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# **The Effect of Peer Teaching Strategy in Teaching English on Developing sixth Year Primary Pupils' Use Of Some Grammatical Rules**

**By**

**Ahmed Nafady Mohammad Ibrahim**

**Teacher of English at Omar El-Deeb El –Azhary primary Institute**

**Supervised By**

**Prof. Gamal M. Shehata**

**Professor of curriculum & English Teaching Methods.**

**Faculty of Education, Minia University**

**Dr. Rehab A. Elsayed Abd El\_Gawad**

**lecture of curriculum & English  
Teaching ethods,**

**Faculty of Education, Assiut  
University**

﴿المجلد الأربعون- العدد الحادى عشر- جزءالرابع - نوفمبر ٢٠٢٤م﴾

عدد خاص بالمؤتمر العلمى الدولى التاسع (دور التعليم العربى فى تحقيق أهداف التنمية المستدامة)

[http://www.aun.edu.eg/faculty\\_education/arabic](http://www.aun.edu.eg/faculty_education/arabic)

**المستخلص :**

هدفت الدراسة الحالية إلى التحقق من فاعلية استخدام استراتيجية تعلم الاقران في تنمية القواعد اللغوية " فهم واستخدام زمن المضارع البسيط " لدى تلاميذ الصف السادس الابتدائي . و لغرض الدراسة تم استخدام التصميم شبه التجريبي ذوالمجموعتين (ضابطة-تجريبية ) واشتملت مجموعة الدراسة علي( ٧٨ طالب وطالبة) فى الصف السادس الابتدائي بمعهد الشيخ عمر الديب الابتدائي بالبدارى . درست المجموعة التجريبية ( ٣٩ تلميذا ) باستخدام تعلم الاقران والمجموعة الضابطة (٣٩ تلميذا) بالطريقة التقليدية(المحاضرة) تضمنت ادوات الدراسة اختبارقبلي بعدي لقياس فهم واستخدام زمن المضارع البسيط اظهرت النتائج وجود فروق ذات دلالة احصائية بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة فى الاختبار البعدي لفهم واستخدام زمن المضارع البسيط لصالح المجموعة التجريبية . بالاضافة الى ذلك كانت هناك فروق ذات دلالة احصائية مرتفعة بين متوسطي درجات الاختبار القبلي البعدي للمجموعة التجريبية في فهم واستخدام زمن المضارع البسيط " اختيار من متعدد " تصحيح الخطأ ، ترتيب الكلمات " تعبير كتابى " لصالح الاختبار البعدي . وهذا يشير الى التأثير الملحوظلصالحالتطبيق البعدي لاستراتيجية تعليم الاقران في تنمية فهم واستخدام زمن المضارع البسيط.

**الكلمات المفتاحية:** استراتيجية تعليم الاقران ، الفهم ، زمن المضارع البسيط

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### Abstract

The Present study aimed at investigating the effect of using the Pee Tutoring Strategy on improving primary six pupils' understanding and using of the present Simple tense. A quasi-experimental design was employed in the study including two groups. Seventy-eight (78) sixth graders at Omar El-Deeb institute in Al-Badary were separated evenly into two groups (experimental and control). The experimental group (n = 39) studied using the Peer Tutoring Strategy, whereas the Control group (n = 39) studied using conventional methods of teaching. The instrument of the study is a

pre-post grammar test. Results Showed that there were statistically significant differences between the mean scores of the experimental group and the control group in the post administration of the test in favor of the experimental group. This indicated the remarkable effect of the Peer Tutoring Strategy on developing understanding and using of the present simple tense.

**Keywords:** Peer Tutoring Strategy, Understanding, and using the present simple tense.

## Introduction

Language is an important tool which helps people to communicate. It is a useful means of communication between human beings. It is a method for expressing opinions, feelings, and thoughts by using set of sounds and written symbols. Nowadays, English language is the most important language in our life. You cannot have successful language learning without getting good knowledge of grammar, structures and their functions in language.

Grammar is the study of words that helps to make sentences. It is an important part of language learning that helps to make meaningful sentences using a set of rules. It is a system which deals with the forms and structures of words. Grammar is important, as Green Baum and Nelson (2002:6) stated that, "in study of language, grammar occupies a central position", it means that grammar is important to learn in studying any language including English. Michael Swan stated that grammar is important to make comprehensible utterances because by knowing the ways in building sentences, it is possible to communicate meaningfully and successfully.

Peer Tutoring is an effective way which occurs when a student teaches another student or other students. It enhances the learning process. A situation encouraging the students to learn from each other without the intervening of any teacher is characterized as peer-instruction (Cuban, Kirkpatrick, & peck, 2001). It is recognized as the pairing of students to enhance the process of learning within classrooms. (Shapiro et al., 2013). Peer instruction strategy is presented theoretically as a strategy where students can acquire knowledge through observing and studying from other students' teaching through the teaching of their own experiences.

The major purpose of the Peer Instruction strategy is to develop the capitalizing perceptions of the students for the optimization of cognitive correspondence among the students in regards of their peers (McMaster & Fuchs, 2016). It has been further evaluated that student's perceptions are mainly developed through informal approaches by their teachers during educational processes; also, in the form of hints (Ma et al., 2014).

Engaging students in a dynamic process enables learners to construct knowledge by encouraging them to establish connections between new and previously acquired facts, promoting meaningful learning, increased attention, and higher order thinking. It is probable that when students are genuinely engaged with learning materials, they can exceed expectations and requirements (Barkley, 2010). Moreover, these students are more attentive, excited, involved, and eager to participate (Hoff & Lopus, 2014). Moreneo and Duran (2002) describe Peer Tutoring as a method of cooperative learning based on the creation of pairs of students with a lopsided relationship; that is, the tutor and tutee do not have equal academic ability, but they share a common goal. This goal must be achieved through a relationship framework organized by the teacher. Peer Tutoring is regarded as an excellent resource for facilitating the mastery of interpersonal competencies. Fuchs, Fuchs, Mathes, and Martinez (2002) assert that socialization experiences that occur during peer teaching can benefit both the tutor and the tutee by encouraging students to learn and increase their social standing among peers. Peer teaching was found to be helpful in socialization experience as the level of interaction among students both

inside and outside the classroom improved significantly.

Peer Tutoring is also important for the tutor; that is, learning is encouraged through teaching. Hartman (2010) conducted an evaluation study and reported that peer teaching increased students` motivation to learn. This result is supported by Whitman (2012) and Annis (2013) who argue that peer Teaching can be the most intellectually rewarding experience of a student`s career. They found Peer Teaching helped students perform better on higher order conceptual understanding scales than students who read the material simply for study purposes. Topping (2010) also asserts that peer teaching serves as an effective way to improve self-esteem in students. Peer tutoring aids interaction among peers not only academically but also socially.

## Research Problem

Through the experience of the researcher in the field of teaching English, he noticed that the students had a low level of achievement in the grammatical rules. They were unable to absorb, understand, retain and apply grammatical rules to express times and tenses, especially with knowledge, understanding and use of simple present tense in multiple choice items or written expressions. To make sure of the problem, the researcher reviewed previous research studies that declared the presence of this problem. Studies such as Rouf (2015), Hilal (2014), Ali (2014), Awad (2013) and Qomariyah (2010) found that the students showed low levels in the knowledge, understanding and use of the grammatical rules. They confirmed that this problem resulted from the difficulty of the grammatical rules to be understood or applied. The inability to maintain the grammatical rules, or the inability to apply them in writing were also among the reasons for the students` low level, even if they could memorize these grammatical rules by heart.

Rouf, (2015) showed the low level of primary school students in the grammatical rules, because of their inability for the students and their inability to maintain and apply grammatical rules. Hilal (2014) also confirmed the weakness of students in grammatical rules and linguistic concepts in his study. Ali (2014) revealed the weakness of students in obtaining grammatical rules and the low level of their linguistic performance spoken and written, that they memorize the form and composition tense by heart without understanding, and his study, Awad (2013) confirmed the low level of students in grammatical rules. These studies recommended educators of the necessity of using modern methods and approaches in teaching grammatical rules. The study of Bin Hamid (2012) confirmed the importance of grammatical rules and that it is in constant need of studies in its teaching and learning.

The researcher applied a grammar test on "25" pupils to verify the extent of knowledge, understanding and use of the present simple tense and to find out the extent of their ability and level. The researcher has also observed that mostly all pupils in primary stage are friendly. They spent many hours speaking with each other. Teachers and pupils try to help other pupils to develop their levels.

To find out pupils' levels of using peer teaching, the researcher has applied a printed questionnaire on pupils of both genders about their using peer tutoring method. The results indicate the most pupils spend more than 5 hours a week using peer teaching in groups.

## Design of the research

The researcher used quasi experimental pre-test/post –test design with two groups: control and experimental. Two classes were randomly chosen to apply the research experiment. The first class, the experimental, was taught using Peer-Teaching Strategy, while the second class, the control,

was taught using the conventional method. The pre/post test was conducted for experimental and control class. In this research the pupils had been given pretest and posttest to know their simple present tense mastery before and after the treatment through Peer-Tutoring. To apply the experiment, 78 (seventy-eight) sixth-grade pupils of Omar Al Deeb institute in the year of 2021-2022 were chosen to represent the research groups.

### **Research (instruments and materials)**

For the research purpose, an instrument was implemented: a pre/post English grammar test, to measure the sixth primary pupils' knowledge, understanding, and use of simple present tense. The test was multiple choice, correcting, rearrangement, and writing some sentences.

### **Psychometric characteristic for the test**

#### **1) Test Validity**

In this research, the researcher used content, construct, and internal validity.

#### **A- Face Validity**

The test must be able to measure the pupils' simple present tense mastery at the sixth primary grade. In this research, the researcher was consulting the instrument to the pupils of Omar Al Deeb Institute. It was done to make sure that the instrument is valid.

#### **B - Construct validity**

In this research, the researcher made multiple choice question, correct, rearrange, and writing sentences test that can measure the pupils' simple present tense mastery. The researcher applied the instrument with the pupils of Omar Al Deeb Institute to make sure whether the instrument is valid or not. After the researcher analyzed the instrument and he was concerned that the instrument was valid.

## 2-Reliability of the test

To calculate the value of the reliability factor, the calculation of the value of the coefficient of Cronbach Alpha was calculated. The value of the Cronbach's Alpha coefficient was 0.95, which indicated that the test was highly reliable.

## Peer –Teaching Strategy

Peer tutoring or also called Peer Tutor seems like Cooperative Group Teaching strategy where the students learn in a group with the tutor. Peer-Teaching or also called peer tutoring is one of the learning strategies where the students learn from the other students that are more experienced and knowledgeable about the lesson.

### A- Objectives of the strategy

The research was designed to improving sixth primary grade pupils' mastery of simple present tense using Peer Teaching Strategy. Peer tutoring is one of techniques that includes in cooperative learning because in peer tutoring, students learn together in a group. In Peer tutoring, students cooperate in taking their roles as tutors and tutees. Nowadays, teachers use group learning as variety in teaching.

### B-Framework of the Strategy

The researcher prepared the framework of the strategy that included some general and specific objectives, teaching methods and techniques, teaching and learning activities, learning aids, and evaluation techniques. The suggested framework of the strategy was submitted to some jury members to evaluate its validity in terms of:

1. Statements of the items.

2. The fitness of the objectives for the participants.
3. Relatedness of the specific objectives to the general ones.
4. Relatedness of the content to the objectives.
5. The appropriateness of the evaluation tools to the objectives; and
6. How far do all the components of the research suit the research group?

After making the suggested modifications, the jury members agreed on the validity of the framework for achieving the research objectives.

### **C- Constructing the teacher's guide and the student's book**

They based on Peer Teaching Strategy in teaching English to develop sixth year primary pupils' knowledge, understanding, and use of simple present tense.

### **The objectives of the teacher's guide and the student's book**

1. Providing with a detailed plan for some English grammar in the lessons of the set course for sixth grade pupils in the light of the proposed strategy.
2. Acquainting the teacher with teaching suitable resources and activities.

### **D- Peer Teaching –based content**

The strategy included five units with ten grammatical rules lessons. The content of each lesson was prepared to be used in developing sixth year primary pupils' knowledge, understanding, and use of simple present tense. The researcher prepared the content according to the following criteria:

- a) Suitability to pupils' levels and abilities.
- b) providing opportunities for more knowledge, understanding, and use of simple present tense.

c) consistency with the strategy objectives.

### **E- Validity of Peer-Teaching Strategy**

Jury members specialized in TEFL suggested some modifications to assure the appropriateness of the strategy to the research objectives. After making the suggested modifications, they approved the validity of the strategy and asserted the appropriateness of the strategy for developing sixth year primary pupils' knowledge, understanding, and use of simple present tense.

### **F- Piloting the strategy**

The researcher piloted the strategy to a group of 30 pupils, who were not included in the main research group and were selected randomly representing different levels of achievement: low, middle, and high. Piloting the strategy aimed at (1) identifying the pupils' levels in knowledge, understanding, and use of simple present tense; (2) checking the suitability of grammatical rules lessons for developing pupils' performance; and (3) conducting any needed modifications. The pilot study lasted for 8 weeks, with three periods a week (duration: 45 minutes each).

### **Research procedures**

**The research procedures were conducted at the sixth primary grade in the school year 2021- 2022. The following steps were conducted:**

1. **Planning:** Before the researcher applied the research procedure, the researcher prepared some planning for conducting the research. There are some steps that should be planned by the researcher. The procedures

of making planning were as follows:

2. **Determining the population:** The researcher chose the Sixth grade of Omar Al Deeb as the population of the research because he works there.
3. **Determining the group:** In taking the group of the research, the research used cluster random sampling. The researcher chose two classes as the group of the research.
4. **Preparing pre-test to get the data:** It was implemented on the pupils in the control class and experimental class to find out the pupils' simple present tense mastery before the treatment and to make sure of the homogeneity of the two groups.
5. **Conducting the treatment:** In this research the researcher gave the treatment three classes for the experimental class. The researcher taught the pupils by using peer-Tutoring Technique in the experimental class, while the pupils in the control class were taught by conventional method or lecturing method.
6. **Conducting the posttest to get the data:** After the treatment a post-test was conducted to measure the effect of Peer Teaching Strategy on improving the pupils' simple present tense mastery.
7. **Analyzing the result of posttest:** The researcher compared the results of the post-test between experimental and control class to see whether the post- test's score of experimental class is higher than control class and to determine the effect of Peer Teaching Strategy on improving sixth

primary grade pupils' mastery of simple present tense.

8. **Application:** The steps were followed in applying this research:

**A. Administering the pre-test:** In the first meeting, the researcher gave a pre-test. The test was multiple choice that consisted of 50 items with 4 options a, b, c, and d. The total number of the test items is determined by the validity and reliability analysis of the pilot study. It means that only the valid and reliable test items are used in pre-test. It was implemented on the pupils in the control class and experimental class to find out the pupils' simple present tense mastery before the treatment and to make sure of the homogeneity of the two groups.

**B. Intervention:** After giving the pre-test to the students, the researcher conducted the treatment. There were three meetings in the control class and three meetings in the experimental class. The researcher conducted the meeting by using Peer-Tutoring technique in one class as the experimental class, while in the other one the control class, the teacher conducted the treatment by using conventional method or lecturing method.

**C. Data Analysis:** After collecting the data, the researcher analyzed the data by using an independent sample t-test. There are two tests that must be done before analyzing the data by using an independent sample t-test. They are normality test and homogeneity test.

9. **Fulfillment of the Assumptions:** Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines. It includes statistics parametric tests

to produce accurate results. The assumptions underlying them such as normality and homogeneity test must be satisfied.

- a) **Normality test:** The normality test is used to know whether the data in the experimental class and control class are normally distributed or not. In this research the researcher used statistical computation.

The hypothesis for the normality test is formulated as follows: Ho: The data are normally distributed.

Ha: The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis is normality test are as follows: Ho: is accepted if  $Sig > a = 0.05$

Ha: is accepted if  $Sig < a = 0.05$

- b) **Homogeneity Test:** After the researcher gets the conclusion of normality test, the researcher was done the homogeneity test in order to know whether the variance data is homogenous or not. In this research the researcher used statistical computation.

The hypothesis for the homogeneity test formulated as follows: Ho: the variances of the data are homogenous.

Ha: the variances of the data are not homogenous.

While the criteria of acceptance or rejection of hypothesis is for homogeneity test are as follows:

Ho: is accepted if  $Sig < a = 0.05$

Ha: is accepted if  $Sig < a = 0.05$

- C. **Hypothetical Test:** If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using

SPSS for hypothetical of test. The purpose of using SPSS in this case is for practicality and efficiency in the study.

### The hypothesis formulas are:

**Ha:** There is a significant influence of using Peer-Tutoring Technique towards pupils' simple present tense mastery of the sixth grade of Al-Badary Institute year of 2021\2022.

**Ho:** There is no significant influence of using Peer-Tutoring Technique towards pupils' simple present tense mastery of the sixth grade of Al-Badary institute year of 2021\2022.

While the criteria of hypothesis are as  $H_0$  is accepted if  $Sig > \alpha = 0.05$

$H_a$  is accepted if  $Sig < \alpha = 0.05$

**Table 1**

**Frequency of Post-test Score posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2.6	2.6	2.6
70	11	28.2	28.2	30.8
72	1	2.6	2.6	33.3
76	10	25.6	25.6	59.0
82	6	15.4	15.4	74.4
86	2	5.1	5.1	79.5
88	3	7.7	7.7	87.2

94	5	12.8	12.8	100.0
Total	39	100.0	100.0	

## Discussion

Based on the research finding, it showed that the mean scores between pretest and posttest are different. The pupils score after being taught by using Peer Tutoring was improved. The results of this study are in line with results of several studies that showed the effectiveness of using peer teaching in teaching grammatical rules such as Arvian (2015), Maulidya (2018) and Hidayah et al. (2014).

The research findings clearly demonstrate a significant improvement in pupils' simple present tense achievement following instruction through peer tutoring. The mean scores from pre- and post-tests exhibited a clear disparity, with pupils demonstrating enhanced performance after the intervention. This indicates a direct correlation between peer tutoring and improved mastery of the simple present tense.

Statistical analysis, specifically a paired sample t-test, further solidified these findings. The calculated significance level of 0.000 was notably smaller than the standard alpha level of 0.05, leading to the rejection of the null hypothesis. This statistical evidence robustly supports the claim that peer tutoring exerts a significant positive influence on pupils' grasp of the simple present tense.

Beyond the quantitative measures of success, the study also highlighted the positive impact on pupils' attitudes and engagement. Participants expressed increased interest and enjoyment in the learning

process, suggesting that peer tutoring fostered a more conducive learning environment. This qualitative feedback complements the quantitative data, providing a comprehensive picture of the strategy's effectiveness.

The implications of this study are promising. Peer tutoring emerges as a viable and effective method for enhancing both academic performance and student motivation in language learning. The observed improvement in simple present tense comprehension suggests a potential for broader application of peer tutoring to other grammatical concepts.

To fully harness the potential of peer tutoring, future research could delve deeper into various aspects of its implementation. Investigating different peer tutoring models, such as cross-age or same-age pairings, could optimize the strategy's effectiveness. Additionally, examining the necessary level of teacher involvement would provide valuable insights into successful program implementation. A long-term perspective on the impact of peer tutoring on language proficiency would also contribute to a more comprehensive understanding of its benefits.

## Conclusion

After conducting the treatments and analyzing the data, peer tutoring could improve pupils' simple present tense mastery. It was supported by the scores the pupils achieved, in which they received higher scores after the researcher gave the treatment of peer tutoring technique as a technique in learning grammar especially simple present tense. The mean score of the experimental class in the posttest was 83.6 and the mean score of the control class in the posttest was 56.8. It showed that the pupils' posttest score in experimental class was higher than pupils' posttest score in control class. It can be proved from the hypotheses test. In the hypotheses test, the result obtained in the independent sample test that the value of significant

generated Sig (P-value) = 0.005 < a=0.005. Ha is accepted and H0 is rejected. Based on the computation it can be concluded that there was significant influence of using peer Tutoring towards pupils' simple present tense mastery at the Sixth Year Primary Pupils.

### Suggestions

**Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:**

#### For teachers of English

There are some methods which are always used in the teaching and learning process. So far, most English teachers have been using conventional/lecturing method to teach their pupils in the classroom since it is much regarded as the most appropriate choice to explain the topic of the lesson. Peer Tutoring as an alternative approach of the teaching learning process, especially simple present tense is a good way to be applied in the Sixth Year Primary Pupils.

- The teachers should give more chances to the pupils to be more active that they are able to do those activities by themselves and the researcher suggests to English teacher to try to use peer Tutoring in teaching simple present tense. But, to use Peer Tutoring in Language teaching learning activity effectively and successfully, as the teacher of English, we should think carefully about the selection of strategies we want to implement at the classroom.
- The English teacher can help pupils to increase simple present tense mastery by using other effective and relevant technique or media. This can be done, based on the approach or media, so they can develop their mastery in simple present tense. Therefore, English teachers should teach

grammar and vocabulary in balance to make the pupils being able to speak or write English sentences well.

### **For the pupils**

Besides paying attention to some aspects mentioned above pupils should practice speaking and to write English regularly and be never afraid of taking the wrong choice. By using this technique, the pupils are provided with a partner and enjoying classroom atmosphere. They are given chance to cooperate with their friends in group.

- The pupils should learn and be more seriously in learning English grammar in order that the pupil can improve their simple present tense mastery.
- The pupils should practice the pattern they have to learn with their environment, even with their friends or teacher.
- The pupils had to manage time in the learning process because learning grammar was needed.

### **For School administration**

The school should provide other facilities like multimedia room and language laboratory for pupils to practice their English competency.

### **For the other researchers**

This research is not perfect yet, it's suggested for the future researcher to conduct further research on the similar area by improving the

methodology or use it as reference to conduct further research related to peer Tutoring in different area of teaching. This study is very important because it will give some knowledge to the researcher and to know the benefits of using peer Tutoring technique in teaching English.

- The researcher applied peer tutoring technique to increase pupils ‘simple present tense mastery. The other researchers can apply Peer Tutoring to increase pupils ‘mastery to other skills.
- In this research, the research was done in more than one meeting. Other researchers can spend more time giving the treatments to the pupils so that they can get enough exercise.
- In this research, the researcher used peer Tutoring to help pupils of sixth Year Primary. The next researchers can do it at different levels.

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