for a successful learning experience, by implementing a PPT intervention and examine its impact on first year EFL students, in the English language department at M'sila University, academic motivation and autonomy.

## **2. Research Questions**

This work is guided by the following main question:

Can pedagogical peer-tutorship affect first-year EFL students' levels of academic motivation and autonomy?

The following sub-questions serve to answer the main question:

1. Is there a statistically significant difference between EFL first-year students' levels of autonomy before and after integrating PPT intervention?
2. Is there a statistically significant difference between EFL first-year students' levels of academic motivation before and after integrating PPT intervention?

## **3. Research hypotheses**

The following null hypotheses are subjected to testing:

- 1 H<sub>01</sub>: There is no statistically significant difference between EFL first-year students' levels of autonomy before and after integrating PPT intervention.

- 2 H0<sub>2</sub>: There is no statistically significant difference between EFL first-year students' levels of academic motivation before and after integrating PPT intervention.

#### **4. Research Objectives**

In light of the research questions, this study sets a number of objectives to be fulfilled:

1. To explore the effect of PPT on first-year EFL students' levels of autonomy
2. To detect the real impact of PPT on first-year EFL levels of students' academic motivation.

#### **5. Research Aims**

The main aim of this study is to contribute to the ongoing enquiry in the field of educational counseling and mentoring, more specifically, in the field PT, and to extend knowledge about its impact on assisting first year students success as it has been a one of the most integral practices in the newly adapted LMD system in the Algerian university. It also attempts to explore possible impact of using PPT on promoting two main factors of success in the university, academic motivation and autonomy, and hence, understand the impact and suggest appropriate ways of adopting such pedagogies to guide students.

#### **6. Significance of the Study**

This study provides some significant insight regarding the importance of implementing PPT. Thus, its findings are regarded as important and beneficial to many participants in this field, including:

- First year students: by helping them build a sort of awareness about the importance of tutorship sessions and their role to improve their autonomous learning and to promote their motivation by helping them cope with and adapt to the challenges of the new university norms and routines.
- Tutors and tutorship services: by providing them with a new pedagogical strategy that can serve as an alternative for unsuccessful prior PT practices and calling them to consider developing new forms of PT programs devoted for giving a proper guidance to the newly enrolled students.
- Future Researchers: by providing them with a reference material for future studies exploring the topic related to this field of interest .

## **7. Research Methodology**

In order to accomplish the above objectives, a one-group pretest-posttest quasi-experimental design is followed and applied to detect the cause-effect relationship between PPT, academic motivation and autonomy with a group of 30 first year EFL students who were conveniently selected. Thus, this study takes place at Mohamed Boudiaf University of M'sila along both semesters of 2019/2020.

### **7.1. Research instruments**

The current study made use of the following research tools for the primary data collection:

- To measure the participants' academic motivation levels, the academic motivation test (AMT) is used. It involves twenty-item for both the pre and post-tests. Participants are asked to choose between five alternative answers from '1 = strongly disagree' to '5= strongly agree'.

- The learner Autonomy test (LAT) is used to assess students' autonomous learning which involves twenty-three items. Participants are asked to choose between 5 alternative answers from '1 = never' to '5= always'.

## **8. Structure of the Dissertation**

The present dissertation is basically composed of two main chapters. Chapter one gives a theoretical background of the study's variables. The second chapter is concerned with the methodology followed by the main results obtained and their discussion.

Accordingly, the first chapter is divided into three main sections, whereby the first one is based on outlining a theoretical basics about PPT, its meaning, types, tutors' roles, and what previous studies have proved about its impact on tutors and tutees performance. Section two defines academic motivation, its types, theories in language learning, and its importance in higher education. The third section, as well as, provides a theoretical background about autonomous learning, its role in higher education, language learning, and its relationship with PPT.

Chapter two, likewise, is composed of three sections. The first section presents the methodology used for this study, instrumentation, and piloting, where the second section presents the final result data obtained from the quantitative analysis of findings and their discussion. Furthermore, recommendations for further research, study's limitations and pedagogical implications are set in the third section.

## 9. Operational Definitions of key Variables

- **Pedagogical peer tutorship (PPT):** is defined as a methodological, educational and psychological support targeting the new university enrolling students. It is used, in this study, to guide students develop autonomous learning practices and promote their motivation to academic success.
- **Academic motivation:** is one of the most important topics in educational psychology, relating to the mechanisms derived by behaviors (choice of tasks, effort, persistence) and verbalizations (e.g., I like studying English.), thus, it makes students inspired to continue participating in experiences that help them learn and attain a high degree of academic achievement (Jones, 2009). In this study it the score a student can get in the AMT developed by Vallerand (1989)
- **Autonomy:** is generally referred to as is the ability to take charge of one's own learning. In this study it is the score a student gets in the LAT developed by Zhang and Li (2004)

# **Chapter one:**

## **Theoretical Background**

## **Introduction**

The current chapter outlines a literature review regarding the main variables that are considered as the cornerstone of this study. This chapter is divided into three main sections. The first section provides a theoretical framework about pedagogical peer-tutorship (PPT) and its academic, social, and psychological effects on both students and teachers. Additionally, it discusses the different roles the tutors can play to encourage students to create preferable learning outcomes. The second section is devoted to academic motivation, its types, theories, and its significance. The third section, provides a detailed information about autonomy, its importance in higher education, and chiefly in the foreign language learning domain.

## 1. Pedagogical Peer-Tutorship

Throughout history, the term "tutorship" has been etymologically correlated with the concept of "Guardianship" from the Greek word "Tutelage" which precisely means "protection". The latter, has been utilized as an instructional strategy to push and motivate students and to create a better learning environments. It has undergone a historical revolution starting from Confucius, Socrates, Plato, Lorenzo de Medici, Michel Angelo, Frued and Jung (Ruz de la, Chehaybar & Abreu, 2011as cited in, Rodríguez &Robelo, 2015). It has been embraced and applied by different educational organizations around the world such as; UNESCO as an example of one of the best instructional practices (Blanch, Duran, Flores &Valdebenito, 2012).

Furthermore, it has been defined broadly and differently by many educationalists and socialists by referring to various disciplines. Barbier (1996) indicated that tutorship is related to the concepts of "success" and "development" of individuals and organizations within different situations. It is a simple descriptive point of view which seems, however, possible to categorize all the situations depending on common features where the term is applied. Thus, he identified tutorship according to the following situations;

- First, in the field of work system and business, tutorship indicates the process of experiencing the most intensive development involving the activities implemented by professionals in a workplace, to contribute in the production or transformation of certain skills for companies' development.
- Second, within the broader context of social life, it can be an effective strategy especially when it comes to elevate individuals' abilities for supporting their livelihoods.
- Third, in the field of education, tutorship or pedagogical tutorship (PT) is equal to a training system, which is utilized to designate the teacher's activities (often called

teacher-tutor strategy). Particularly, it refers to the act of facilitating and regulating life in the educational community (Danner, Kempf & Rousvoal, 1999). During the XXI century, it was seen as a successful procedure that represents the teachers' own initiations to elevate successful learning starting from the time students begin studying at university till they graduate. Thereby, it is a key component of college teaching and learning process that increases academic achievement and promotes further learning objectives (Rodríguez & Robelo, 2015).

Moreover, it is the collaborative teaching and learning strategy (Miravet, Ciges & Garcia, 2014) which is typically inspired from the challenges and difficulties faced by novice learners in a certain educational institution to provide a personalized answer to the different learners' needs and problems (Rodríguez, 2010).

Besides these definitions, a very simple and general definition for 'tutorship' is provided by Glikman (2005) who has stated that "tutorship, with its various functions of support and learning aids, refers to the crucial element of many educational institutions that represents the service activity rent to learners by these instructive institutions" (p. 129). This definition implies that tutorship has been devoted for higher institutions to provide different pedagogical services.

From what has been mentioned, PT strategy has got an important role to play in different domains; business, social life in addition to its significance in educational contexts where it specifically provides encouragements to the students' learning process.

### **1.1. Pedagogical Peer-Tutorship (PPT)**

Referring to the specific type of PT, which is pedagogical peer-tutorship (PPT), Tropping (2005) has stated that it is a form of "peer learning" where knowledge, skills, and

behaviors are better acquired by means of giving support to tutees (learners) by tutors (other learners), who belong to the same age group or a somewhat close age groups. This conception of PPT is dated back to Vygotsky (1980) who emphasized the importance of peer assistance in which he revealed that young learners learn better and get proficient skills where they are guided by peers under the process of scaffolding.

Moreover, Baleni, Malatji & Wadesango (2016) explained the concept of PPT by stating:

"The face-to-face consultation of university students with the peer tutor. Tutoring programs provide students with extra help in academic subject areas. Sometimes tutoring programs produce great results. If an academic gap develops for some reason, tutoring can offer the extra assistance needed to get a student back on track. For instance, a tutoring program might be the answer for a student who falls behind" (p.127).

The above quotation emphasizes, in general, tutorship activities that are meant to ease and improve learning. Thus, tutoring services provide educational assistance to students through extra support required.

For more clarification, the word "peer" covers an important part of this guidance strategy. In which, it indicates that somebody with the equivalent or an almost equivalent age status as the one being tutored (Flachikov, 2001). In this regard, Robinson (2005) conducted a study where he ensured that the age level between tutors and those being tutored should not be too enormous because their communication depends on kinship that is better than the relationship between just a teacher and students (as cited in, Korner & Hopf, 2015).

Moreover, PPT covered many other subtypes such as; Peer-Assisted Learning Strategies (PALS), Class-wide Peer Tutorship (CWPT) (Harper & Maheady, 2007) and Reciprocal Peer-Tutorship (RPT).

Griffin & Griffin (1998) have defined Reciprocal peer tutorship (RPT) as an instructional strategy that refers to the act of dividing the tutoring group into smaller subgroups of two to five students with various learning abilities and styles. Learners, in this case, can work as tutors, tutees, or both. Thereby, they had examined the effect of RPT on academic performance, self-efficacy, and anxiety. Then, it has been indicated that RPT had significantly decreased test anxiety, but it has no impact on academic performance and self-efficacy.

Peer-assisted learning strategy or PALS which is applied with learners with almost the same learning capabilities who teach and assist each other (Hammond, Bithell, Jones & Bidgood, 2010). Furthermore, it has been integrated within many educational systems since it was noticed that students started to enhance their communicative skills and achieve some academic goals (Johnson & Johnson, 1994). Thus, Topping & Ehly (1998) had concluded that, for many educational institutions, it is a helpful method in terms of covering some gaps within the syllabus and teaching staff.

Class-wide peer tutorship (CWPT), on the other hand, is usually referred to utilizing the current educational program staff and resources that can be adjusted to suit the various learning grades by which the tutor's main role is to divide the entire group into two opposing teams where each team is composed of pairs of students (Delquadri, Greenwood, Whorton, Carta & Hall 1986).

From the above set of definitions, it can be conclude that the concept of PPT revolves around the tutors' intellectual conduct to direct and help tutees learn within an in

structural environment to fulfill a better learning outcomes, where they work on broadening the student's view about university life and its requirements.

## **1.2. The Roles of Tutors in PPT**

Bombardelli (2016) indicated that "to becoming good peer tutors, students need to prepare, and master the needed competencies very well, to coach students in their understanding of concepts and skills, although they are not expected to know the answer to every question; they may also refer to the appropriate resources"(p.347). Thereby, peer tutors must ask for help when needed; In order to become effective peer tutors, tutors need to learn and practice the skills required.

Berge (1995) had classified the different roles that tutors can play according to four main areas; pedagogical, social, administrative, and technical. Pedagogically speaking, the tutor particularly functions as a mediator, academic guider, and instructional facilitator. By referring to the social dimension, he emphasized on that the tutor's role is going around his/her ability to develop friendly relationships with tutees, promoting the cohesiveness between the members of the group, and encouraging individuals to work and help each other. Furthermore, the administrative role is often known as the managerial role that refers to the concept of leadership which indicated the tutors' capacity to manage and set plans for meeting students, tackling their problem, timetables, procedural principles, and dynamic standards. Finally, the technical one involves the tutor's aim to make students familiar and comfortable with the necessary technologies and software needed to accomplish a certain learning task. Furthermore, the best tutors are those who are supposed to master the strategies needed to motivate tutees in order to overcome the challenges, as well as encouraging them to develop their own metacognitive independent strategies to monitor and evaluate their own learning process (Rabow, Chin & Fahimian, 1999).

Capelari (2009) has also given another classification regarding tutors' roles which are as follows;

- **The tutor as a part of a remedial institutional device;** in the first place, he identified that a tutor is conceived as a part of a broader educational institution, who tries to guide and solve students' difficulties. In this case, the tutor's main role lies in his/her ability to vary and address the various aspects of the educational institution management and clarify how university life is running.
- **The tutor as an adviser/counselor;** another key important role which manifests that a pedagogical tutor gives advice and provides guidance to students covering issues related to all social, personal, and academic aspect. Additionally, he/she gives much importance to the major procedures that favor the construction of cognitive and metacognitive skills such as; autonomous learning, the application of learning strategies, interpersonal and intrapersonal communication skills and cooperative learning.
- **The tutor as a promoter of academic achievement;** it is equally significant that the tutor tends to offer academic and pedagogical feedback to overcome problems related to specific modules through practical works. For instance, they can organize sessions for exam preparation.

Therefore, he/ she has got different roles to play, however, tutors are no longer essentially the core stone of the learning process, but rather they are generally one of the main factors that push students towards better academic results (Cesareni et al., 2008).

Correspondingly, developing a good relationship between tutors and tutees has been considered as a key factor for a successful tutoring process in higher education. In which, tutors are not only working for answering tutees' questions but rather, they aim at

providing emotional and ethical support as well as the degree to which they can detect the strengths the students have and what aspects needed to be promoted (Rabow, Chin & Fahimian, 1999).

Tutees, on the other hand, are asked to be proactive, take action and search out for academic help required whenever there is any hint of trouble, as well as they should realize that leaning is an ongoing process that takes time and challenges are a portion of that process. Moreover, tutees ought to likewise be prepared to take care and be responsible for their learning regarding attendance and what materials are needed to carry on a certain task (Bombardelli, 2016).

### **1.3. Types of Pedagogical Tutorship**

PT as means of instruction is subdivided into many types, the following are some of them; Pedagogical online tutorship, cross-age tutorship and one-on-one tutorship.

#### **1.3.1. Pedagogical online-tutorship**

During the last decades, it has been noticed that most learners have paid much attention to technologies and ICTs as tools to enhance the learning process. Thus, online-tutorship can offer the pedagogical guidance and support by tutors through "a teleconference system" or "online group training" (Motzo, 2016).

Moreover, Cesareni et al (2008) have stated that the online pedagogical tutorship is often known as e-tutoring or a form of E-learning which is spreading quickly in higher education. It is a type of guidance where the tutor is expected to promote learners' self-learning and autonomy through systematic web pages (Cesareniet al, 2008). Moreover, most online-based courses are characterized by providing a set of academic benefits at various rates (Berge, Collins & Dougherty, 2000).

According to Cesareni et al (2008), online pedagogical tutorship is seen as an overall powerful format of guiding students that embraces other kinds of tutorship. It covers one-on-one tutorship which typically happens when the tutor interacts with individual tutees through answering e-mails, as well as tutoring small groups by means of developing a "chat" conversation.

### **1.3.2. Cross-age tutorship**

According to Johnson (2019), cross-age tutorship refers to the type of educational accompaniment which involves students from different ages act as tutees and tutored by experienced tutors. It targets different learning levels such as secondary school learners with intermediate and primary learners or expert people who support and guide students with learning disabilities. Furthermore, it has stated that cross-age tutorship is regarded as a peer tutorship approach where the status of the tutors and tutees is always the same thus, the older students act as tutors who are supposed to hearten positive learning habits whereas the younger ones act as tutees who have the same or different knowledge level. Cross-age tutorship has shown almost the same academic and social positive outcomes as peer-tutorship does .

### **1.3.3. One-on-one tutorship**

One-on-one tutorship is conceived as an ancient strategy that is typically used in special educational settings. Where a tutor attempts to guide one individual-learner Parents have been always offering one-on-one assistance as they try to help their children after school (Wasik & Slavin, 1993). Thereby, most educationalists consider it as a powerful strategy to enhance the various learning skills (Cohen &Kulik, 1982 as cited in Vadasy, Jenkis, Antil, Wayne & O'Connor, 1997).

Moreover, Hume, Michael, Rovick & Evens (1996) have claimed that one-on-one tutorship is a perfect technique of guidance utilized especially by expert tutors who can highly elevate and promote a student to be involved and tackle a certain situation and fix problems. Additionally, it helps in promoting a learner to easily recall data attempted to be known to that person.

To illustrate this, an experimental study conducted by Hickey & Flynn (2019) to find out the effectiveness of one-on-one tutorship on math and reading skills, it was revealed that the experimental group has statistically outperformed the control group in which results have shown that one-on-one tutorship has developed students' mathematical capacities and reading comprehension. However, Vadasy et al (1997) have agreed that such type of pedagogical tutorship is not recently applied in higher education due to its cost of time.

#### **1.4. Pedagogical Peer tutorship under the LMD system**

PPT has received a great interest to be integrated within higher education in order to help novice learners who are in danger of school failure (Wasik & Slavin, 1993). As a matter of fact, it is a fundamental principle within the globalized Licence Master Doctorate system (LMD) (Mami, 2013), that is to say, PT has been basically structured within that system to provide the methodological, educational, and psychological support with the aim of targeting the newly enrolled university students as it can extend to involve other levels (Fofana, 2011).

Furthermore, Azzi (2012) stated that this system has promoted new teaching methods depending on educational and functional aspects as it has developed a collection of rules to enhance the efficiency of education and especially within the EFL context. These rules are

related to; first, getting rid of using the national program provided by the ministry and concentrating on creating the pedagogical content that suits students' needs, second, developing a platform that gives much importance to detecting learners' needs and gaps through the implementation of the learner-centered approach as a form of tutoring instead of a teacher-centered approach, and finally, evaluating students' performance through an ongoing examination rather than the annual one-shot test (Azzi, 2012). Consequently, PT is considered as one important reform emerged within this globalized system.

### **1.5. The Impact of Using PPT on both Tutors' and Tutees' Performance**

Even though numerous studies have been conducted to disclose the effectiveness of PPT on students' academic performance, little studies have been done to examine its impact on both tutors and tutees accomplishment and behavior.

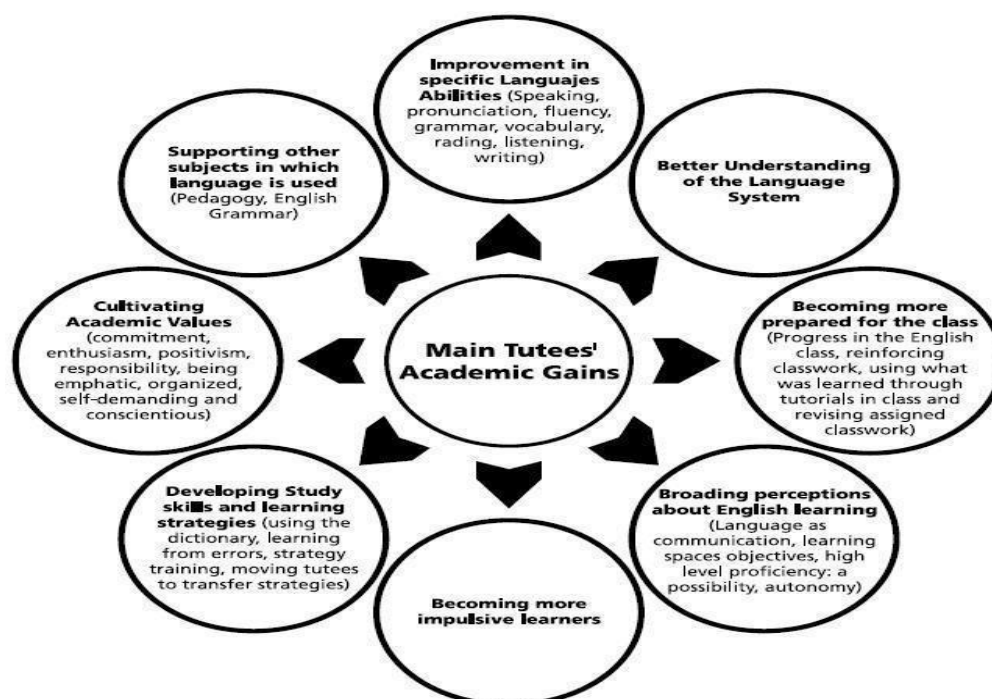
When we shed light on its effect on tutees, Johnson & Johnson (1994) have stated that through the use of PPT, beginner students can show an increased development in daily life communication, thus they can effectively express certain speech acts such as apologizing and expressing disagreement. Thus, Camody & Wood (2005) concluded that PPT helps in enhancing the learners' skills whether in terms of the academic outcomes or the personal ones.

Furthermore, it is revealed that this technique increases students' conversational abilities and opens the doors for novice learners to be increasingly generative that is to say, they become actively involved in a learning task, unlike the conventional classrooms where teachers are only restricted to pass the authoritative information while students are considered as a passive receiver (Lave, 1988, as cited in Chi, Siler, Jeong, Yamauchi & Haussmann, 2001).

Similarly, AbdulRaheem, Yusuf & Odutayo (2017) studied the impact of PPT on students' academic achievement in Economics in Ilorin south Nigeria where they found that learners in tutorship classes have achieved better results in the Economic performance test than students who did not receive the intervention of PPT.

Moreover, within the higher education context, PPT proposes a way to alter the general learning habits as it aims at developing learners' academic scores and motivation (Pugatch & Wilson, 2018). The figure below can clarify the different academic gains of tutees while participating in tutorship;

**Figure 01:** *The main tutees' academic gains when participating in tutorship sessions (Ariza&Gonzalez, 2009).*



**Figure 2.** Tutee's main academic gains as they participated in tutorial sessions

Moreover, the efficacy of PPT has been ordinarily inspected from the tutors' experiences and points of view. Seo & Kim (2019) stated that in PPT the role of tutors are always the same, tutors basically take the full responsibility to teach and guide students.

Thus, many studies have summarized the general advantages a tutor may benefit from. Accordingly, Smith (2007) indicated that PPT releases the tutors from concentrating on only the institution's proposed curriculum but rather working on supporting their tutees.

Accordingly, Al kharusi (2016) have also stated that PPT may help tutors to broaden their awareness and familiarity towards teaching resources and the issues they are dealing with in order to provide steadfast assistance to tutees. Along with PPT intervention, tutors become conscious of their students' preferable ways of receiving information to help them recognize their interests. Furthermore, he revealed that tutors have academically profit from tutorship sessions through interchanging knowledge with tutees as they were able to use and train their language capacities and skills. Moreover, tutors become more responsible, trusted, resistant, open-minded, and accurate. They begin to be socially confident by which they experience the feeling of achieving a certain positive result due to the favorable feedback from their students.

All in all, the positive effects which come under the umbrella of PPT are mainly to increase self-concept and develop positive attitudes towards a given subject matter. It corresponds with its pedagogical advantages which are related to the situation where tutors and tutees are real peers.

## **2. Academic Motivation**

### **2.1. Definition of Academic Motivation**

The concept of motivation is related to various disciplines and fields to understand the 'what and why' of human actions and behaviors (Deci & Ryan, 2000). Accordingly, the relationship between motivation and success in skilled work, organizational settings, and education is examined by a broad variety of literature (e.g. Gagné & Deci, 2005).

Regardless of its relationship with work environment, motivation can influence performance in educational settings among university students, this is known as academic motivation (AM) that leads to engagement and student success, moreover, it is the energy behind the actions needed for academic success (Vallerand, Fortier & Guay, 1997). Thereby, it refers to the volition, engagement, and the doing of students. They must activate and allocate (motivational) cognitive, affective, and behavioral resources to do their reading, assignments, and exercises required to succeed (Fortier, Vallerand, & Guay, 1995).

Moreover, AM is seen as one of the most critical factors in promoting learning cycle and delivering high-quality instruction, since it stimulates professional development and adaptation (Gülten, & Kaya, 2010). Moreover, it is almost correlated to the term learning (Wilkesmann, Fischer, & Virgillito, 2012). According to Krapp (1999) learning motivation deals with psychological processes that explain the emergence and evolution of learning behaviors and their results. Training and attainment undoubtedly play a role in inspiring students to study (as cited in Wilkesmann, Fischer, & Virgillito, 2012).

Overall, academic motivation (AM) is a crucial aspect of success and accomplishment, it is the most significant aspect contributing to one's own goals.

## **2.2. Types of Academic Motivation**

Motivation in instructional contexts has been categorized into three types: academic intrinsic motivation (the learner's want to know, to accomplish and to experience stimulation), academic extrinsic motivation (the external forces that influence educational behaviors) and motivation (the influence of feelings of incompetence and behavior by forces outside of the individual's control) (Vallerand, et.al, 1992).

However, building on the self-determination theory (SDT), Shia (1998) suggests that academic motivation comprises of intrinsic and extrinsic motivation, in which intrinsic motivation comprises of two sub-sets; mastery and need for achievement while extrinsic motivation comprises of four sub-sets; power motivation, fear of failure, authority expectations and peer acceptance (as cited in Uyulgan & Akkuzu, 2014).

### **2.2.1. Academic intrinsic motivation**

Academic intrinsic motivation is inherent in the assignment itself, which generates interest and conflict with previous experience (Gottfried, Fleming & Gottfried, 2001). The individual-learner is motivated to work on the task until the incongruity is resolved. Intrinsically motivated behaviors are engaged in for the satisfaction derived from carrying out the activity. Individuals take part in the activity by choice and without the necessity of reward (Deci, Vallerand, Pelletier, & Ryan 1991).

However, intrinsic motivation is sensitive to the over justification effect which occurs when an unnecessary reward is offered before an enjoyable task for example a student who may enjoy studying statistics receives a reward from their parents to attend lectures (Uyulgan & Akkuzu, 2014). Such a reward could be seen to control people and as

a consequence lead them to believe that they did for the reward and diminish their intrinsic motivation to learn (Uyulgan & Akkuzu, 2014).

### **2.2.2. Academic extrinsic motivation**

Academic extrinsic motivation occurs when a task is learned for some external reward that is valued by the learner, but this is based on the completion of the task in the future. Students can be extrinsically motivated by pressure from significant others for example parents or they can see the advantage of qualifications which in the long-term should reward them with a career (Shia, 1998).

However, Whitehead (1984) considered long-term rewards only influenced motivation if intermediary rewards were building up to the long-term reward. In the case of students, the success of course work and exams could be considered intermediate rewards.

Accordingly, the self-report inventory developed by Shia (1998) which operationalizes the hypothetical issue of what aspects in a student's life that intrinsic and extrinsic academic motivation effects, had indicated the two sub-sets for intrinsic motivation; mastery and need to achieve and the four sub-sets for extrinsic motivation ; power motivation, fear of failure, authority expectations, and peer acceptance. High scores on intrinsic statements and low on extrinsic statements indicate a student experiences high intrinsic academic motivation. On the other hand, high scores on extrinsic statements and low on intrinsic statements indicate a student low in intrinsic academic motivation. For the purpose of this study Shia's (1998) model will be used to examine academic motivation, (as cited in Uyulgan & Akkuzu, 2014).

### **2.3. Theories of academic motivation in language learning**

AM is seen as an important factor in foreign language learning and achievement which was also emphasized in the literature that motivation and students' language proficiency are positively internally related. Thereby, the issue of motivation is thought to be analyzed carefully in understanding the determinants of language achievement in any EFL setting (McDonough, 2007). In the related literature, motivation in foreign language (FL) education has been explained in terms of five theories: Gardner's theory of motivation, expectancy-value theory, attribution theory, self-determination theory (SDT), and Dörnyei's theory.

First, Gardner's theory of motivation in the second language (L2) explains the degree to which a person works or seeks to learn the language and the satisfaction felt in this activity (Gardner, 1985, as cited in, Moiiinvaziri, 2008). Thus, AM is seen as goal-directed and learner's immediate goal is to learn the language (McDonough, 2007). Gardner (1985) proposes that understanding the learner's ultimate goal helps understanding why learners are motivated. It should be kept in mind that Gardner approached the research as a social psychologist. He offers little explanation of how the learning situation can be organized to promote learner's motivation (Tremblay & Gardner, 1995).

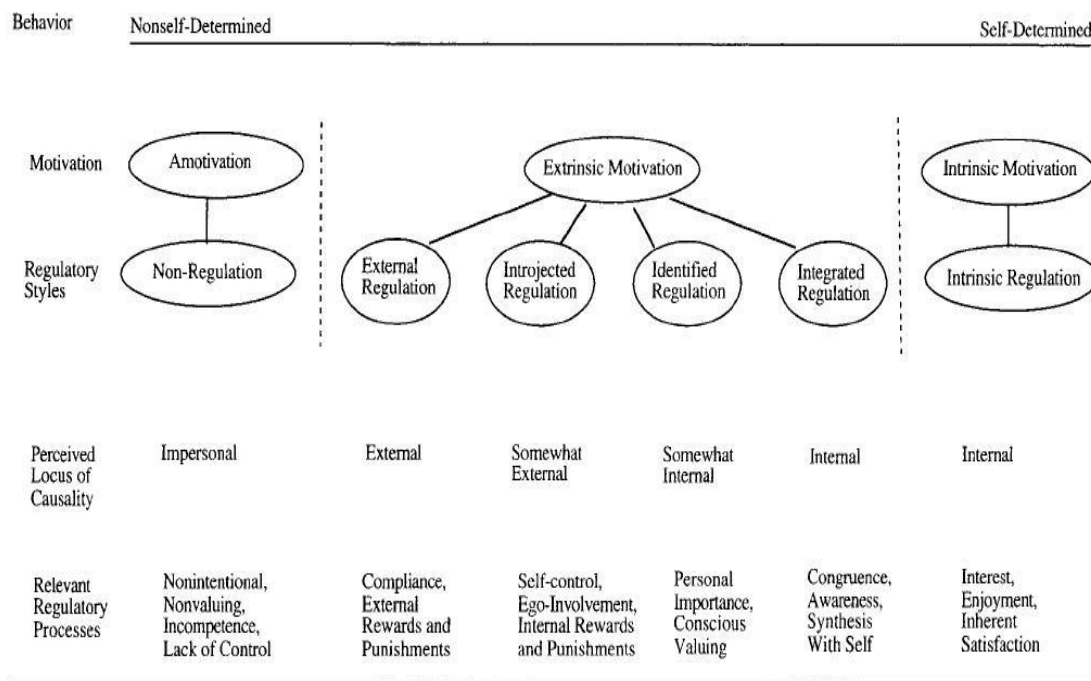
Second, the expectancy-value theories assume that motivation to perform various assignments is the product of two key factors: the individual's expectancy of success in a given task and the value the individual attaches to success in that task (Dörnyei & Otto, 1998). That is if an individual learner does not believe that he can succeed at a task, or the does not see a connection between his or her activity and success or does not value the results of success, then the probability is lowered that the individual will engage in the required learning activity (Dörnyei & Otto, 1998).

Third, the attribution theory has indicated that learners' perceptions of the causes of their success or failure influence their future performance. The perceived causes can be either external or internal to the learner. External causes are those outside the learner's control, such as luck, ability, and task difficulty. However, the effort is an internal cause and is within the learner's control (Dörnyei, 2003).

Fourth, Self-Determination Theory (SDT) has been seen as an important approach within psychology that links personality, human motivation, and optimal functioning. This suggests that there are two key forms of motivation-inherent and extrinsic-and that both are important factors in defining how we are and how we behave (Deci & Ryan, 2008). Furthermore, Gagné and Deci (2005) the theory focuses primarily on three principles such as innate needs: the needs for competence, relatedness, and autonomy.

According to Deci & Ryan (2008), SDT has also discussed other critical topics such as; personality formation, strengths, and validity, psychological needs, unconscious mechanisms, culture-to-inspiration performance, as it has been applicated to cover different problems within a wide scope of life fields. Figure bellow determines the types of motivation based on the SDT;

**Figure 02:** Self-determination continuum showing types of motivation (Ryan & Deci, 2000)



The fifth theory is Dörnyei's theory. Dörnyei has been considered as one of the most active researchers on L2 motivation. He conceptualizes a tripartite L2 motivation framework that includes three levels, which are; the language level that refers to a subsystem of integrative and functional motivation (Dörnyei, 1998). Moreover, the learner level that refers to the need for fulfillment and Self-Confidence that covers different aspects of language anxiety, perceived L2 competencies and prior performance attributions. Furthermore, the learning situation level that is correlated with a particular circumstance motives, which are embedded in specific facets of language learning in a classroom setting (Dörnyei & Csizér, 1998). The table below represents the L2 motivation framework.

**Table 01:** *Components of foreign language learning motivation (Dörnyei, 1998).*

Level	Motivational components
<i>Language Level</i>	Integrative motivational subsystem Instrumental motivational subsystem
<i>Learner Level</i>	Need for achievement Self-confidence <ul style="list-style-type: none"> <li>• language use anxiety</li> <li>• perceived L2 competence</li> <li>• causal attributions</li> <li>• self-efficacy</li> </ul>
<i>Learning Situation Level</i>	
Course-specific motivational components	Interest Relevance Expectancy Satisfaction
Teacher-specific motivational components	Affiliative motive Authority type Direct socialization of student motivation <ul style="list-style-type: none"> <li>• modelling</li> <li>• task presentation</li> <li>• feedback</li> </ul>
Group-specific motivational components	Goal-orientedness Norm and reward system Group cohesion Classroom goal structure

Within this categorization, Dörnyei & Csizér (1998) have classified the motivational components belonging to the learning situation level as; course-specific motivational components; such as interest, relevance, and satisfaction, teacher-specific motivational components; affiliated drive and authority type and group-specific motivational components such as goal-orientedness, norm and reward system, group cohesion and classroom goal structure.

Thus, developing a language course requires teachers to take into account the varied interests, aspirations and needs of each learner. Language teachers may need to understand the source of a student's motivation in order to correspond the particular and special needs of the students and to enhance language-learning performance (Dörnyei, 1998).

#### **2.4. The Importance of Academic Motivation in Language Learning**

Extensive research confirms that academic motivation becomes one of the determining factors of L2 or FL learning success (Dörnyei, 1998). Moreover, it has a significant role to play in learning a language since good language learning is connected to the passion of the learner and instructors should find ways to communicate with that passion (Dörnyei, 1998).

Furthermore, learners need quality training, feedback, engagement, and meaningful performance opportunities not only to make progress but also to sustain language learning motivation (Fortier, Vallerand & Guay, 1995). To illustrate this, Gupta & Mili (2017) have examined the importance of academic motivation in high school students' academic achievement. The findings of the study revealed a significant positive relationship between academic motivation and academic achievement with a significant difference between high and low achievers.

Within the EFL context, Fortier, Vallerand and Guay, (1995) have stated that English is not seen as important to the immediate needs of the students, rather than passing examinations. Since learners have different motivations to study a language, it is important for instructors to recognize the goals and needs of the students and establish effective motivational strategies. Students should understand why they need to make an effort, how long they need to carry out an endeavor, how hard they will follow it, and how committed they are to their pursuits

### **3. Learning Autonomy**

#### **3.1. Definition of learner-autonomy**

The shift of responsibility from teachers to learners is generally referred to learner-autonomy (LA) under the heading of learner centeredness (Little, 1995). Most educators agree that LA should be taken as enviable educational goal. In this respect, many educators have tried to give a general conceptualization of autonomy (Azizi, 2014). Thus, Holec (1981) has summarized the concept LA as "the ability to take charge of one's learning" (as cited in Benson &Voller, 2014 p. 1). Moreover, Little & Dam (1998) also defined LA as basically the learner engagement on a learning task, tools used, distance abilities, logical reasoning, decision-making, and the extent to which a learner can work independently.

Additionally, Littlewood (1996) considered autonomy as the capability and willingness of an individual learner to be able to take the independent learning options. He also suggested that this ability depends on possessing the knowledge about the necessary skills for carrying out whatever choices seem most appropriate and the willingness depends on having both the motivation and confidence to take responsibility for the choices required (as cited in Benson &Voller, 2014).

Accordingly, Healey (2014) claimed that autonomy is a mechanism by which students internalize knowledge through their own initiations and enhance the capacity for inquiry and critical assessment. Crabbe (1993) argues that the essence of learner autonomy lies in the learners' rights to exercise his or her own choices in learning and freedom from the choices imposed by social institutions.

Furthermore, Aktas (2015) has stated that autonomy is not independence, because learners should learn to collaborate with their teachers, peers, and the education system as

a whole. The extent to which it can be practiced is influenced by several factors (personality, motivation, learning needs, and the educational environment) within which learning is taking place.

Overall, learner autonomy is the learner's capability of taking the total responsibility for all the decisions related to his or her learning and the implementation of those decisions as well as the ability to trigger a balance between his or her learning process dimensions.

### **3.2. The Rise of Autonomy in Language Learning**

The term "AUTONOMY" is derived from the Greek word AUTONOMOS which means: self-ruling or self-imposing rules or laws (Greek "auto"—self- and "nomos"—law, entered the language study vocabulary and has taken on rising significance in the field of language learning. While it is used mostly in the field of education, the concept of autonomy dates back to the age of personal autonomy in contemporary western political theory and has long been used in other fields such as philosophy, religion, politics and medicine (Onozawa, 2010, p.126). With his popular saying, Galileo was among the first to confirm the value of autonomy: "You cannot teach a man anything; you can help him find it within himself" (Galileo Galilei, in Benson, 2001, p.23).

This notion was largely associated with individual's independency in all aspects of his daily life. Then, in the early 1970's, the idea of autonomy appeared in language teaching and learning the concept of autonomy first entered the field of language teaching through the council of Europe's modern languages project, established in 1971. One of the outcomes of this project was the establishment of the center de recherche et d'application en langues (CARPEL) at the University of Nancy, France, which rapidly became a focal point for research and practice in the field. Yves châlon, the founder of CARPEL, is

considered by many to be the father of autonomy in language learning. Châlon died at an early age in 1972 and the leadership of CARPEL was passed to Henri Holec, who remains a prominent figure within the field of autonomy today (Benson, 2001, p.9).

CRAPEL's publications and works paved the way for autonomy to flourish and be incorporated in the educational and research sector. New scholars and educators have learned a great deal from CRAPEL and have used its philosophy and documents to further study in the field and experiment with the notion of learning autonomy; which resulted in a considerable amount of works around autonomy in relation to different aspects of learning and its huge importance in language learning.

### **3.4. The impact of autonomy in Foreign Language Learning**

Since language learning has become an essential component in people's lives, educational research has emphasized the need for students to take responsibility for their own learning. It goes without saying that this shift of responsibility from teachers to learners is the result of changes in the curriculum towards a more learner-centered learning. Thus, in order to contribute to the development of learner-centered education in language classrooms, it is vital that students be involved in taking control of their own learning.

According to Tassinari (2012), "Learner autonomy is a complex construct, a construct of constructs, entailing various dimensions and components. Essential components of learner autonomy are:

- A cognitive and metacognitive component (cognitive and metacognitive knowledge, awareness, learners' beliefs).

- An affective and a motivational component (feelings, emotions, willingness, motivation).
- An action-oriented component (skills, learning behaviors, decisions).
- A social component (learning and negotiating learning with partners, advisors, teachers...) (P.28).

**Figure 03:** *components and domains of autonomy in foreign language learning*

According to the figure above it is shown that LA covers different aspect from glife in gereal to its role in educational life.

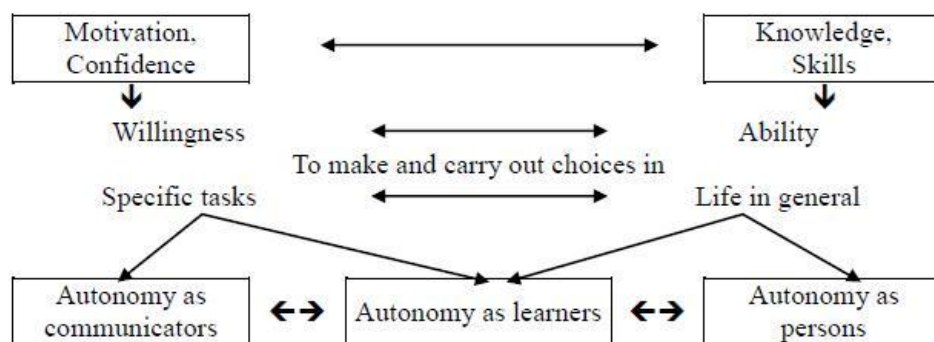


FIGURE B-5: COMPONENTS AND DOMAINS OF AUTONOMY IN FOREIGN LANGUAGE LEARNING. (LITTLEWOOD 1996:430)

In recent years, the movement towards LA at the foreign language domain has been operated in tandem with self-access. Breeze (2002) has conducted a descriptive research for the sake of investigating the degree to which the EFL Spanish students are autonomous in the British University language center, this study has concluded that most EFL Spanish students took the full responsibility of their own progress and enjoy some independent work.

Moreover, a correlational design has been carried out to detect the relationship between critical thinking and autonomy among EFL learners at Islamic and Azad University, where it is confirmed that there is a significant relationship between both EFL students' autonomy levels and their critical thinking ability (Nosratinia & Zaker, 2013). Similarly, Yagcioglu (2018) has concluded that LA has been considered as an important approach in language learning and teaching, he revealed that students become able to develop their own creative capacities to cope within different learning situations.

Another quantitative study examined the levels of motivation in relation to autonomous language learning. The outcomes of this study demonstrated that there was a significant correlation between foreign language learning and students' autonomy, in which students show a strong interest in terms of thinking over accurate grammar, noticing unusual English words and phrases and wondering about the appropriate English pronunciation (Bravo, Intriago, Holguin, Garzon & Arcia, 2017).

### **3.3. Learner-Autonomy in Higher Education**

In higher education, LA has been considered as a significant factor and received a great interest since university learners are supposed to be responsible for all the decisions on all facets of their learning process. Thus, in several nations autonomous learning is seen as key learning results in higher education (Henri, Morrell & Scott, 2018).

Many previous published studies have been carried out to investigate the extent to which learner autonomy is significant and affects university students' performance. Yardakul (2017) conducted a correlational research to investigate the relationship between autonomous learning and lifelong learning scores, results indicated a positive significant

correlation between variables, so that autonomy has got a positive interaction with lifelong learning that can be clearly manifested in the individual's self-engagement and voluntary .

Moreover Henri, Morrell & Scott (2018) have carried out an empirical evaluation of how LA progresses along studying at university. Their analysis revealed that students do no longer perceive themselves as more dependent as they advance through university. Similarly, Kennette & Kiffer (2006) found that the undergraduate students, with a high self-regulation, confidence, and autonomous, had academically well performed and achieve better results in examination.

Another study which was conducted by Harackiewicz, Barron, Pintrich, Elliot & Trash (2002) revealed that college students, who were at the beginning of the semester independently working and aim-oriented in their university studies, improve a high level of lesson interest when the semester ends.

### **3.5. Learner Autonomy in the LMD System**

The LMD system has emerged to match between what students have discovered at college and the workplace requirements (Hanifi, 2018). It intends to cover students' concerns in a different way from that of the ancient college system (Guendouzi & Ameziane, 2011). Thus, it is seen as a new reform (Hanifi, 2018), which has been introduced to the Algerian universities in 2003/2004 as a solution to achieve individuals' necessities such as autonomy, self-oriented learning, and the macro-skills mastery that most universities were still far from achieving so (Ghemmour & Sarnou, 2016).

LA has acquired a significant position within the Algerian language learning context. The new LMD program underlines that the learning process is focused on the learner's active involvement in and outside the classroom. Therefore, success goes through

continuous assessment of the progress of the learner in the classroom and through discussions on the learning process in tutoring sessions, which is expected to help the learner develop some skills to monitor his/her learning and become autonomous (Sarnou, 2015).

Besides, attention is given to student research projects and classroom presentations within this program which needs a certain degree of LA. Hanifi (2018) the introduction of the LMD program at the Algerian university is an effort to bring about change and transition from the conventional to the more learner-centered approach, within which the learner is an active agent in all educational practices. In this respect, Sarnou (2015) states that the new aspect that the LMD system brings into the universities is the new roles of teachers and students in the teaching and learning process which moves from the teacher-centered to the learner-centered approach.

From what has been mentioned, it can be inferred from what has been stated that the fundamental concept of the LMD system lies in the promotion of autonomous learning as an essential component in college through the implementation of PT.

### **3.6. Autonomy and pedagogical peer-tutorship**

Many studies have demonstrated that the transition from high school to college must create a balance between both systems, whereby the implementation of tutorship programs comes to encourage university students to take full responsibility for their own learning. This was the main reason behind the integration of such teaching aids as a tool to improve learners' own spirit of accountability and develop learning and social skills (Snouci, 2019). Comfort (2016) has studied the impact of such strategy on learner autonomy and concluded that PPT has positively enhanced the accomplishment of tutees during the

executive evaluation, thus, PPT is extremely exhorted to be adopted with novice learners for skills development (as cited in, Maneswari & Prema, 2016).

From what has been mentioned, the strong positive relationship between tutoring and autonomy is maintained, Ariza & Gonzalez (2009) explored the effectiveness of PPT on tutors' autonomous level, in which it was statistically proved that along with the training sessions student-tutors started to obtain a more positive view of their future roles as teachers, additionally, they play a significant role in students' development of certain learning characteristics by tutees while they participate in peer-tutorship sessions. They also determined that tutors have got a positive impact on directing students to avoid their dismissal from the system.

## **Conclusion**

Throughout this chapter, it has been outlined and revealed that pedagogical peer-tutorship has been conceived as a successful higher education strategy that can be followed to enhance the academic productivity of first-year learners. It is obvious that using PPT lead to new pedagogical changes that create new pedagogical roles.

All in all, this chapter has been intended to be a theoretical basis of the concepts of pedagogical peer-tutorship, academic motivation, and autonomy. Before the hypotheses testing of the present work. The following chapter will highlight a discussion about the methodology used to conduct the present work, then, will provide analyzing the main research findings.

## **Chapter Two:**

**Research Methodology, Findings Discussion,  
Pedagogical Implications and Recommendations**

## **Introduction**

After presenting the related theoretical background and what scholars and researchers have revealed about our general field of interest, the current chapter is seen as the practical one which explains the methodology followed to achieve the study's objectives, presentation of the final results and their discussion. Thereby, the first section of this chapter provides an insight into the research design adopted, instruments for data collection, sample selected, the designed PPT intervention for first-year EFL students, pilot study, statistical measures used for data analysis, and the procedures taken for conducting this study. After that and in the light of the collected data, the second section presents the statistical analysis of the data obtained and their discussion regarding both academic motivation and learner autonomy pre-test/post-tests results. This chapter also puts forward a third section which outlines the set of study's limitations, pedagogical implications, and recommendations for further researched.

## **1. Research Methodology**

### **1.1. Research Approach and Design**

As it has been already mentioned, this study is conducted to explore the impact of the implementation of PPT on first year EFL students' academic motivation (AM) and learning autonomy (LA). It basically follows a truly quantitative approach which is more appropriate to the study's research problem. Accordingly, a "one group pre/post-test quasi-experimental design" was adopted. This research method is widely utilized where the random selection of participants is not feasible (Gribbons & Hermans, 1997). This led the researchers to use it as they found it a bit difficult to ensure the presence of true experimental design principles; mainly; the randomization principle, due to the difficulties faced when selecting participants, and the principle of control as it was not easy to control the effects of other extraneous variables such as gender or age.

Thereby, it was decided that the best research method is the one group pre-test/post-test quasi-experimental design which suits the objective of seeking the cause-effect relationship between variables. Therefore, it investigates the impact of the independent variable – pedagogical peer-tutorship – on both dependent variables – academic motivation and autonomy among EFL first-year students at M'sila University.

### **1.2. Sample and Sampling Procedures**

The targeted population of this study are first-year EFL students since they are already targeted by official PT set by the faculty as a part of their first year pedagogical activities. The sample of this study involves a group of thirty (30) students; seventeen

(17) females and thirteen (13) males who were conveniently assigned. One group out of six first year groups, in the English language department at M'sila University, accepted to participate in this study. Table 02 below displays the distribution of the sample in terms of age and gender.

**Table 02:** *The distribution of sample according to age and gender*

<b>The Experimental Group</b>					
<b>Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
<b>18-20</b>	18	60%	<b>Males</b>	11	36.66%
<b>20-22</b>	7	23.33%	<b>Females</b>	19	63.33%
<b>22- more</b>	5	16.66%			
<b>Total</b>	30	100%	<b>Total</b>	30	100%

According to the above table, there are three age groups in the selected sample. Students' ages vary from 18 to 22 years old or more. It is indicated that 18 students are between 18-20 years old and represent a majority of 60%. Moreover, 7 participants are between 20 - 22 years old. Besides, 16.66% of the sample is older than 22. As for gender, the distribution of the sample indicates that both genders participated in this study. However, females constituted 63.33% of the sample, which is a good percentage, compared to males 36.33%. This difference in females and males distribution was due to the nature of first year groups' official division as they involve less males numbers.

### **1.3. Settings**

The present study has been carried out in the English department at Mohammed Boudiaf University of M'sila during the academic year 2019-2020. It was conducted along 18 sessions of one hour to one hour and a half per a week. This makes a total of

18 weeks/ 4 months intervention starting from November to March 2020. Group one (1) has received the treatment in a form of PPT sessions. All the PPT sessions took place in the (N) block and particularly in the rooms (18) and (24). Furthermore, sessions generally have been carried out on Tuesdays from 12:30 to 14:00 p.m and Wednesdays from 9:30 to 11:00 a.m.

#### **1.4. Research Instruments**

In this study's current quasi-experimental design data was collected through two main instruments; Academic Motivation test (AMT) and Learner Autonomy test (LAT). Participants were asked to complete both tests as honestly as possible in the pre and post phases of the experiment. Besides, a semi structured interview was used with teachers intended to collect information needed for the pre-experimental phase of the study.

##### **1.4.1. Academic Motivation Test (AMT)**

The Academic Motivation Test (AMT) has been utilized as a research instrument to collect primary data about the levels of AM among the participants. It is a five-point Likert scale-based questionnaire that involves twenty-items. This scale is one of the most commonly used research tools to assess AM. It is based on the self-determination theory and measures the participants' levels of agreement/disagreement (Fortier, Vallerand & Guay, 1995). It was designed at first for the French-Canadian contexts by Robert Vallerand in 1989. Then, it was adopted and used in the EFL Turkish and Spanish educational contexts to assess students' AM at the beginning of their college life (Orsini et.al, 2015).

By using the AMT, respondents are asked to choose between 5 alternative answers from '1 = strongly disagree' to '5= strongly agree' (See Appendix A). Researchers were interested in better understanding the reasons behind students' studying at university. Thus, all the questionnaire items come under the main question; "Why are you in college?". This scale targeted the learners' both intrinsic and extrinsic AM. The AMT rating scale is summarized in table 03below:

**Table 03:** *The rating scale of the academic motivation test (AMT)*

Option	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
Score	1	2	3	4	5

From table 03, as the numbers of items is 20, the maximum score a student can get in the AMT is 100 and the minimum score he can get is 20.

#### 1.4.2. Learner Autonomy Test (LAT)

Learner Autonomy test (LAT) is used to examine the actual level of autonomy among the participants. It is a twenty-three Likert scale item which measures the frequency of activities ranging from '1 = never' to '5= always' (See Appendix B). The LAT was developed by Zhang and Li in 2004 on the basis of the learning strategies classified by Oxford (1990). The LAT rating scores are summarized in table 04 below:

**Table 04:** *The rating scale of the learner-autonomy test (LAT)*

Option	Never	Rarely	Sometimes	Often	Always
Score	1	2	3	4	5

Thereby, the maximum score a student can get in the LAT is 115 and the lowest score is 23.

### **1.4.3. The teachers' interview**

In the pre-experimental phase of the study devoted for the preparation of the PPT intervention and the training of the Peer-Tutors, semi-structured interviews with experienced tutors and teachers from different departments at M'sila University (See Appendix D), students and faculty members were the main data collection tools. The interviews included five items (See Appendix C).

### **1.4.4. Pedagogical Peer-Tutorship Program**

The intervention in this study is provided in form of PPT sessions devoted for a group of first-year EFL students through 18 weeks of training with a total of eighteen sessions. The PPT program was scheduled in accordance with the experimental group timetable as extra sessions. It is typically focused on helping students to generate a full understanding about their own learning and the new learning and teaching routines at university, as a way to raise their awareness to the importance of taking responsibility of their learning and become more autonomous learners. It also sought to generate a sense of self awareness and determination to study and succeed in their academic careers, and become more academically motivated, using motivational strategies.

Time allotted to each session ranges from one hour to one hour and a half. The content of the PPT was designed in light of the following sources:

- The pre-experimental phase information collected from experienced tutors, teachers and faculty members concerning PT practices, objectives and contents.
- The literature review related to academic motivation and autonomy promotion among EFL learners.

- First-year students' needs and problems they face in their first year, as well as their preferences of the PT sessions and contents.

In that way, PPT sessions' contents (See Appendix E) included various types of tutorship activities like explanations and guidelines delivered in the classroom, class discussions, focus groups, group work, videos based sessions, as well as field visits to university institutions including for example the faculty's library, the administrations and the mental health center. Table 05 represents the allotted time and themes of the PPT sessions.

**Table 05:** *Allotted time and PPT sessions*

<b>PPT sessions' themes</b>	<b>The allotted time</b>	<b>Nbr of sessions</b>
Introductory session+ listening to students' concerns, problems and preferences	1.5 hour	1
Introducing the LMD system and first year modules	2 hours	2
How to manage University life/ campus life	2 hours	1
Field visit to the administration and explanation of different dealings and ways of asking for help	1.5 hours	2
How to be a successful university student	1.5 hour	1
Looking for resources, library work (in class)	1.5 hour	1
Field visit to the faculty library	3 hours	2
Academic goals and future careers	1.5 hour	1
Time management for success	1.5 hours	1
Managing your learning styles and strategies	3 hours	2
Field visit to the medical clinic and the psychological accompaniment center	1.5 hour	1
Exams preparation (how to prepare for exam)	1,5 hours	1
How to promote language skills	3hours	2
<b>Total</b>	<b>25 hours</b>	<b>18</b>

As it is presented in table 05 above, all PPT lessons were completed in 18 sessions/18 weeks which make almost 4 months. Thus, it can be said that the PPT intervention was carried out during one semester. However, more time and communication with students would be beneficial. To cope with this limitation that

was due to the Covid-19 epidemic, researchers relied online tutoring online sessions via messenger and facebook page.

#### **1.4.5. Online Tutorship Sessions**

In addition to the above face-to-face PPT program, online guidance via messenger group-chat (See appendix G) and Facebook page took place, wherein, some online sessions have been devoted for helping participants by providing them with guidance to cope with issues related to studies, time management, exams planning, and lack of motivation. These online sessions were also devoted for psychological support that most participants were seeking. The facebook page was also used to share materials related to PPT class session (See Appedix H) including videos, books, motivational quotes and stories, and useful links.

Another important benefit of the online tutorship is its use as a communication means to keep in touch with students to arrange sessions and plan for field trips. It also facilitated communication with the participants about their concerns and problems, since we noticed that students are more open to talk and share their problems online rather than face-to face, they tend to be honest, clear and less shy. This openness to share and showing their real concerns and intentions helped the researchers to effectively motivate and guide them.

### **1.5. The Pilot Study**

A pilot study has been defined as a preliminary small search carried out before the main study that serves as a pre-investigation to check for the instruments' validity and reliability, as well as getting more information about the conditions under which a given study is carried out (Majid, Othman, Mohamad, Lim & Yusof, 2017).

In correspondence with this, a pre-experimental pilot study in this research has been carried out to accomplish the following objectives;

- To explore the current practices of PT in different departments at M'sila University.
- To train the tutees and get them ready to conduct the main study, by learning from teachers, faculty members, and experienced tutors' experiences with PT at M'sila University, as well as reading different documents related to good practices of PT in general and PPT specifically.
- To analyze first year EFL students needs concerning PT.
- To assess the usefulness of the research tools in terms of language clearness, time completion, reliability and validity.

#### **1.5.1. The pre-experimental Stage**

As indicated in the aforementioned section one of the pilot study's objectives was to train master two students (the researchers) and prepare them to be pedagogical tutors. Tutorship training has been conceived as an important factor in the study's fieldwork. Accordingly, the trainee tutors sought to learn what specific tutors' and tutees' behaviors contribute to an effective tutorship, they also, have been working to build a good knowledge about the way tutorship sessions would be organized through a number of activities including;

- Reading different books, articles and official documents provided by tutors and faculty members.
- Attending PT meetings and sessions in different departments such as; psychology, Arabic literature and technology.

- Interviews with experienced tutors from the faculties of letters and languages, human and social sciences and technology.
- Being always in contact with the tutorship office in the English language department to check its progress and get the tutor's feedback.
- Furthermore, the researchers attended a meeting devoted for articulating the importance of online tutorship regarding the delivery of lectures on Moodle platform.

### **1.5.2. Pilot testing of Research Instruments**

Before starting the training sessions, both AMT and LAT were distributed and piloted with 15 first year EFL students, from another group besides the experimental one, to assess the tests items' completion time, the degree to which language is clear as well as the extent to which they can convey reliable results.

#### **1.5.2.1. Research Instruments' Completion Time and Language Clearness**

To assess both AMT and the LAT clearness of language, respondents were asked to highlight or underline any difficult word or expression that find difficult to understand. As for the completion time, researchers measured time of each participant. Tables 06 and 07 below represent the obtained data from the pilot testing of the AMT and LAT terms of completion time and clearness of language.

**Table 06:** *The tests' piloting in terms of time completion*

<b>Time</b>	<b>Frequency</b>	<b>Percent %</b>
<b>15 min</b>	4	26.6 %
<b>20 min</b>	8	53.6 %
<b>25 min</b>	2	13.3 %
<b>more</b>	1	6.6 %
<b>The total</b>	<b>15</b>	<b>100 %</b>

From Table 06 above, it was found that 8 out of 15 students have completed both tests in almost 20 minutes with the percentage of 53.3%, 4 students have answered them in 15 minutes, while the remaining 3 spent 25 minutes or more. Accordingly, 20 minutes was the ideal completion time for both tests. This completion time sounds logical if compared to both tests items (20 and 23 items). Table 07 represents data collected from investigating tests' language clearness.

**Table 07:** *Tests' Language Clearness*

<b>Language Clearness</b>		
	<b>frequency</b>	<b>Percent %</b>
Yes	12	80 %
No	2	20%
Total	15	100%

As it is shown in table 07, the tests' language was almost clear and understandable for almost all participants (80 %). However, only 3 students have found little difficulties in getting the meaning of some items for example; they have not got the meaning of the item number 7 in the AMT and item number 22 in the LAT.

To cope with this, researchers simplified the language of the difficult words and provided explanation if requested.

### **1.5.2.2. Research Instruments' Reliability and Validity**

Reliability and validity of research instruments are considered as the essential standards to which a certain research is viewed as good or unfounded (Gonda, 2017). Accordingly this study sought to ensure the validity and reliability of the AMT and the LAT by possible means available. However, it was not easy for researchers to conduct validity and reliability analysis for the tests due to the small number of the pilot study participants and the difficulty to find more participants, shortage of time and the urge to start the main study. In view of that, researchers relied on other studies conducted in EFL contexts as the AMT and the LAT are widely used in the field of EFL teaching and learning. All the studies reviewed by the researcher confirmed the validity and reliability of the AMT and the LAT.

Several studies within EFL contexts have tested the instruments' validity and reliability through various techniques. Regarding the AMT, Utvær & Haugan (2016) have tested this research tool's reliability through Cronbach's alpha ( $\alpha$ ) and composite reliability (Pc) among university students. Both coefficients confirmed the strong internal consistency of the AMT items (Pc and Cronbach's  $\alpha$  ranging from 0.57 to 0.91) hence, confirming the good levels of reliability of the test.

Similarly, the LAT showed high levels of validity and high reliability (Dafei, 2007). The instrument's reliability in this study was estimated to be very high using the Cronbach's  $\alpha$  coefficient which was found  $\alpha=0.76$ . Moreover, within the EFL context, another study conducted by Farivar&Rahimi (2015) confirmed the LAT's reliability

using Cronbach's  $\alpha$  that was found  $\alpha=0.75$ . Thus, this instrument had been proved to have high reliability.

## **1.6. Research procedures**

Before conducting the main study, official permissions from the dean of the Letters and Languages faculty and the head of English Language department were first obtained to ensure the ethical and officially permitted conduction of this study. Then as explained in the previous sections, several steps have been taken into consideration, starting by the pre-experimental stage that included the tutors training, preparation of the PPT intervention and the piloting of the research tools. The second step was devoted for the main study that started with data collection through the AMT and LAT as a form of a pre-test that took place in November. Then, the next stage was for the experiment to take place from November to the mid of March, in almost four months of tutoring and accompanying students. Due to the unexpected pandemic, the remaining contents of the PPT intervention were delivered online through online Tutorship sessions. Finally, the last stage was devoted for the post tests that were administered online by the beginning of June.

## **1.7. Data Analysis Statistical Tools**

Depending on the nature of this study, the gathered data were analyzed through both descriptive and inferential statistics using the Statistical Package for the Social Sciences (SPSS) software version 24 for Microsoft. The inferential statistical measure used is the paired sample T-test for one group pre and post test design. While the

descriptive statistics measures used to describe participants performance in both tests are; the percentage, frequencies, mean, median, mode and standard deviation.

## 2. Data Analysis and Discussion of Results

### 2.1. Learner Autonomy and Academic Motivation Pretests Data

#### Analysis

The first step of data analysis was devoted for the analysis of participants performance in the AM and LA in pre-tests in order to gain an in depth understanding of the actual levels of AM and LA among EFL students before the PPT intervention. The participants' scores in the pretests are analyzed quantitatively using descriptive statistics.

#### 2.1.1. Learner-Autonomy pre-test Data Analysis

As it was already explained in the methodology section, to determine the participants' levels of autonomy they were subjected to the LAT that comprises 23 Likert scale items. The highest score a student can get in this test is 115, indicating a higher level of autonomy, and the lowest score is 20, indicating a very weak level of autonomy. Participants' scores descriptives are summarized in table 08 below.

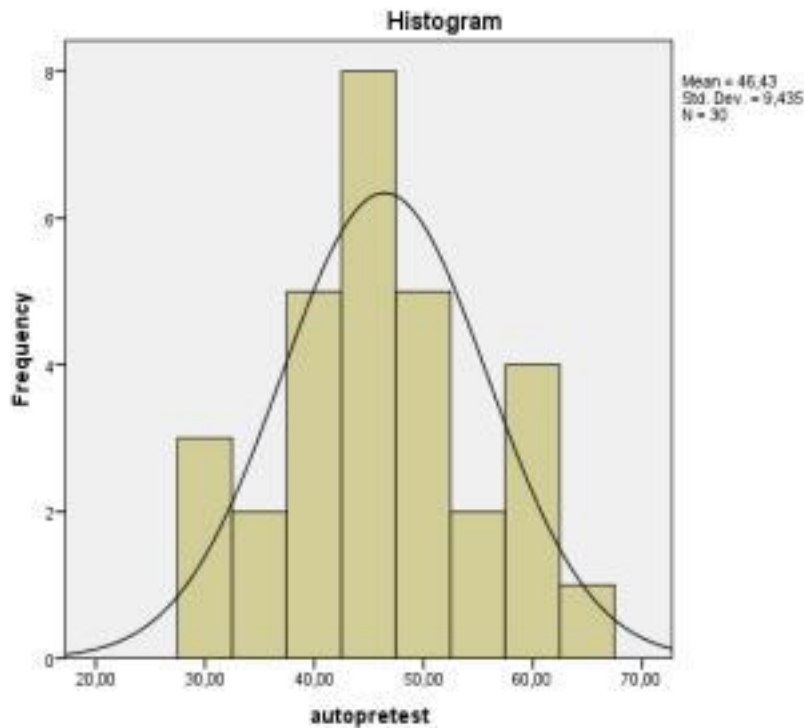
**Tables 08:** *The descriptives of Autonomy pre-test*

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Median</b>	<b>Mode</b>
<b>LA pretest</b>	30	25,00	66,00	46,43	9,43	46.00	46.00
<b>Valid N (listwise)</b>	30						

Descriptives of autonomy pre-test displayed in table 08, indicate a mean score of  $M=46,43$ , which reflects an average level if compared to the tests scoring system, the standard deviation  $SD=9,43$ , which is relatively small, confirms that most scores are average. Moreover, the Pre-test's lowest score is 25, which is a very low level of autonomy, while the highest score is 66.00 as an average score. By comparing the

mean, mode and median values, which are equal (mean= mode=median), it can be said that the samples' levels of autonomy are normally distributed with the majority having an average level of autonomy. The histogram below in graph 01 helps in describing the normality of the LAT pretest data distribution;

**Graph 01:** *The learner-Autonomy pre-test data distribution*



From graph 1 above, it is observed that the learner-autonomy pre-test scores of participants are approximately symmetrical; this is clear in the curve that confirms the normal distribution of the autonomy levels, where most tutees' scores are average since most values are ranged from 30 to 60 with a peak value of 45.

### 2.1.2. Academic Motivation pre-test Data Analysis

To test participants' levels of AM they were subjected to the 20 Likert scale items of the AMT. the value of 20 was set as the lowest score a student can get, indicating a low level of AM, while the score of 100 was taken as the highest score

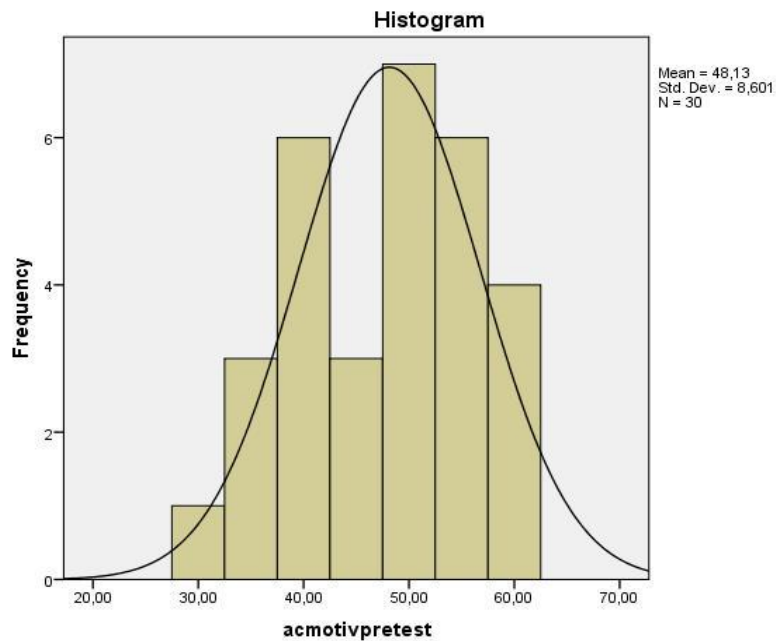
pointing to high level of AM among the participants. Descriptives of the AMT pre-test data is summarized in table 09 below:

**Tables 09:** *The descriptives of the Academic Motivation pre-test*

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Median</b>	<b>Mode</b>
<b>AM Pretest</b>	30	30,00	62,00	48,13	8,60	49.50	42.00
<b>Valid N (listwise)</b>	30						

Data in Table 09 indicate the lowest score obtained by participants is 30, pointing to a very low level of AM, and the highest score marked by the participants is 62, pointing to an above the average level of AM. The mean score of  $M=48.13$ , which is an average value, reflects an average level of AM among the participants. By referring to the standard deviation  $SD=8,60$ , it is obvious that the spread of scores is close to the mean value which indicates that data is homogeneously spread, revealing an average level of AM among the participants. In order to present the results in a clearer way, Graph 02 below represents the data distribution of the AM pre-test.

**Graph 02:** *The academic motivation pretest data distribution*



Graph 02 above demonstrates that the data distribution of the academic motivation pre-test scores is almost symmetrical. Accordingly, the peak values are located in the center of the graphical curve. Thus, most scores are average and range from 30 to 60.

## **2.2. Learner Autonomy and Academic Motivation Post-tests Data Analysis**

After the interventional PPT contents were ended, the participants were subjected to the LAT and the AMT is the post testing phase. Tables 10 and 11 below display the results obtained from the descriptive statistical dataanalysis of both LAT and AMT.

### **2.2.1. Learner-autonomy post-test Data Analysis**

Descriptives of participants' scores in the LAT post test are summarized in table 10 and displayed on graph 03. From tables 10 data, the results of the autonomy post-test indicate a mean score of  $M=73,00$  and  $Std =6,98$ . This

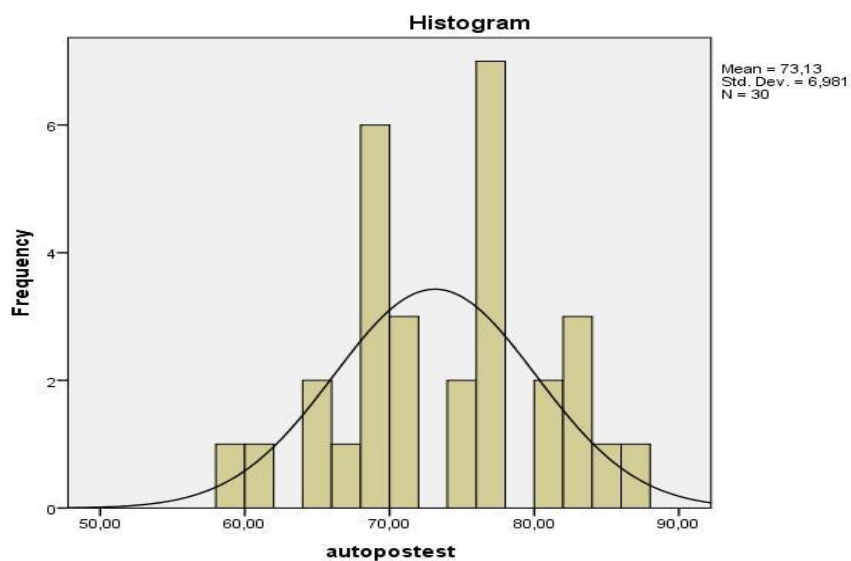
finding points to above average levels of LA among the participants that are homogeneously distributed which indicates that levels are good.

**Table 10:** *The descriptive statistics of the learner-autonomy post-test*

	N	Min	Max	Mean	Std. Deviation	Median	Mode
<b>LA posttest</b>	30	59,00	86,00	73,13	6,98	75	76
<b>Valid N (listwise)</b>	30						

Moreover, from table 10, the maximum scores reached 86 which presents a highly autonomous learning level depending on the rating scale of that test. As for the minimum score 59, which is above average, it also confirms the high levels of learners autonomy marked in the post test. Moreover, examining the value of the median is evidence that 50% of the scores are above 75 that is a high value. Thus, it can be said that levels of autonomous learning among participants, as indicated by the LAT post-test scores, are high. Graph 03 below portrays autonomy post-test data distribution.

**Graph 03:** *The learner- autonomy post-test data distribution*



Autonomy data distribution presented in graph 03 indicates a negatively skewed distribution since the "long tail-end" is on the left side which means that most of the participants have scored high in the LA post-test.

### 2.2.2. Academic Motivation Post-test Data Analysis

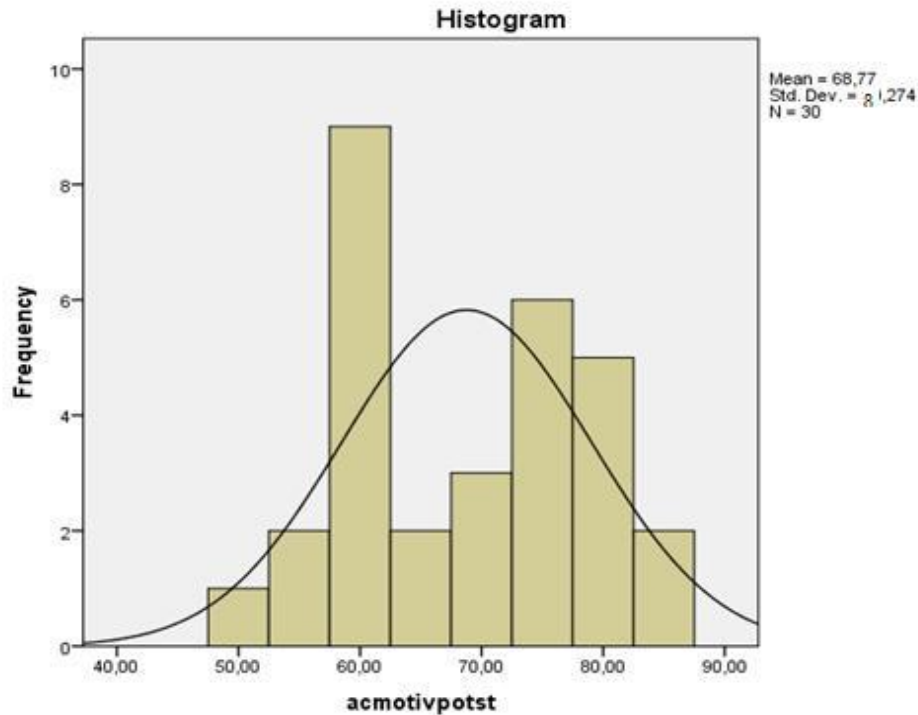
Similarly, the participants were subjected to the AM post-test. Its descriptives are displayed in table 11 below.

**Table 11:** *Descriptives of the Academic Motivation Post-test*

	N	Min	Max	Mean	Std. Deviation	Median	Mode
AM Pretest	30	50,00	86,00	68,76	8,27	68.5	60
Valid N (listwise)	30						

Examining the data displayed in table 11 above, it seems that the mean score of  $M = 68,76$  reflects above average level of AM, the standard deviation  $Std = 8,27$  confirms that most scores are around 68.76. Both maximum ( $max = 86$ ) and the minimum scores ( $min = 50$ ) values are above average and reflect a good level of AM, thus, they indicate that participants levels of AM are good in the AM post-test. The median ( $med = 68.5$ ) also, show that 50% of the scores are above 68.5 that is a relatively high score. In order to better clarify what was set in the previous table. Graph 04 below shows the data distribution of AMT post-test;

**Graph 04:** *The academic motivation post-test data distribution.*



Graph 04 above visualizes the AMT data distribution. In this post-test is left-skewed which means that most participants' scores are high, this means that participants' levels of AM have been improved.

#### **2.4. Difference Test between Learner Autonomy and Academic motivation pre and post-tests**

From the findings of the pre and post-tests data analysis, it was apparent that there is a difference between students' performance in both tests. However, the statistical significance of these differences must be tested in order to confirm the existence of real difference in performance. To achieve this, paired sample t-test was used. It is also used to test this study's Null hypotheses, and thus to determine whether the PPT intervention contributed to the promotion of the participants' levels of LA and

AM. Tables 12 and 13 summarize the findings obtained from the t-test statistical analysis.

#### 2.4.1. Learner -Autonomy Difference Test Data Analysis

Table 12 below shows the findings obtained from the paired sample T-test statistics for the LAT that is used for testing the first null hypothesis;

**H0:** There is no statistically significant difference between EFL first-year students' levels of autonomy before and after integrating peer-tutorship intervention.

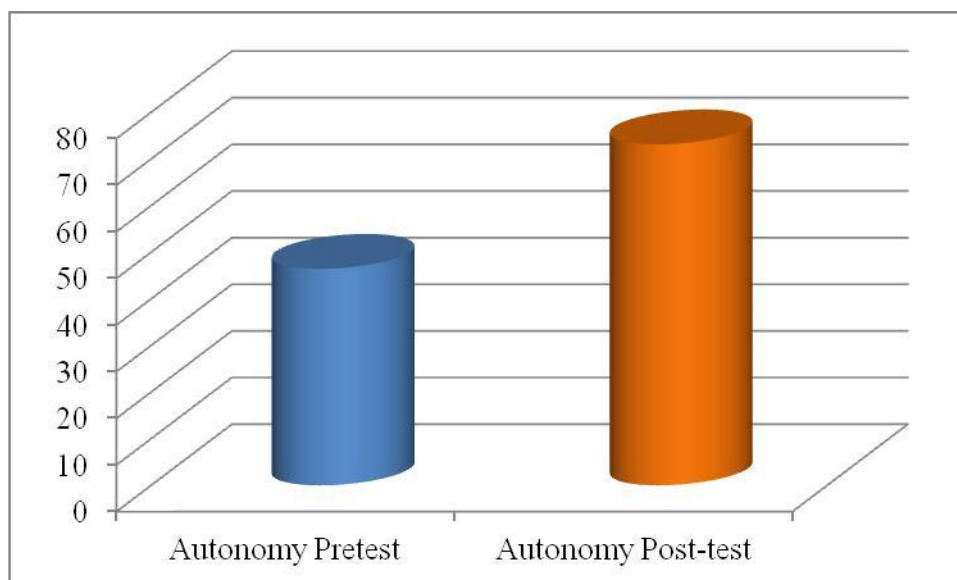
**Table 12:** Paired Samples T-Test between students' autonomy pre and post-tests.

PairedSamples Test						
	PairedDifferences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. ErrorMean			
LAPre-test LA Post-test	-26.70	9,33	1,71	-8,92	29	,000

As it is presented in table 12, the calculated p value = 0.000 at the degree of freedom  $df = 29$ , with a t-calculated value of  $t = -8,92$ , is less than  $p = 0.05$  level of significance. This means that the difference between the pre-and post-test performance is statistically significant. In view of that, the first null hypothesis ( $H_0$ ), which states that there is no statistically significant difference between EFL first year students' levels of autonomy before and after integrating PPT, is rejected and the alternative assumption which states that there is a statistically significant difference between EFL first year students' levels of autonomy is confirmed. Consequently, the difference between the mean scores of LAT before and after the intervention PPT program among EFL learners with a mean difference of  $M = -26.70$ , is an indication that PPT

intervention has improved the levels of LAR among the participants. Graph 05 gives a clear exhibition of the findings.

**Graph 05:** *Statistical significance between learner-autonomy pre and post-tests.*



Graph 05 shows the significant difference between the pre and post-test mean scores for the side of the Post-test. Thus, confirming the improvement in LAT performance among participants in the post test, that is explained by the impact of the PPT intervention.

#### **2.4.2. Academic Motivation Difference Test Data Analysis**

Similarly, Table 13 represents the paired sample T-test between AMT pre and post-test. The second null hypothesis for the second test was:

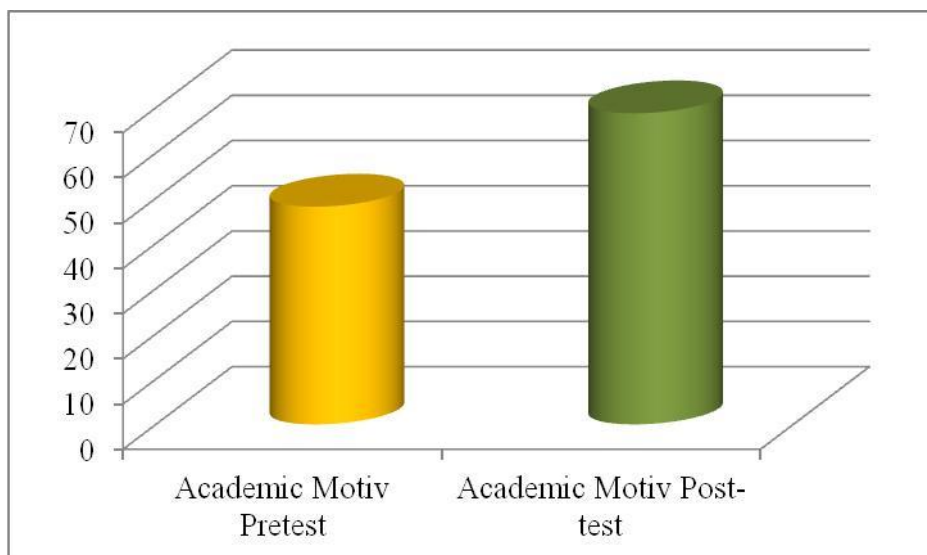
**H<sub>0</sub>:** There is no statistically significant difference between EFL first-year students' levels of academic motivation before and after integrating peer-tutorship intervention

**Table 13:** *Paired Samples T-Test between students' academic motivation pre and post-tests.*

PairedSamples Test						
	PairedDifferences			t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. ErrorMean			
Aca-Mot Pre-test Aca-Mot Post-test	-20.63	9,11	1,48	-9,52	29	,000

From table 13, the calculated p value is  $p = 0.000$ , at  $df = 29$  and with t-calculated value of  $t = -9,52$ , is less than the 0.05 level of significance with. This denotes the statistical significance of the difference, and thus, rejects the second null hypothesis which assumes that there is no statistically significant difference between EFL first-year students' levels of academic motivation before and after integrating PPT intervention. Therefore, the alternative assumption which states that there is a significant difference between EFL first-year students' levels of academic motivation before and after integrating PPT is accepted. This finding confirms the impact of PPT intervention on the participant's levels of AM. To clearly display the mean difference between the AM pre and post tests graph 06 is presented below;

**Graph 06:** *Statistical significance between academic motivation pre and post-tests.*



From graph 06 above, it is noticed that the academic motivation mean score has significantly increased with a mean difference -20.63. Thus, EFL learners show an improvement in their academic motivation scores compared to their level before the experiment.

## 2.5. Findings Discussion

Throughout the analysis of data, a number of findings emerged. It was found that participants held average to weak levels of LA and AM before the participation in the PPT sessions (LA pretest's mean=46,43 and AM pretest's mean=48,13). After finishing the PPT intervention, a difference in participants' levels of LA and AM was found to be statistically significant, thus confirming the noteworthy improvement of their LA and AM levels (LA posttest's mean=73,13 and AM posttest's mean=68,76) that is explained by the positive impact of the PPT intervention.

First, since this study's first aim was to find out the effect of PPT on first-year EFL learners' autonomous learning, the results from the pre and post autonomy tests indicated a statistically significant difference between the pre and post-tests with a

mean difference of  $M=-26.70$ , this designates that students have significantly increased their independent learning as they become aware about its importance at college life. This finding provides additional support to the findings obtained by Senouci (2019) who investigated the impact of tutoring course to enhance EFL autonomy among first-year students, it was found that there is a significant difference in learners' autonomy levels between the experimental group and the control one ( $p<.05$ ). In the same context, Ariza & González (2009) found that participants who attended PPT sessions were strongly influenced by their tutors personalities and attitudes and developed autonomous learning habit and effective communicative skills.

The second aim, likewise, was to examine whether PPT will enhance first-year EFL learners' AM levels. The findings from the AM pre and post tests reported a statistically significant difference in performance that confirms the effectiveness of the PPT in promoting EFL students AM. This finding is in sync with a study carried out by Narciss (2004) to examine the assumption which argues that informative tutorship feedback affects not only academic achievement, but also motivational variables such as task engagement, effort, persistence, and satisfaction with performance. In two experiments, results reveal that motivation and achievement depend on both, Self-efficacy and a type of guidance and assistance that PT can provide.

### **3. Limitations, Implications and Recommendations for Further Research**

This section sheds the light on the study's limitations, as well as it provides some suggestions and recommendations that may help in solving some problems and improving learning experiences among first-year University students through the implementation of PPT as part of PT official program dedicated to first years students.

#### **3.1. Pedagogical Implications**

The current research carries out a set of implications for EFL learners and teachers. Based on the results obtained from the study, teachers and students can benefit from the valuable insights set regarding the importance of PPT specifically and PT generally in improving, not only, first year students LA and AM, but also assist them to face the difficulties in learning and dealing with university life. Furthermore PPT can have an impact on improving EFL first year students' academic achievement since it was empirically evidenced that promoting LA and AM directly linked to success in academic careers.

Moreover, and due to the fact that first-year EFL students have showed positive reactions and enjoyment of attending PPT sessions over the regular PT sessions, it is recommended to consider, at the level of tutorship service, faculty, and departments, the enactment of this method in their tutorship plans. This can be a way to motivate students to attend officially scheduled PT sessions.

Additionally, this study suggests an unpretentious content that offers a set of practical ideas and strategies for tutors to make learners more aware about the importance of autonomy in higher education, and to motivate them to consider and

develop their academic careers. Accordingly, it calls for more scrutinized and carefully planned contents of PT in order to achieve prolific outcomes.

### **3.2. Limitations**

While the PPT program was in its best, the worldwide spread of Covid-19 pandemic forced the universities to immediately shut their doors. Consequently, PPT intervention was conducted remotely using online PT. Even though it was rapid, accessible and efficient, it was not planned in this study's main objectives since the study was mainly intended to examine the possible impact of face-to face- PPT intervention on both EFL first year students LA and AM. This is due to the fact that online PT constitutes another form of PT that may have its own mechanisms and techniques that can impact first year students in assumed ways. Hence, it can be said that, in this study, the remarkable improvement in students LA and AM is due to the impact of two different methods of PT/ independent variables, and that it is not easy to point to the cause and consequence relationship between these variables and the independent ones. However, researchers assumed the impact of face-to face PPT intervention over the online PT as they constituted 70% of the whole intervention.

The empirical results reported in this study should be also considered in the light of some limitations, though, it is impossible for a research to be flawless. One of the challenges with this study is the random selection of sample which was impossible due to the learners' various timetables and willingness to participate. Thereby, it was so difficult to assign participants randomly to extra groups, consequently, the possibility of conducting a true experimental design was eliminated and might have negatively affected the validity of findings.

Additionally, the lack of administrative support and logistical problems, in terms of flexibility in schedules and spaces has negatively impacted on tutors' management of sessions, thus, it was sometimes difficult for them to find empty rooms.

### **3.3. Recommendations for further research**

The current study calls for further researchers to replicate the study following a true experimental design with different samples and settings in order to confirm its valid outcomes. Additionally, the overall time devoted for delivering this study was almost in one semester which may not be enough to reach better results, thus, a more extended experiment can offer an in-depth insight about the influence of PPT intervention on first year students success in the university.

This study, also, recommends the conduction of a separate study on the impact of online PT on students LA, AM and other variables related to first year students' success. Since online PT has to do with the new technologies more ICTs can be integrated in the tutorship contents and studied.

More studies can investigate the effect of PPT on other factors such as; self-efficacy, anxiety, motivation, and academic performance. In light of this, tutors should provide more contents throughout their training sessions that focus on the key students' issues and needs related to success in the university level.

## **Conclusion**

This chapter's three sections gave an overview of all methodological decisions and procedures taken to answer the research questions and test its hypotheses. Through

the findings extracted from the analysis of the obtained data, a better understanding of the effective use of PPT and its positive impact on promoting among first years year EFL students' LA and AM levels at M'sila University. In light of these findings, a number of pedagogical implications and recommendations for future research were suggested for both tutors and researchers interested in this field of enquiry.

# **General Conclusion**

The higher educational contexts are undergoing a revolution as well as generating a considerable interest to implement PT programs, to enhance first-year students' spirit of autonomous learning in addition to driving them for creating a successful learning process. The need to conduct the present study emerged from the researchers' observations and self-experience regarding the difficulties encountered by students in their first years at university as they were mostly unable to adjust within the new educational and learning environment that is away different from the secondary school. In the light of its importance, this study has been interested to investigating the impact of PPT on EFL first year students' LA and AM as they both constitute two main factors of success in the university.

Accordingly, this study started from one principle question; to what extent does PPT affect first year EFL students' AM and LA?. Depending on this question, it is hypothesized that, there would be no statistically significant difference between the pre and post outcomes for both AM and LA among first year EFL students. In order to answer the questions and test the hypotheses, a one group pre-test/ post-test quasi-experimental design has been followed, in which data were collected through two tests; AMT and LAT administrated to a sample group of 30 respondents before and after the PPT intervention.

The results gained from the AMT and LAT, indicated that 1<sup>st</sup> year EFL students have significantly improved their levels of autonomous learning and become academically motivated. Thereby, the null hypotheses were rejected and the alternative assumptions were accepted confirming the existence of statistically significant difference between pre and post tests.

In short, as this study spots light one of the most important aspects within the LMD system which is PT in general and PPT specifically, its findings confirm most of what other related studies raised about their importance as necessary methods to assist first years students in their transition from tertiary to higher education . Hence, calling for more care to enhance the PT practices in the department of English at M'sila University through the use of peers as tutors and calling for further research on this field of interest.

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12.To show myself that I am an intelligent person	1	2	3	4	5
13.Because I believe that a few additional years of education willimprove my competence as a worker	1	2	3	4	5
14.Being in college give me the oppportunity to prove to my family that I can achieve something	1	2	3	4	5
15.In order to have a better salary later on	1	2	3	4	5
16.I have no doubts that I will achieve my academic goal	1	2	3	4	5
17.I would like to know how university life is going					
18.Because that is what all people do, and I have to do it as well	1	2	3	4	5
19.Because my choice of studing English allows me to continue learning many things that interest me	1	2	3	4	5
20.My parents feel that it is very important for me to study English	1	2	3	4	5

## Appendix (B)

### Learner-Autonomy Test (LAT)

5                    1                    2                    3                    4

<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
--------------	---------------	------------------	--------------	---------------

1. I do believe that I have the ability to learn English well.	1	2	3	4	5
2. I make good use of my free time in English study.	1	2	3	4	5
3. I preview before the class.	1	2	3	4	5
4. I can finish my task in time.	1	2	3	4	5
5. I keep a record of my study, such as keeping a diary, writing review etc.	1	2	3	4	5
6. I make self-exam with the exam papers chosen by myself.	1	2	3	4	5
7. In L classes, I like the teacher to explain everything to us	1	2	3	4	5
8. I attend out-class activities to practice and learn the language.	1	2	3	4	5
9. During the class, I try to catch chances to take part in activities such as pair/group discussion, role-play, etc	1	2	3	4	5
10. I know my strengths and weaknesses in my English study	1	2	3	4	5
11. I expect the teacher to tell me exactly what to do	1	2	3	4	5
12. I upgrade my English language skills	1	2	3	4	5
13. I visit websites with information in English	1	2	3	4	5
14. I sent e-mails in English	1	2	3	4	5
15. I listen to podcasts in English	1	2	3	4	5
16. I used to talk to a foreigner in English	1	2	3	4	5
17. I watch TV programs in English	1	2	3	4	5
18. I listen to songs in English	1	2	3	4	5
19. I enrolled in an online course in English	1	2	3	4	5

20. I note down interesting words or expressions in English	1	2	3	4	5
21. I ask the teacher or other students when I did not understand something	1	2	3	4	5
22. I use the appropriate learning strategy that best suit my learning style.	1	2	3	4	5
23. I try to understand the basics of the LMD system to know the path i am goin to pass through.	1	2	3	4	5

<b>Did you find any difficulties in understanding the language of these two tests</b>	<b>Yes</b>	<b>No</b>
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## **Appendix(C)**

### **Tutors' interview**

**Question 01:** what is meant by pedagogical tutorship?

**Question 02:** what are the different services that PT can offer to the newly enrolled students?.

**Question 03:** what are the main basics that should be included while developing a tutorship program?

**Question 04:** what are the different problems and obstacles a tutor can encounter?

**Question 05:** are tutees interested in PT sessions?

**Question 06:** what methods or techniques tutors can use to motivate students to attend PT sessions?

## Appendix (D)

### List of teachers involved in the study

<b>Name</b>	<b>Department</b>
Miss Omri Dalel	English
MissCheriet Imane	English
Miss Abdelatif Imane	English
Dr. Halab Khadra	Psychology
Dr Arioua Souad	Arabic Literature
Dr Henni Lakhdar	Arabic Literature
Dr. Farreh Hamrit	Technology sciences
Dr.RahmouniZine El Abidine	Technoligy sciences

## Appendix (E)

### The content of all pedagogical peer-tutorship sessions

Sessions	The content
1.	<p>❖ A preliminary session for both tutors and tutees, where the researchers introduce themselves to their learners and explain the context of this program, its content, objectives, rules, and what services it can offer to them.as well as devoting some time for listening to the students' concerns and needs.</p>
2.	<p>❖ A lecture which provides an overall comprehensive overview about the LMD system to make students familiarabout its main basics and features. Tutors also have explained to them their modules for both semesters' and their coefficients.</p>
3.	<p>❖ How to manage University life/ campus lifethe tutors gave students instructions based on their experience at university and research about how to manage university life and campus and how to deal with obstacles that they may face .</p>
4.	<p>❖ Field visit to the administration and explanation of different dealings and ways of asking for help ,by showing tutees where to go when they face common problems like changing group or a mistake in their average</p>
5.	<p>❖ Giving advice " how to succeed at university", tutors intended to motivate and encourage students to do extra efforts in order to create a successful learning process which mainly depends on the learner own initiation and self-scientific research.</p>
6.	<p>❖ Looking for resources, library work (in class) "Procedures for borrrwing books and reference finding"</p> <p>This lessons took place in class and done in two sessions. In which, tutors tried to provide them with a detaied explanation about the procedural steps that should be taken into consideration while borrowing a book for the faculty library and how to find refernces</p>

	needed.
7.	❖ A field visit to the faculty library to practice what we have seen in the previous session, this process was divided into 3 sessions of one hour.
8.	❖ Academic goals and future careers the academic further existing goals, carriers, master and doctorate specialities.
9.	❖ Time management for success Giving students tips in order not to waste their time specially in the very beginning.
10.	❖ Managing your learning styles and strategies By showing the importance of choosing the best learning strategy that suits the learner's learning style. Two sessions of one hour and half were devoted for enhancing autonomous learning through teaching them learning strategies such as; note taking and mind mapping to plan and organize lessons using some activities from what they have seen in class with teachers.as well as encouraging them for cooperative working.
11.	❖ How to upgrade the language skills; tutors in this lesson intended to explain tips on how to improve the English language learning skills starting from listening, speaking, reading and writing.
12.	Field visit to the medical clinic and the psychological accompaniment center
13.	Exams preparation (how to prepare for exam) Before exams started, one session of two hours was devoted for teaching students ways for exam preparation and techniques used for time management indicating that good way of dividing time for revisions enable you to work smarter. Furthermore, we tried to figure a positive view about the exams as an attempt to reduce their scare and fear of exams.
14.	How to promote language skills

## Appendix (F)



### **Lesson Plan**

**Tutors : Lina and sarra**

**Grade Level: first year**

**Group: 01**

**Lecture: How to be a successful university student**

**Lesson Aim/Objective: To show tutees the right way to revise in order to achieve good marks and focus in their studies which will make them successful students**

**Materials: computer, Data show, short videos about success, sticky notes**

**Summary of tasks action :**

**Start the lecture by presenting motivational videos**

**ask students to comment on them one by one**

**tell stories about students in our department that are a good example for a successful university students**

**show students how they can be successful in their own by working hard and seeking information everywhere**

**conclude with sharing quotes about success and make students write them on sticky notes**

**Motivation :**

**Inform tutees that the students who get good marks during their path at university will get a chance to participate in scholarships contest and the winners will be able to finish their studies abroad**

**Assessment Activity :**

**In which country you would like to complete your studies? why and what is your plane to make this dream come true .develop in less than 10 lines**

**Notes/Reflections/Reminders**

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## Appendix (G)

### A sample of messenger group online tutorship session

The screenshots show a WhatsApp group chat titled "Tutorship" with the following content:

**Screenshot 1 (Top Left):** Ray: "Yes miss lina", Sara: "Say smth", Ray: "Yeah true", Sara: "I cant study Its difficult Fel moodle I need teacher howa yfahmni M9drtrsh bel intrnet brk", Ray: "Exactly so this is what I want to talk about", Sara: "I know it a little bit hard to study without a teacher but we r in an expectional period Here u can know if u can depend on yourself to creat successful outcomes with more efforts".

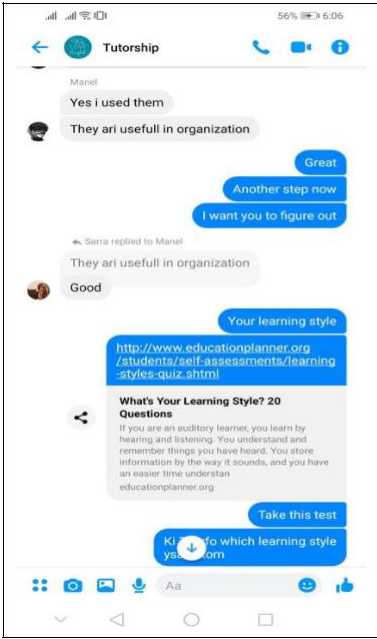
**Screenshot 2 (Top Middle):** Sara: "But i dont want to rely on arabic so that i van move on i will always depend on it", Tutor: "Not really now you are learning so it's good", Sara: "Now tell me", Sara: "U are not asked to understand everything just keep doing so", Tutor: "This Quarantine was unexpected of course But I think it's a good chance for you specially To ameliorate your English In order to achieve good marks nd succeed I know it's not easy to keep yourself motivated", Manel: "U are right..", Manel: "Hhhhhhhh".

**Screenshot 3 (Top Right):** Housem: "I don't want to waist my time so I want to improve my English while I'm staying at home", Chou: "Sim", Sara: "Me too", Tutor: "Okay so let's start What do you think about planning Draw a schedule Or a to do list", Manel: "Like what?", Tutor: "Or a to do list" (with a "things to do" template image).

**Screenshot 4 (Bottom Left):** Tutor: "specific topic ... Etc", Tutor: "Then put a check when u finish the task", Sara: "Its a good idea in order not to waste time in vaine", Tutor: "Nd when u revise or something Be creative Tfakrto minde mapping ll dertho Maa Sara?", Housem: "Yes", Tutor: "Hhhhhh Okay nice U can use them U use colors draw cartons", Sara: "Alright try to do the same thing it would be helpful for u to organize ideas", Tutor: "Look".

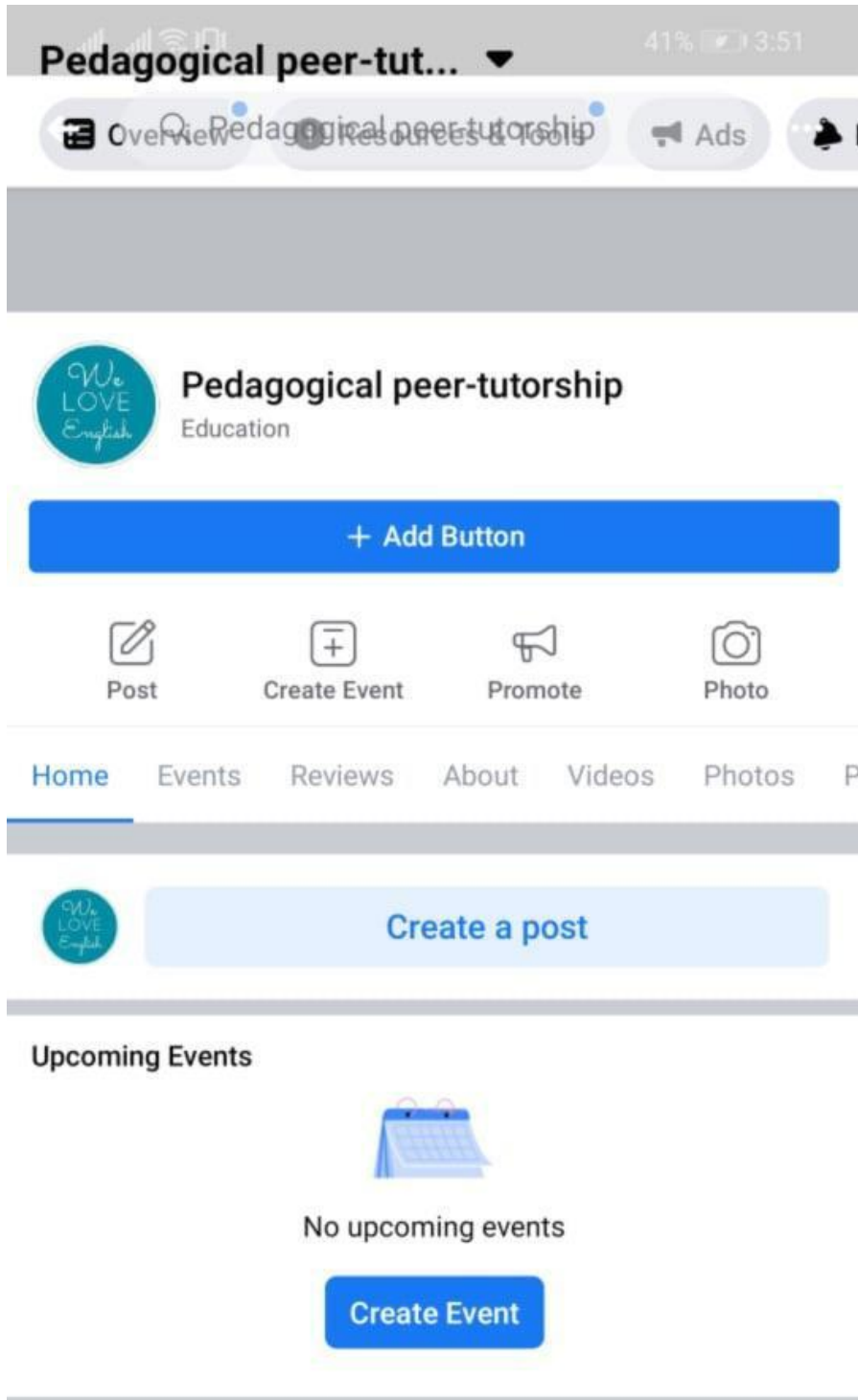
**Screenshot 5 (Bottom Middle):** Tutor: "be helpful for u to organize ideas", Tutor: "Look" (with a "Mind Mapping" image), Manel: "Here are some ideas", Manel: "Wooooooow", Tutor: "Interesting right?", Housem: "I will do the same thing to organize my ideas thanks I found it very helpful", Manel: "Yes i used them", Tutor: "They are usefull in organization".

**Screenshot 6 (Bottom Right):** Tutor: "For eg Listen to a podcast Watch a movie", Chou: "Good idea", Tutor: "Revise a lesson Check moodle", Manel: "I like it", Housem: "It seems a good idea", Tutor: "Watch a YouTube video about a specific topic ... Etc", Tutor: "Then put a check when u finish the task", Sara: "Its a good idea in order not to waste time in vaine", Tutor: "Nd u revise or something".



## Appendix (H)

### A sample of the Facebook page tutorial post



## الملخص

مؤخرا اعتبرت المرافقة البيداغوجية بالقرين إستراتيجية فعالة للتعلم والتعليم الناجحين في الجامعة، حيث يتم توجيه ومساعدة الطلبة المستجدين من طرف طلبة آخرين ذوي خبرة. تهدف هذه الدراسة إلى التحقق من تأثير تطبيق المرافقة البيداغوجية من طرف القرين على الدافعية الأكاديمية واستقلالية التعلم لدى طلبة السنة الأولى انجليزية. وبالتالي اتبعت هذه الدراسة المنهج شبه تجريبي مستعينة بعينة تكونت من 30 طالبا و طالبة من قسم اللغة الانجليزية في جامعة المسيلة، حيث قاموا بدورهم بالإجابة على كل من استبيان الدافعية الأكاديمية واستقلالية التعلم قبل و بعد مرافقتهم بيداغوجيا. علاوة على ذلك، تم تحليل الاستبيانين بشكل كمي باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية SPSS النسخة 24. بينت نتائج هذه الدراسة انه بعد الحصص المدرجة، اظهر الفوج التجريبي تحسنا إيجابيا من ناحية مستويات التحفيز الأكاديمي واستقلالية التعلم مع اختلاف إحصائي هام قبل و بعد التجربة. إلى جانب الآثار الإيجابية التي تم الحصول عليها من هذه الدراسة يوصى بتنفيذ إستراتيجية المرافقة البيداغوجية بالقرين لدفع متعلمي اللغة الإنجليزية كلغة أجنبية لتعلم مستقل أفضل وزيادة داعتهم للتعلم.