

## عنوان مقاله:

A Comparison of the Impact of Peer-Tutored Read-Aloud and Teacher-Guided Read-Aloud on Immediate and Delayed Vocabulary Retention among Iranian EFL Students

## محل انتشار:

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## خلاصه مقاله:

This research aimed at comparing the peer tutoring strategies with teacher guiding strategies on the improvement of Iranian EFL vocabulary knowledge and their attitudes toward learning English vocabulary. The initial population of the study was 70 students. They were studying English at Shokoooh English institute in Tehran. After administering TOEFL test as a proficiency test, 40 students (17 males and 23 females) were selected as the participants of the study. They were divided into two groups of experimental and control. The students assigned to the experimental group were involved in an active work with their classmates' peers, and received instruction based on peer-tutoring. The control group received instruction based on normal syllabus of the class that is teacher guided instruction. The findings showed that there is a statistically significant difference ( $\alpha = 0.01$ ) between the two adjusted means of the students' scores due to the two different learning strategies in favor of the experimental group.

## کلمات کلیدی:

Peer-Tutored Read-Aloud, Teacher-Guided Read-Aloud, Vocabulary Retention, EFL learners

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