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Mercer, 1997; Zentall & Ferkis, 1993).

(Fower & Perterson, 1981; Gresham, 1984; Scher, 1990).

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(Ysseldyke, Algozzine, & Thurlow, 1992).
(Silver, Pennett, Black, Fair, & Balise, 1999), 26% 가
(Miller, Butler, & Lee, 1998; Rivera, 1997).

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(Ginsburg, 1997; Lerner, 2000).

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(Ginsburg, 1997; Montague & Applegate, 1993),
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(Beirne- Smith, 1991; Kane & Alley, 1980; Pigott, Fantuzzo & Clement, 1986; Scott & Eickelman, 1992).

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(Eiserman, 1988; Land, 1984; Margalit & Zak, 1984; Scott & Eickelman, 1992).

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(Haisley, Tell, & Andrews, 1981; Sindelar, 1982).

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(Cole, Vandercook, & Rynders, 1988; Noonan & Hemphill, 1988).

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	49.25(11.52)	48.50(10.64)
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ABSTRACT

The effect of reciprocal peer tutoring on
mathematics achievement and self-concept of
students with math disabilities

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(In Hun Elementary School · Ewha Womans University)

This study was conducted to examine the effect of the reciprocal peer tutoring on mathematics achievement and self-concept of students with math disabilities. Twenty-four students with math disabilities were selected from 4th and 5th grade, and they were divided into experimental group and control group. In the experimental group, the subjects were trained to learn reciprocal peer tutoring techniques for 4 sessions and used the reciprocal peer tutoring for 20 session. The experiment was conducted 3 sessions a week and each session lasted 40 minutes. For the control group, the traditional instruction method was used. Pre-test and post-test was

implemented using mathematics achievement test which was developed by the researchers. and the self-concept inventory developed by No(1984). The data were analyzed by ANCOVA(analysis of covariance).

The result showed significant difference between the experimental and control group in both mathematics achievement and self-concept. This result indicates that reciprocal peer tutoring can facilitate the improvement of mathematics achievement and self-concept of students with math disabilities.

This result implies that reciprocal peer tutoring would be a useful instructional method for students with math disabilities.

Keywords : Mathematics disability, Learning disability, Peer tutoring, Reciprocal peer tutoring, Self concept, Mathematics achievement