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Enhancing Foreign Language Learners' Oral Proficiency
Through Peer Interaction
The Case of Third Year Students of English at Biskra University

A Dissertation Submitted to the Department of Foreign Languages in Partial
Requirement for the Fulfillment of Master Degree in Sciences of Language

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Dedication

I dedicate this dissertation to,

My dearest father for his faith in me and for his unfailing support

My tender mother who encouraged me and helped me a lot during my studies

My lovely sisters: Djihad, Fatima, Naima

All my brothers: Saleh, Mostafa, Samir, Djilani

My dearest niece: Alae El Rahmane

My dearest aunt: Mebarka

My friends with whom I shared university life with its lights and shadow
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My dissertation would not have been possible without my parents’ love and generous support throughout years of education.

I would like to thank all the teachers and classmates without their collaboration this work would have not been possible.
Abstract

The aim of the present study is to highlight the importance of peer interaction in enhancing EFL learners' Oral proficiency. Most EFL learners face serious difficulties in their oral production and this is mainly due to the lack of interaction. In fact, this is the consequence of adopting classical methods which focus on the acquisition of structures at the expense of communication. We believe that interaction in the EFL classroom is essential. As a matter of fact, the purpose of our research is to show the positive impact of using peer interaction as a teaching technique in order to ameliorate learners’ oral proficiency. Our other aim is to highlight the most important techniques that should be adopted to help learners interact in the classroom. Thus, the hypothesis that we adopt along this research is that if learners interact with their peers, they will be able to develop their oral proficiency. To verify our hypothesis, we adopt a qualitative method to get the evidence about the efficiency of peer interaction. Two questionnaires were distributed to both third year LMD students and teachers of Oral Expression. In fact, the results of our study confirm our hypothesis. The response of all the teachers converge towards the efficiency of peer interaction.
List of Abbreviations

**EFL**: English as a Foreign Language

**FL**: Foreign Language

**L2**: Second Language

**LMD**: License/Master/Doctorate

**SLA**: Second Language Acquisition

**TEFL**: Teaching English as a Foreign Language

**TL**: Target Language
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ملخص
General Introduction

We have observed that EFL learners do not use much English in the classroom that makes learner’s level at speaking very low. Mainly this is due to the lack of interaction among learners in one hand and teacher’s poor techniques and learner’s different levels and abilities on the other hand. This difference causes many problems among learners. One of these problems are: shyness, fear to speak which prevent learners to practise language in the classroom and share their ideas or views with their classmates. We noticed that teachers do not encourage learners to speak or to interact either with their peers or even with the teacher him/herself. The process of learning a foreign language requires mastering the four skills. One of the important skill that EFL learners considered as the major area of communication is speaking in which learners can learn new concepts, develop their vocabulary and understand the basic structure of language as an essential elements of learning. Speaking involves more than one person to interact with in order to maintain social relationships.

Interaction plays a crucial role in the process of second and foreign language learning and in a particular achieving communicative competence. Improving oral proficiency learners use many strategies. One of the efficient strategy is peer interaction. This latter, is defined as a way to generate knowledge, and successful learning strategy in which learners are divided into small groups. In each group learners have different abilities, level of thinking and different social and cultural background. They use different activities in order to increase their level of understanding and sharing ideas with others. In short, peer interaction is viewed as a modern strategy that can be used in developing EFL learners to improve their oral proficiency of learning a foreign language and enhance learners interaction with each other.

1. Aims of the Study

This study will focus on enhancing EFL learner’s oral proficiency through peer interaction. In this research, we are going to investigate how peer interaction can help EFL learners to develop their communicative competence.

The main aims of the present study is to:

1) Show the impact of using peer interaction as a teaching technique in order to ameliorate learner’s oral proficiency.
2) Highlight psychological positive effects on EFL learner’s oral proficiency.
3) Show the importance of this technique in the teaching of English in general and the speaking skill in particular.

2. Statement of the Problem

EFL learners have many problems in dealing with different aspects of the foreign language. One of the most problematic aspect is communication. It is regarded as a key for success in learning. The use of the old methods in which learners focus only on developing the linguistic and grammatical rules and ignoring the communicative one (interaction) which prevents learners to achieve high level at speaking or oral interaction. Thus due to the lack of interaction among them in the classroom. The problem that is raised in this research is learners’ poor oral production in the classroom due to the deficiency of interaction among them.

3. Research Questions

In this research, we will try to answer the following key questions:
1) How is peer interaction effective in the improvement of learner’s oral proficiency?
2) Does peer interaction help EFL learners to achieve better level at speaking?
3) Does peer interaction boost learners to communicate in English?

4. Hypothesis

We hypothesize that if learners interact with their peers, they will be able to develop their oral proficiency.

5. Research Methodology

In this research we are going to use the descriptive method which considered as the best method to deal with in this research thus the aims of this research are to show the impact of using peer interaction as teaching technique in order to ameliorate learner’s oral proficiency, highlight the psychological positive effects on EFL learner’s oral proficiency, show the importance of this technique in the teaching of English in general and the speaking skill in particular. The case study focus on third year LMD students of English Department at Biskra University. The sample will be chosen randomly and the data will be collected through students and teachers questionnaires.

The present dissertation consists of three main chapters. The first two chapters contain the literature review. Chapter one includes the main issues about the speaking skill: definition, the nature, the rationale behind speaking, elements of speaking, functions of speaking, activities to promote speaking, characteristics of speaking performance and principles of teaching speaking.

In the second chapter, we are going to shed lights on peer interaction, its definition, input, output and interaction, aspects of interaction, types of peer interaction, advantages of peer interaction, and developing interaction among learners, communicative activities and peer interaction, roles of communicative activities, peer feedback and advantages of peer feedback.

The last chapter deals with data analysis. It provides a detailed analysis of both teachers’ and students’ questionnaire.
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Chapter One

The Speaking Skill

Introduction

Teaching English as a foreign language (TEFL) involves learners' exposure to foreign language skills: Speaking, Reading, writing, Listening. The main goal of acquiring foreign skills is to be able to communicate with others, to achieve high level in producing and receiving. Speaking skill is considered as an important as other skills that need to be developed.

In this chapter, we are going to shed light on the speaking skill that involves: definition of speaking, the nature of speaking, the rationale behind speaking, elements of speaking functions of speaking, activities to promote speaking, characteristics of speaking performance, speaking difficulties and characteristics of successful speaking activity, teaching speaking and principle of teaching speaking.

1. Definition of Speaking

Speaking is a productive skill besides to other skills, it refers to express ideas, thoughts, feelings. According to Channey (1998:13), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”.

Bryne (1991:8) states that “speaking is a two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.” That means that speaking is a process between speakers who produce speech and listeners try to understand it.

Carter (1997:4) defined speaking as “one of the type of composing the language, the type that is swift, complicated, frequent and primary, because the language is symbolic used by communicators to construct and convey information”.

Luoma (2004:1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.” Speaking as a productive skill is not an easy task it takes a long time to develop it.
According to Kayi (2006), speaking means the gap between the linguistic expertise and teaching methodology. This means, linguistic expertise is concerned with the language structure and content. For widdowson (1994), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others.

2. The Nature of Speaking

Before we start to speak about the nature of speaking we should know that language is divided into two: speaking and written forms, through the history of language written language is considered as the most important and language teaching focuses on written more than speaking forms because is characterized by well-formed sentences which constructed paragraphs. However, the spoken language consists of short, fragment utterances that characterized by pronunciation and there is repetition and overlap (to speak at the same time) between speakers, also non-specific references; from these references we choose “say things”, “it” and this “rather than the left-handed monkey wrench”, or “the highly perfumed French poodle on the sofa” (Nunan: 1989).

Brown and Yule (1983 cited in, Nunan: 1989) make a distinction between two basic language functions: transactional and interactional functions. The transactional is concerned with transfer of the information however, interactional in which primary emphasis on maintaining of social relationship, the ability to provide uninterrupted oral presentation is different from interacting with more speakers for transactional and interactional purposes, they make distinction between monologue and dialogue.

Crystal (2003) states that monologue is only one person who act and takes the speech during conversation whereas dialogue is an interaction between more participants.

3. The Rationale behind Speaking

3.1. Speaking for Learning

Speaking is viewed as an important skill and difficult in FL learning, it is not an easy task to developed it requires a lot from both teachers and learners. MacCarthy (1972:2) says that:
when people are learning to speak a language, they are concerned mainly with two things, first, knowing what to say—what words and phrases to use at any given moment, in any given situation and second, being able to say it—able to perform the required actions, the moment necessary, for saying those words and phrases.

That means that learners should read in order to foster their speaking ability, first they must master vocabulary and grammatical rules then the phonological aspects because learning does not only require to master only vocabulary but also to know how to use the phonological appropriately in a given context.

Teacher should take into consideration about learners their needs, attitudes in learning speaking, there are some skills that help learners to boost their level at speaking which are listed by (Lindsay and Knight: 2006):

1. The ability to communicate with others.
2. Producing connected speech.
3. Speaking in a range of contexts.

In order to enhance learners speaking skill (Ferris and Tag: 1996 cited in, Celce-Murcia: 2001) suggest that foreign language learners need real practice in the classroom in order to interact with their peers.

3.2. Speaking for Communication

Speaking is one of the most significant skill in learning second or foreign language. Widdowson (1990) argues that learning the language is not enough in FL because knowledge of language does not need the requirement of communication in foreign language, oral interaction involves to use language appropriately in a particular situation through using verbal and non-verbal expressions.

Communicative ability consists of five elements which are suggested by Hedge (2000):

1. **Linguistic competence**: is concerned with the knowledge of language and its form and meaning, it involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, and linguistic semantics. Linguistic competence helps FL learners:

1. To achieve accuracy in grammatical forms of the language
2. To select appropriate vocabulary and its pronunciation accurately
3. To use the phonological aspects such as stress, speed, intonation, rhythm to express meaning.
4. To build a range of vocabulary.

2. **Pragmatic competence**: is concerned with knowing how to use language in order to achieve communicative goal or intention. In other words, pragmatic competence is being able to go beyond the literal meaning of what is said or written in order to interpret the intended meaning. It helps learners:

   1. To learn the relation between grammatical forms and functions
   2. To use stress and intonation to express attitude and emotion
   3. To use the pragmatic rules of language
   4. To select language forms appropriately to topic
   5. To learn the scale of formality

3. **Discourse Competence**: is concerned with the knowledge of achieving coherence and cohesion in spoken or written text (Canale and Swain 1980) in other words, it means being able to use language effectively. Discourse competence helps FL learners:

   1. To take long turns, use discourse markers, open close conversation
   2. To appreciate and be able to produce the contextualized written texts in different genres
   3. To be able to use cohesive devices
   4. To cope with authentic texts

4. **Strategic competence**: Canale and Swain (1980) define it the knowledge of how to use communication strategies to handle breakdowns in communication. It consists of some strategies that are used by learners to express what they want to say because they lack of some resources. It helps them:

   1. To be able to take risks in using both spoken and written language.
   2. To use a range of communication strategies.
   3. To learn the language needed to engage in some of strategies.

5. **Fluency**: is considered the main feature in foreign language which is related with language production which served for speech, it is the ability to connect units of speech without strain or inappropriate slowness. It helps learners
1. To deal with the information gap of real discourse.
2. To process language and respond appropriately with a degree of ease
3. To be able to respond with reasonable speed in real time

Nunan (1989 cited in, Hedge : 2000) states that oral interaction involves to develop:

1. The ability to articulate phonological features of the language comprehensibly.
3. An acceptable degree of fluency.
4. Transactional and interpersonal skills.
5. Skills in taking short and long speaking turns.
7. Skills in negotiation of meaning.
8. Conversational listening skills.
9. Skills in knowing about and negotiation purposes for conversations.
10. Using appropriate conversational formulae and fillers.

According to Harmer (2007), there are three main reasons for getting learners to speak in the classroom: Firstly, speaking gives learners opportunities to practice real life speaking in the classroom, secondly, students are given tasks in which they try to use their language in order to express their knowledge, thoughts, ideas and discover their strengths and weaknesses, thirdly, teaching speaking makes learners keep the information in their minds about different aspects of language that helps them to speak fluently without any difficulties and gradually become autonomous learners.

In teaching speaking, activities should be set up by the teacher properly for learners in order to ensure that they benefit from these activities.

4. Elements of Speaking

To be a good speaker, it is very important for learners to acquire the ability to express their opinions, thoughts, speak a foreign language fluently, this competency must be mastered by learners. Harmer (2001) states that there are two elements of speaking:

4.1. Language Features

To speak effectively there are some elements which are very important for learners, in order to speak fluently these following elements are necessary for an effective speaking:
4.1.1. **Connected Speech**: effective English speakers should produce more sounds not only phonems. In connected speech, these sounds can be modified (assimilation), omitted (elision), added (linking r), or weakened. The teacher should engage them in oral activities specifically in order to develop their connected speech.

4.1.2. **Expressive Devices**: native speakers of English use some of phonological aspects such as: pitch, stress, speed in order to express their feelings and thoughts when they are interacting with others and these devices assist them to convey their intended meaning.

4.1.3. **Lexis and Grammar**: learners produce some functions, they use lexical structures and teacher’s role is to provide them with adifferent phrases that have different functions in order to use them in different stages of an interaction.

4.1.4. **Negotiation Language**: learners benefit from the use of negotiation language, they ask for clarification to show what they want to say and when they are listening to others’ talk, they also need to structure their discourse if they want to be understood when they see that others did not understand them.

4.2. **Mental and Social Processing**

   The important processing skills of speaking which are:

4.2.1. **Language Processing**: effective speakers have to process language in their minds and put it into coherent order in order to be understood by others and convey the intended meaning. Language processing requires to retrieve phrases and phrases from memory.

4.2.2. **Interacting With Others**: speaking requires interaction between two or more interlocutors. This means that effective speakers should listen and understand others’ talk and react with them through take turns.

4.2.3. **Information Processing**: this involves to process information in the mind; the moments that learners get the information, they should be respond when others talk.

5. **Functions of Speaking**

   Some language expert try to categorize the function of speaking in human interaction. Brown and Yule (1983 cited in, Richards :2008), they make a distinction between interactional and transactional function of speaking. Richards (2008) claims that speaking has three functions which are:
5.1. Talk as Interaction

It refers to conversation and interaction which describe a social function, when people meet, exchange greetings, engage in small talk because their main aims is to establish a comfortable interaction with others and the focus is on participants, and it can be casual or more formal. Some features of talk as interaction:

- Has a primarily social function
- Reflects speaker’s identity
- It can be formal or casual
- Reflects role relationship
- Uses of conversational conventions

5.2. Talk as Transaction

It refers to situation where the emphasis what is said or done, the message should be clear and accurate. (Burns: 1988 cited in, Richards: 2008) states that there are two types of transaction, the first type focuses on giving and receiving information and the second one is transaction focuses on obtaining things, it characterized by:

- Focus on monologue rather than dialogue.
- The importance of form and accuracy.
- The use of formal language.

5.3. Talk as Performance

It refers to public speaking which transmits information before an audience. For example, classroom presentation, public announcement, speech, this type tends to be in the form of monologue rather than dialogue. The main features are:

- Focus on monologue rather than dialogues.
- The importance of form and accuracy.
- The use of formal language.
6. Activities to Promote Speaking

These activities are considered the main important task in second or foreign language learners which help them to practice the language in classroom, speak fluently, achieve their oral interaction. Scrivener (2005:152) argues that “the aim of communicative activities in class is to get learners to use the language they are learning to interact in realistic and meaningful way, usually involving exchange of information or opinion”.

According to Thornbury (2005), these activities are:

6.1. Information Gap- Activity

Is an activity which learners have different information and interact with each other to get the information that they do not have, also requires learners to complete the activity that provided to them. O’Mally and Pierce (1996) define it as the ability of one person to give information to another, an information gap- activity is an ability where one student is provided with information that is kept from a partner. Harmer (1991:48) states that “a gap between the two person in the information they possess and the conversation help to close that gap so that now both speakers have same information”. It helps learners to have opportunities to use language appropriately either inside or outside the classroom, also provides them with a different grammatical structures.

6.2. Presentation and Talks

It is considered as the best way to make students to be self confidence also by making them present something or work in front of their classmates. Thornbury pointed that students acting of standing up in front of their colleagues and speak (Thornbury:2005).

6.3. Discussions and Debates

They are considered as the most significant activities which assist learners to express their ideas, thoughts, and they are provided for advanced learners, teachers considered them as the best in which students report something individual. According to Hedge (2000), discussions makes students require interpersonal communication strategies: how to hold turns, provide important opportunities for developing certain aspects of fluency, involve students in talking about a range of topics which engage their interest also encourage them to use language need to sustain conversation.
6.4. Problem -Solving Activities

Klippel(1983) states that students must find the solution to different types of problems and this task organized from imaginary to realistic task, this type of activity involves learners to work with peers or groups and students give their opinion, suggestions, reasons, part of this activity focuses on students’ likes and dislikes. Klippel (1983) suggests fourteen types of problem solving but we are going to talk about two which are rescue and something for everybody.

-Rescue

This task takes 10 to 20 minutes and it divides into three steps: the first step, the explains the problem that will be solved such as: “the earth is doomed. All life is going to perish in two days due to radiation. A spaceship from another solar system lands and offers to rescue twelve people, who could start a new world on empty planet very much like earth. Imagine you are the selection committee and you have to decide who may be rescued. Think of a list of criteria which you would use in your decision”. In second step, students discuss the problem and tries to solve it and the third step, each student present their lists of criteria and discuss them.

-Something for every body

It is done from 10 to 20 minutes and it devides into two steps, the first step, students from groups and the describe the situation that will be discussed: “imagine that you, that is all of you together, have 20 left over from bargain sale you organized. You should now think of what you could do with the money so that every one in the class is satisfied. First write down all the ideas you have without talking about them or commenting on them, then rank them. When you have found one suggestion you all agree with, present it to the class”. The second step, each group give their suggestions and agree on a common proposal by arguing and give their reasons.

6.5. Acting from a Script

Harmer (2001) states that students are asked to act out scenes from plays or from their coursebooks, also they perform dialogues in front of the class. Harmer discussed some issues that should be take into consideration in order to get effective results which are: Do not choose the shyest students to perform in the class, try to create enjoyable atmosphere
in the class, give students time before they ask them to perform a draw attention to appropriate stress, intonation and speed by giving them a practice before they act their final performances.

6.6. Communication Games

Harmer(2001) states that these communication are very useful for students because they help them to practice speaking, talk and discuss with their partner in order to solve a puzzle, put things in the right order also to find similarities and differences between pictures. Klippel (1983) argues that communication they are true communicative and they are important for foreign language learning because they connect language with excitement.

6.7. Role Play and Simulations

Is an activity in which students work into groups or pairs in which learners are expected to imagine themselves in situation which can be from real life or imaginative. It helps learners to practice language, interact with each other, improve their communicative abilities, resolve conflicts.

Gower et al. (1995) states that simulation is slightly different from role play in which students are not playing roles but beign themselves, they are confronted by a task and students bring things to the class to creat realistic enviroment.

6.8. Oral Reports

This activity conducted by learners in the classroom in which they present something orally. It is very useful activity which helps learners to listen to new information, gives them a chance to express their thoughts, give their opinion also ask questions (O’Malley1996).

6.9. Questionnaires

Are very useful because they ensure that the questionner and respondent have something to say to each other. Students can design questionnaire on any topic which is appropriate and teacher acts as a resource, help them in the design process.

The result obtained from questionnaire and then can form the basis for written work, discussions (Harmer :2001).
7. Characteristics of Speaking Performance

In recent teaching, there is a lot of attention which has been focused on designing activities but more attention on activities that makes balance between the need to achieve fluency and accuracy.

7.1. Fluency

The main goal of teaching speaking skill is to achieve oral fluency that considered as the mainfeatures of speaker performance. Hedge (2002) defines fluency as the ability to express oneself intelligently, reasonable and accurate way without any hesitation because the communication break down which makes listeners lost their understanding. In order to help learners to speak fluently, the teacher should make their learners practice their personal language. In other words, fluency is the extent to which speakers use the language confidently and quickly with few hesitation, or unnatural pauses. Ellis (2009 cited in, Shen 2013) defines fluency as the capacity to use language in real time, to emphasis meaning, possibly drawing on more lexicalized systems.

Fluency is the ability to respond in coherent way by linking words, phrases appropriately, pronounce the sounds clearly and use intonation and do it quickly.

Hughes (2002) states that fluency and coherence; the ability to speak in a normal way by linking ideas together in a coherent way. Richards (2006) defines fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. It is developed by creating classroom speaking activities in which students must negotiate meaning, use communication strategies and avoid communication breakdowns.

Many second language learners think that fluency is to speak fast that is why they start speak quickly without making pauses. Thornbury (2005) reports that speed is the important elements of fluency and pauses also because speakers when they speak they need to take a breath, native speakers need to make pauses in order to make others understand what they said. However, this pause indicates that the speaker has a problem of speaking, Thornbury called this ‘trick’ or production strategies which means the ability to fill the pauses. Some of pauses fillers are: ‘uh’, ‘um’, also there are some vagueness expressions.
such as: ‘short of’ and ‘I mean’, reputation is considered as a type of filling pauses which is used when there is pauses.

7.2. Accuracy

Most of second language teachers focus on accuracy in teaching because learners’ aims to be fluent and they forget to be accurate. When the speech is not accurate, speakers can not understand and the interlocutors lose their interest if they perform incorrect utterances. The emphasis is on correctness and completeness of language form which is more important for oral interaction.

Skehen (1996 cited in, Ellis and Barkhuizen : 2005) defines accuracy to how well the target language is produced in relation to the rule system of the target language. Learners who prioritize accuracy seek for controlling over elements they have already fully internalized, thus adopt a conservative stance towards L2 use, they should focus on grammatical structure, vocabulary and pronunciation. Ellis (2009 cited in, Shen :2013) states that accuracy is the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error. Fluency is being able to speak or write a language or perform an action smoothly and accurately, easily in order to speak a language with ease. Accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language. Accuracy is the ability to produce grammatically correct sentences.

7.2.1. Grammar

Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language. According to (IELTS:2001 cited in, Hughes:2002), the grammatical accuracy refers to the range and the appropriate use of learners’ grammatical structure that involves the length and complexity of the utterances and the use of subordinate clauses.

Thornbury (2005) describes the features of spoken grammar:
- Clauses is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head + body + tail construction.
- Direct speech favoured.
- Vagueness tolerated.
- Alot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blendeds).

According to Yule (2010), grammar is the process of describing the structure of phrases and sentences in such a way that we account for all grammatical sequence in a language and rule out all the ungrammatical sequence is one way of defining grammar. That means that grammar is concerned all the features of language structure.

Yule (1985) states there are three concepts of grammar, each language speaker has a type of mental grammar which is a form of internal linguistic knowledge that operates in the production and recognition of appropriately structured expressions in that language. The second type of grammar involves what might be considered linguistic etiquette that is the identification of the appropriate structured of language that used. The last one which involves the study and the analysis of structure found in a language, its aim to establish a description of the grammar of English, for example, the differences between grammar of Russian and French.

7.2.2. Vocabulary

A person's vocabulary is the set of words within a language that are familiar to that person. Achieving accuracy in terms of vocabulary refers the use of appropriate selection of expressions during speaking. Students sometimes find difficulties when they want to express their ideas, feelings because of the lack of vocabulary and sometimes they use incorrect words which have not the same meaning. Students should be able to use words accurately. Harmer (2001) states the knowledge of the word classes permits learners to perform well structured utterances. To know vocabulary is about knowing the meaning of words. Read (2000) states there are some assumptions about the meaning of knowing a word:

- To know lexical items of different types.
- To know the limitation on the use of words according to their different functions and situation.
- To know the semantic value of words.
- Knowing the different meanings which is related to the words.
There are two types of vocabulary functions and content words. Functions which includes articles, preposition, pronouns, conjunctions and auxiliaries which belongs to grammatical feature of language. Whereas content words, includes, adjectives, adverbs that have meanings and modify the words in sentences.

7.2. 3. Pronunciation

English language considered by native or non-native speakers difficult because of its pronunciation. In order to achieve better level at speaking learners should practice pronunciation also they should know about different sounds and their features, stress and when they use intonation because all these issues help them to be a good speaker.

According to Redmond and Vrchota (2007:104) argues that: “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.” If the pronunciation is not correct the speaker can not understand and accuracy will not achieved.

8. Speaking Difficulties

Some language experts find that there are problems that face FL learners in learning second language which make them unable to improve their oral proficiency, the practice of speaking is not only knowing about language. (Echevarria et.al., 2008) argues that the difference is between the knowledge of how things must be and the capacity to do things is very important. Ur (2000) claims that there are some problems that prevent learners’ development of their speaking ability which are:

8.1. Inhibition

Learners are often hesitated when they try to speak or say something in the classroom because they feel anxious about making mistakes, laughed by their classmates criticized them. Ur (2000: 111) states that “learners are often inhibited about trying to say things in foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy the attention that their speech attracts”.

Bowman et al. (1989) argue that in teaching speaking teachers should allow students to speak in front of their classmates in order to be able to express themselves without being hesitated because anxiety affects learners to improve their oral interaction.
8.2. Nothing to Say

Most of expression used by EFL learners when they are involved to participate in a topic or task “I have nothing to say, I do not know” because this is due to the lack of motivation in express their ideas, views, thoughts.

Rivers (1968: 192) claims that “The teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”.

FL learners have many difficulties when they are asked to answer or to participate in the classroom because they feel anxious or they do not know some vocabulary or they do not know how to use them appropriately.

8.3. Lower Uneven Participation

Learners can not participate well in the class because they did not have enough time to speak, this problem due to some learners who dominate while others speak few or do not at all, lower participation is due to the teacher’s motivation also.

8.4. Mother Tongue Use

Learners prefer to use their native language inside the classroom because they think it is easier and does not make them feel unnatural also they feel more comfortable and less exposed to target language, this problem is related with students who do not want to speak in FL and the teachers’ role tries to creat an English enviroment in order to make them use English.

9. Characteristics of Successful Speaking Activity

Classroom activities that improve learners’ ability to express themselves through speech that seems significant components in learning language but spoken language is not an easy to achieved, in order to overcome learner’s oral interaction there are some successful activities which suggested by Ur (1996):

9.1. Learners Talk a Lot: as much as possible the activity is occupied by learners but sometimes is taken up with teacher.
9.2. Participation is Uneven: classroom discussion is not only dominated by talkative learners all students have a chance to talk, to participate in the class.

9.3. Motivation is High: learners are eager to speak because they are interested in a topic and they have something new they want to say or they want to achieve a task.

9.4. Language is of an Acceptable Level: learners express themselves in utterances that are relevant, easily comprehensible to each other.

10. Teaching Speaking

We mean by teaching speaking is to teach foreign language learners to produce the speech and sounds, intonation, stress, using words and phrases, and rhythm, and they should choose appropriate words according to their social rules; setting; audience; situation; topic. Teaching speaking requires to organize their thoughts in meaningful way. Teaching speaking requires to use language as a tool to express values and adjustment also to use language quickly and confidently with few pauses which is fluency (Nunan: 2003).

According to Al Mutawa and Kailani (1989), to speak second language is necessary to be fluent, it requires linguistic competence, and sufficient amount of culture information which is related to second language and appropriate place where they feel comfortable during the learning, the teacher should give their students appropriate words and sentences which has relationship to the subject also gives them opportunities to practice the language orally, provides them with exercises that allow them to speak the target language, there is an important thing that must take into account the place where learners communicate with others who speak FL which refers to formality and informality.

In the process of teaching oral interaction we can distinguish between three stages:

Stage 1: Mechanical Practice: is an activity that takes place in laboratory, in this activity, students are taught pronunciation, vocabulary, grammar rules. They listen to sentences and record them, after they listen to all learners’ sentences, they correct each others’ pronunciation, finally, they find themselves better at phonological aspects.

The teacher’s role, in this task is to inform learners about the basic elements that assist them to improve their speaking abilities which are: grammatical rules and sentence formation, to correct their mistakes and reduce their shortcoming.
Despite of this activity gives students with an extensive training of language linguistic competence but they can not express their thoughts, ideas because the teacher control their answers.

**Stage 2 : Meaningful oral work** : this task provides students with expressions that may assist them to engage in society such as: how to greet people, how to complaint, to ask for clarification. It assist students to correct each others shortcoming.

The role of teacher provides learners with appropriate setting to give them and give them the topic that should discuss, he makes them feel that they are in real situation to act, he motivates them to speak by asking questions and encourage them to speak and understand the purpose of speech.

The techniques are used in this stage: guessing games, role plays, dialogues.

**Stage 3 : Free Oral Production** : after meaningful stage. In this stage, learners are ready to talk, express their ideas, thoughts without help from teacher. The teacher attracts students’ attention to participate, he must use techniques like free discussion that he prepared in advance, otherwise, it cannot be successful in order to have a successful discussion must be by teacher and student.

Teaching speaking requires all these stages in order to teach spoken language successfully.

**11. Principles of Teaching Speaking**

Teachers have to follow some principle for teaching speaking that help them in desining classroom tasks(Nunan:2003 and Kayi:2006) propose some principles:

- Teacher should know the difference between second and foreign language.
- Teacher should give students opportunities to practice fluency and accuracy.
- Teacher should devide students into small groups that gives them a chance to speak
- Teacher should preapared his activities in advance which involves negotiation.
- Teacher should design activities that requires guidance and practice in interactional speaking.
- Teacher should provide written feedback: that ‘s great, it is good work.
Teacher should involve speaking activities not only in the classroom but outside the class with student’s parents.

Teacher should control their students in order to ensure that they are on the right track and help them if they need.

Teacher give students much time to speak in the classroom.

In teaching speaking, English teachers should know that they are dealing with students who have different abilities, level of thinking, expectations, background knowledge also different learning style. English teachers should create a classroom environment where students have real situations to acquire the difficulties they face when they express themselves. Therefore, teachers should vary their approach and give chances as much as possible in order to make all students find something to hold on and developed.

12. The Role of The Teacher

Teacher has a great role in the process of teaching and learning and his main role is to create best condition, the teacher has different roles during classroom procedures. According to Harmer (2001), there are three main roles:

12.1. Prompter

The teacher should become a prompter when the students get lost and did not find what they want to say, or they lose fluency. The teacher should be careful not to take initiative away from the student and he can leave them to struggle out of such things on their own and sometimes he gives discrete suggestion also encourage them to think creatively.

12.2. Participant

In any part of the lesson there is always a chance for the teacher to participate in discussions, the teacher can prompt covertly, introduce new information, setting up the activities properly and clearly and ensure continuing students involvement, create enjoyable atmosphere.

12.3. Feedback Provider

The teacher provides feedback in speaking activities to their students when they are in the middle of activity and over correction that may inhibit them and take the
communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding and hesitation.

13. The Relationship between Speaking and Listening

The relation between speaking and listening is clear. Brown (2001:275) states that “there is a natural link between speaking and listening.” Both of them are oral skills, they occur together and when the teacher presents the task of speaking in which listening is almost presented. According to Linse (2005:45),

The relation between listening and speaking is clear because they are both oral skills. By listening children are preparing to replicate the sound when they speak. In addition, these are specific listening skills which can lay the foundation for reading instruction because by developing good listening skills children are able to match the sound with corresponding symbols when they decode words.

Listening is the crucial skill that must be developed since it links between other skills such as reading when want to decode symbols.

Concerning the connection between speaking and listening, Anderson and Lynch (1988:15) say that “a carefully prepared L2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener.”

That means speakers or listeners should have a specific abilities because each one relies on each other in order to achieve a particular goal, there is high emphasis on both skill. To develop the listening skill, the teacher should explain the relation between speaking and listening because successful speaking depends on successful listening for second or foreign language learners, he makes an experiments in which speakers ask listeners to organize things; good productions of listeners come from same speakers who were on similar task children can not speak because they do not understand speakers.

Some of researchers proved that there is a connections between receptive and productive skills and both of them complete each other in different ways. Harmer (2001) and Byrne (1991) focus on the interdependence of oral skills, they report that most of the time, reception and production promote together. We usually listen to something is spoken and sometimes we speak without listening to others, speaking is an integral part of listening and listening is also has a great role in speaking. Teachers must use the appropriate methods for teaching listening and clarify how it is important skill for getting
knowledge also should explain that listening an essential element in the process for acquiring a foreign language.

14. Assessing Speaking

The term assessment means tests and grades. Haley and Austin (2004: 117) point that “It involves development of materials, process, activities and criteria to be used as a tool for determining how much learning is taking place.” It is important to assess students’ language skills not only grammar and vocabulary. Assessment in speaking requires from the learners to know about the language items and the ability to use this knowledge to communicate.

Rost (2002: 169) stated that “assessment is an integral part of instruction, in that, it suggest appropriate starting points for instructional design and allows for feedback on learner performance.” This quotation about the meaning and the significance of assessment in the process of teaching.

Assessing oral proficiency become one of the most significant issues in language assessing because speaking is considered as the core of language teaching. Luoma (2004) pointed that speaking skill is the main part of language teaching which makes it an essential part of assessment. However, assessing speaking is really a difficult task for that there are many factors that influence our impression of how well someone speak a language.

Conclusion

Speaking as a productive skills besides to other skills is considred as an essential in learning second or foreign language. Speaking is not an easy task to be achieved it involves students to be engaged in communicative activities for the sake of developing their oral proficiency, to use language appropriately in a particular situation because these activities make them able to speak in TL and the teacher should take into consideration the problems that face them. The development of oral interaction requires learners to make active use of language that should be corrected in grammar and pronunciation, fluency and accuracy are the main aspects that should be improved in the classroom interaction.
Chapter Two

Peer Interaction

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Chapter Two

Peer Interaction

Introduction

Peer interaction is considered as a successful strategy that can be implemented in EFL classroom because it helps foreign language learners to negotiate for meaning and discuss different topics with their peers difficulties that face them during learning also assist them to develop their oral interaction and the main goal of learners is being able to use language and interact with others effectively.

In this chapter, we are going to shed lights on: definition of peer interaction, input, output and interaction, aspects of interaction, management of interactive learning, types of peer interaction, advantages of peer interaction and developing interaction among learners, communicative activities and peer interaction, roles of communicative activities, peer feedback and advantages of peer feedback.

1. Definition

Peer interaction is considered as new strategy to generate ideas in which students are divided into small groups which consists of two students, in each group learners are different in their level of thinking, understanding and cultural knowledge.

According to Richards and Smitt (2002), peer interaction is learning strategy that requires learners to work into groups which make them able to develop their communicative abilities and their performance.

Moon (2002:53) defines that as a: “strategy to organize them (students) in ways that will maximize opportunities for learning“.

Nunan (2003:55) states that peer interaction used to increase the amount of time in which learners have opportunities to speak, to discuss with their peers and share ideas with one another.

Kagan (1994) defines peer interaction as the organization of students into small groups that have varying abilities in which all students can participate to achieve a common goal.

Kagan also believes that peer interaction benefits students in many ways, mainly in their level of confidence, motivation, and sense of achievement.
Peer interaction is viewed as any communicative activities that involves interaction between learners, where there is a minimal and no participation from the teacher and it involves two students (Philp et al., 2014). In other words, peer interaction is the relationship and roles developed by students in the class when they undertaking a task, the teacher is only controlle them how they arrang themselves for the sake of achieving particular goal, teacher tries to organize them into groups.

According to Zourou (2009), peer interaction is putting learners in symmetrical situation that regards status, it requires the pairing of individual who work in small groups where each student learn from each other.

2. Input, Output and Interaction

According to Jhonson (2008), these terms are defined in the context of foreign language learning, input is recognized as an essential for language acquisition, in addition to input, interaction plays a fundamental role in the process of learning L2, theses three are the basics elements in L2 acquisition.

2.1. Input

Is what learners recieve from those who interact with them, in other words is the language which learners are exposed to, it is a knowledge in second language acquisition for input to be comprehensible there two conditions: input should be available to the learners and set up to internal mechanism to account how L2 is processed (Ellis:1985 cited in, Zhang 2009). Krashen (1985 cited in, Zhang:2009) states that input has great impact on SLA, Krashen’s hypothesis about input argues that SLA takes place when the learners understand the input, this input should be comprehensible also contains grammatical forms that i+1 (i.e., means the learners present stage of acquisition and 1 symbolizes the more advanced input the teacher will provide the learners), he argues that the right level of input is attained when learners succeed in understanding communication, in this respect, the input is the core of acquisition that means that L2 acquisition depends on comprehensible input, the teacher’s role is to provide their students with comprehensible input and he ensures that they understand, gives them with listening, reading and writing materials. Corder (1967 cited in, Zhang:2009) make a distinction between input and intake, he defines input what is available to the learners whereas intake what is internalized by
learners, input is the core of L2 acquisition and alone cannot fulfill in SLA until it gets involved in interaction.

2.2. Output

Is the language produced by learners, Swain is the most figure of output hypothesis, she says that output has a significant part in L2 acquisition also she reports that when learners when the students must to produce the output but comprehensible input is not sufficient in the acquisition, she claims there is no way to test the extent one’s knowledge (linguistic). Output is what learners had previously learned, the input could be a part of learning mechanism, Swain (1995 cited in Zhang:2009) states that output should simulate learners to move from the semantic level to complete grammatical processing for accurate production. Output seems to have crucial role of development of syntax and morphology. Gass (2001 cited in , Zhang:2009) points that output has four functions: testing hypothesis which is about the structure and the meaning of L2; receiving feedback for verifying hypothesis, improving fluency in interlanguage; to create automaticity which is the goal of SLA. Output hypothesis posits that learners may notice the gap their knowledge for producing target language to stimulate them to solve their linguistic difficulties in ways that are more suitable in a particular context.

2.3. Interaction

It refers to exchanges in which there is some indications that an utterance has not understood and interlocutor s interrupt the conversation for both parties to understand what the conversation is about (Gass and Selinker: 2001 cited in, Zhang). Long (1996, quoted in, Zhang) points that interaction focus on negotiation of meaning, he also argues that “negotiation for meaning, and especially negotiation work that triggers interaction adjustment by the native speakers or more competent interlocutor, facilitates acquisition because it connects internal learners capacities, particularly selective attention, and output in productive ways” (451-452).

Allwright (1984:156) regards that “interaction as the fundamental fact of classroom pedagogy because everything happening in the classroom happens through a process of live person-to-person interaction.” That means during interaction students tried to generate output which as the source of input for others, during interaction there are some factors that can be on phonological, syntactic, vocabulary, contextual. Classroom
interactional can take different kinds of interaction such as: learner classroom interaction; group work, teacher talk, the communicative language teaching theory reports that communication and interaction are the goal of learning language learning (Richards and Rodgers:1986). Interaction facilitates the learning of language and the target language forms, input and interaction may improve the natural route of SLA.

3. Aspects of Interaction

According to Ellis and Barkhuisen (2005), interaction requires three main aspects: negotiation of meaning and communication strategies and the treatment of errors.

3.1. Negotiation of Meaning

Ellis and Barkhuisen defined it as conversational exchange that happen between interlocuter in order to present breakdowns communication, it refers to some expression that are used in conversation for the sake of clarification when learners do not understand what other said. Negotiation of meaning is related with interaction hypothesis that suggested by Long and Evelyn (1978), Michael and Long (1983,1996), Teresa and Pica cited in, Lightsbown and Spada:2006) points that conversational interaction is an essential in acquiring language, this significance occurs when speakers modify their speech for the sake of understanding or helping each others to participate, foreign language learners need to interact with each other and understand what others said.

Ellis and Barkhuisen (2005) considered negotiation of meaning is the core of discourse structure, learners in the classroom should make input more comprehensible with their peers if the input is not comprehensible different process need to repair interaction.

Mackey (2007: 12) argues that: “through process of repition, segmentation and rewording interaction can serve to draw learners attention to form meaning relationship and provide them with additional time to focus on meaning”.

To explain that repetition requires students to repeat speech as it is when others do not understand, segmentation means raising or falling intonation, rewording using simple utterances, words. Negotiation of meaning focus on the form and help learners to adjust and modify their output.

Long(cited in, Lightsbown,2006) suggested the main concepts of interaction hypothesis and its significance in TL language in the following:
- Interacational modification makes input comprehensible. Interacational modification boost acquisition.
- Comprehensible input develop acquisition.

3.2. Communication Strategies

Are speakers oriented, they are used by learners to compensate for the lack of L2 knowledge or their ability to access L2 knowledge that they have. They are strategies used by speakers when they do not have enough knowledge to express their thoughts in TL language. There are some strategies:

- **Avoidance**: learners avoid talking about specific topics that they dislike when they do not have background knowledge about it.
- **Paraphrase**: use approximation instead of the original word.
- **Conscious transfer**: learners use their native language.
- **Mime**: the use of body language.

These strategies are classified under the model of speech production, they are used to solve problems that learners face in their initial stage.

3.3. The Treatment of the Errors

Ellis and Barkhuisen (2005) discuss some errors that are made by learners in the classroom:

- **Imprecision**: the teacher does not give detail when learners make errors and maintain the same errors to indicate that errors have been made and reinforce to be corrected.
- **Inconsistency**: teachers correct students' errors and do not do so for others who make the same errors.
- **Indirectness**: teachers do not like to inform their students that they make errors; they use it in a direct way.

Recent researchers in errors treatment talk about negative evidence which is defined by (Long:1996 quoted in, Ellis and Barkhuisen 2005:169) “as input that provides direct or indirect evidence of what is grammatical”. Negative evidence used by teachers in order to correct learners’ errors. Long considered it as an important aspect because it assists learners to distinguish between interlanguage and TL construction.
4. Management of Interactive Learning

Teachers should think about the management of interaction in the classroom, and they are required for providing appropriate ways in order to help their learners develop their oral interaction with their peers. Black (2005) said the purpose of managing interaction between learners with their peers is to give them opportunities to use language appropriately.

Brown (2000) argues that everything we do in the classroom is for what learners possibly from being there. Interactive language instruction required from teachers to engage learners in activities for the sake increasing their communicative competence, interactive activities should be well organized. Teachers should facilitate and provide resources for learners.

Brown also claims that in order to make interaction effective, teachers should have background of their students, how students work with each other? What are learners goals, and expectation? Interactive classroom can be the teachers play a significant role in enhancing learners' oral interaction by encouraging them to participate, to express their ideas and thoughts.

5. Types of Peer Interaction

According to (e Notes 2015), there are types of peer interaction which are:

5.1. Peer Tutoring

It happens when students take on a particular role as a tutor, the emphasis is on content. The tutor is trained by teacher that provides him with instruction that should be followed for tutoring a peer (Topping 2001) says that teacher the teacher must consider some elements that should be successful for peers tutoring, in peers tutoring students learn particular skills and the activities that is used such: drills, rehearsal, repetition, of material.

This type is used when students are learning authentic material and learners work together tutors and learner interact with each other.

5.2. Peer Assistance

As peers assist students with disabilities by reading instruction, gathering materials, (Mastropieri, Scruggs and Berkey: 2007) point that “peers who help those with disabilities promote social responsibility and strong understanding of others’ needs”.

34
5.3. Peer Instruction

It is defined as an instructional method; it aims at engaging students during lectures by focusing attention on underlying concepts (Vandijk, Vanderberfand, Vankueluen2001), the teacher provides some key points about lectures and students are required to answer the questions individually, students in this type work in small groups.

5.4. Peer Grouping

Is considered as an effective strategy that sometimes used in writing classes. Peer grouping provides students to discover how their writing affect the readers, teachers have to develop community with their students and make them feel self-confidence with their peers also provide them with feedback.

5.5. Peer Reviewing – Editing

This type requires writing process, students correct each others’ writing and the teacher is free from the task of reading and editing each student’s writing.

5.6. Peer Modeling

This is often reflected when heritage learners who have been exposed to the target language, who are connected with L2 learners also they have experienced target language. (Philp et al., 2014:).

5.7. Peer Questioning

Used to increase high quality of questioning between learners, it has some of strategy such as:

- **Strategic Questioning**: students are provided with strategy in order to solve problem.
- **Pairs Squared**: improving reasoning skills. In guided reciprocal peer questioning, teacher constructed peer interaction that increase high level of cognitive and question are provided in the form of formatted question.
Also there is another type of peer interaction which is:

**5.8. Learner-Learner Interaction**

This type of interaction happens between students and the teachers role as a monitor. According to Neagle (2002:128), “talking students with their peers about the content of course is a powerful way for them to reinforce what they have learned”. Interaction helps learners to improve their speaking abilities.

**6. Advantages of Peer Interaction**

Peer interaction has a number of benefits:

- It helps learners to construct their meaning and understanding of what they want to know, acquire new vocabulary.
- Negotiate and discuss different topics with their peers, receive feedback.
- Increases the amount of speaking, allows students to work and interact with each other without any guidance from teacher (Harmer: 2001).
- Students are able to improve their oral proficiency, promotes thinking skills.
- Develop social support systems for students and increase self-esteem.
- Enables students to discuss appropriate strategies for solving problems.
- Students can help each other to master basic skills.
- The students’ motivational level is increased.

**7. Developing Interaction among Learners**

The main goal of EFL learners is being able to communicate in target language and use language appropriately in a particular context, express their ideas.

Enhancing interaction is a difficult task, in order to improve that goal among learners, Gower and Walter (1983) point that:

- Learners should have a chance to get everything in a suitable way.
- Learners should be more active in the classroom and do not wait until their role coming in order to say what they want.
- Learners should be encourage in order to things by themselves.
- Teachers should devote a particular lecture for their students in order to discuss things and say the difficulties that they have.
The use of communicative activities that creates interaction among learners.

8. Communicative Activities and Peer Interaction

Littlewood (1981) says that communicative activities has two main types which are: Functional and Social activities.

8.1. Functional communicative activities: is the ability to find language that will convey intended meaning in a specific situation. Functional activities helps to understand these:

- the ability to understand the linguistic structure and vocabulary.
- the capacity to make relationship between linguistic forms and non linguistic knowledge in order to interpret the functional meaning.
- knowledge of potential communicative function of linguistic forms.

Littlewood consider that the main aim of this activity is that learners need to use language that they know for getting meaning and does not oblige them use specific language and correct grammar.

According to Littlewood (1981), there are four types of functional activities:

- **Sharing Information with restricted cooperation**: it requires interaction between two students, that one learners has information and others try to find it, this interaction between learners is as a form of questionnaire in which the knower is not allowed to cooperate and provides information only in a suitable cue.

- **Sharing Information with unrestricted cooperation**: this activity aims at increasing communication to be improved and reducing the conventions that restricted conventions between students, it helps to use language for the sake of clarification.

- **Sharing Processing information**: Littlewood (1981) states that this activity deals with discussion, evaluating, analysing, the information that solve problems. It helps learners to develop their abilities and communicate with others, discuss issues.

- **Processing Information**: it occurs indiscussing and evaluating facts in order to solve problem and this task is like problem solving and most of problem solving is used as a the essential for discussion.
8.2. Social communicative activities

This task is not only focus on functional but on social acitivity, it emphasis on interaction between learners also it is closely to communication situation.

Social activity has some techniques that learners should do in order to assist them to interact with each other in a different situations.

- **The classroom as a social context**: Classroom is called “artificial enviornment” for learning and use foreign language the appropriate use of language in social contexts reflects how learners use language in a different context.

There are four techniques of classroom as social context which are:

- **Using Foreign Language for classroom management**: this involves to organize the classroom, activities also provides sources of communication that needs in foreign language.
- **Using Foreign Language as a teaching medium**: requires teachers to motivate their learners to interact in real situation for the sake of expressing their opinion.
- **Conversation or discussion sessions**: both are considered as the essential aspects in the classroom that should provide a real situation.
- **Basing dialogues and Role plays on school experience**: Through the activities, the main is to help learners to discuss problems that they face them in the classroom through dialogues about them.

9. Roles of Communicative Activities

Littlewood (1981) states that communicative activities plays a crucial role in foreign language, these roles are:

- **They provide whole task**: real practise of language through different kinds of communicative activities structured in order to suit learners’ their level of capacity.
- **They improve motivation**: the goal of foreign language learners is to take part in communication with their peers but not only learn structure, if they can see language that means that their motivation.
- **They allow natural learning**: learning foreign language through communicative activities that allow learners to use language in natural process.
• **They can create a context which support learning:** communicative activities provides opportunities for positive personal relationship to develop between teacher and students because this relationship assist to creat enjoyable and comfortable atmosphere in the classroom.

10. Peer Feedback

Students discussion is viewed as a crucial elements in foreign language, Long cited in, Black (2005) a good discussion engages learners in dialogical process that leads to increasingly sound well organized and valid understanding of a topic or issue. Through discussion students can improve their level of thinking and understanding.

Black (2005) states that the best discussion requires sharing, comparing information between students, so peer feedback is as a tool for development. Peer feedback which has different names such as: peer review, peer editing, peer evaluation, Liu and Hansen (2001 :2) points that:

> Use of learners as a sources of information and interactants for each other is such away that learners assumes roles and responsibilities normally taken on by formally trained teacher, tutor, or editor in commenting on and criticising each others’ drafts in both written and oral formats in the process of writing.

According to Richards and Smitt (2000), peer feedback is viewed as type of peer review, is an activity in the writing stage in which students receive feedback from their peers about their writing and they work together in order to develop their writing.

Vygotsky (1978) states that minds develops through one’s interaction with the world around him, he focuses that learning does not requires individual activity but rather cognitintive one that the nature of learning shifts the emphasis on learning from individual to the interaction within a social context. peer interaction regards as the essential element to the development of learners’ learning because it helps them to construct their knowledge via social and sharing interaction Liu et al, 2001).

Peer feedback is very useful because it assist to “sharpen (learners) own listening skills” (Celce-Murcia et al., 2000). That means that when learner can not correct his mistakes the teacher allows other learners to correct. Working into small groups is very helpful for structuring peer feedback. Nicol and Macfarlandick (2006) claims it serves as a form of assessment, designed to improve and accelerate leaening target language, they argue good feedback requires the following:
- Facilitate the development of self-assessment and reflection about language.
- Gives teacher’s information that help him to shape teaching
- Encourage both teacher and students conversation which develop speaking ability.

Mory (2004) claims that feedback has a crucial role in learning foreign language. It provides learners with information of what they already know or changes their existing knowledge. Higgins et al., 2002 note that feedback is a meaningful of high quality and timely, helps students cognitively engaged in learning.

10.1. Advantages of Peer Feedback

Peer feedback has a number of advantages, Rosalia and Lorena (2009) report:
1. Peer feedback give students with a greater awareness and more practice.
2. It offers new learning opportunities for receiver and givers of feedback by asking students to give each other with constructive feedback in which students achieve high level of understanding.
3. When students engaged in activities, meaningful interaction increased because interaction with peers and interaction with the content of discussion promotes learners satisfaction with the course. Peer feedback can develop the quality of discourse as well as the quality of learning.

Learners can get benefits from giving feedback from each other, Lin, Lin, Chu and Yuan (2001:248) report that “When asked to offer feedback, students progress beyond the cognitive process required for completing task, as they must now read, compare, or question, ideas, suggest modification or even reflect on how well one’s own work is compared with others”.

According to Lynch (2007), peer feedback being more effective than teacher feedback which improves students’ speaking performance, make them talk about language, give them high cognitive processing activities. Sato and Lyster (2011): peer feedback has a positive effect on both fluency and accuracy development.

Hayland (2000) argues that peer interaction encourage students to participate in the classroom. It plays a significant role in increased engagement, helps for developing critical thinking also allows students to receive more individual more comments and gives them opportunities to develop different language skills.
11. Peer interaction and L2 Development

Peer interaction is viewed as conversational exchange from cognitive views when communication breaks down (Gass:2003 and Pica:1994) researches indicate that the interaction with native speakers in comparison with learners who interact with their peers in order to engage in more negotiation, students use interactional moves in order to get benefits of L2 development such as input modifications (when learners are proficient) that means peer interaction considered as the foundation of interaction that is different from interaction with native speakers, many studies consider this as the strengths of peer interaction in which learners feel comfortable.

Sato and Lyster (2007) argues that learners can have a better kind feedback and learners have much time to decide what they want to say and they want to be self-corrected when they interact with others, interactional moves happen when learners found that output is not suitable.

Peer interaction gives learners good opportunities, learners can communicate with their peers and use target language, develop their level of understanding and the ability to use language appropriately in different contexts, they work to solve linguistic problems they face during learning.

12. Approaches of Peer Interaction

There are different views about peer interaction such as: sociocultural, task based language learning and strategy training

12.1. Sociocultural Approach

This approach gives just a partial view about language acquisition and focus more on interaction, it considered language development as a social process “where knowledge is not own by the learners but also of social settings and the interface between person and social context”. (Foster and Otha: 2005) Rampton (1987) is disagree, he focuses on cognitive characteristics of interaction (processing of input and output), he points that the SLA approach to interaction “runs the risk of remaining restrictively preoccupied with the space between speakers and the world around them”. These perspectives are different they see language development different, language is viewed as a cognitive process in this approach in order to make meaning. Scaffolding is the core of peer interaction where
knowledge structured by participants in real contexts, this approach focuses on how students interact with their peers.

12.2 Task Based Language Learning

This approach talk about the strenghts of peer interaction, during peer interaction learners impoves thier accurate production in target language (Swain and Lapkin 2001). Task based language learning is related with psycholinguistics prespectives, some of rearchers argues that peer interaction activities involves put learers in real context in which students like to encounter, facilitate the collaboration between them and extract linguistic forms, this approach aims at giving learners purely communicative.

12.3. Strategy -Training

Another way of increasing peer interaction to help learners to develop their oral interaction, to teach them some interactional strategies this interaction strategy focuses on what are the strategies that learners use and how they are connectesd to their communicative competence, some of studies show that leraners are taught explicitly some strategies during peer interaction activities, comprehensible input is an essential elements for L2 development, many studies tried to show how traning strategies developed L2 speech. Strategy training point that learners can be trained become more active in pairs.

13. The Importance of Small Groups

Grouping students int small groups can provide appropriate challenge and meet the students need. Lacky (2010:43) claim that it can creat a system in which amazing number of needs can be met.” That means students' membership in the group can be adjusted to reflect change in their knowledge and skills. Making students into small groups allow the teacher to facilitate the process of learning and the interacation among them will be developed. Turner (1937:47) states that

Being a member of group does appear to alter an individual 'behaviour so that is more consonant with that of the group as whole. This is the result of social influence and is of particular relevance to education as children are, developmently susceptible to presume and, indeed, much of education is concerned with attempting to make norms comprehensible and thereby encourage adherence to them.

This means putting learners into groups can change their behaviour and encourage them to adopt with the external world. Turner piont that change comes from the social
influence, to explain that, when learners interact with their peers, they can share ideas, maintain social relationship, help each other. Putting students in small groups is a useful way in which the interaction can occur, where the adjustment of behavior are allowed and learners enjoy and communicate with their peers, raise the ability to acquire the language, it also connect between students' skills.

Rosenbaum:1980 quoted in, Rouhdge and Paul:1971:277) states that “setting up groups in the classroom sets in motion social processes that have both social and instructional effect.” Effective learning is achieved when students working into small groups in which students support each other, express their opinion, clarify their answers, exchange knowledge and solve some problems and motivating them during activities and participate in the discussion.

The importance of small groups can be described as increasing students participation, encourage them to participate in the classroom in order to develop their oral interaction, provide students with opportunities to express their ideas in the target language as it is used in real context, it also helps the teacher to manage of the classroom, students' motivation will be increased and develop their sense of challenge and competition also overcome shyness and anxiety.

14. Cooperative Learning

Cooperative learning is a particular type of active learning, is a formal instructional approach in which students work together in small groups to accomplish a common learning goal (Kagan 1994). In cooperative learning students work together to complete an activity and the teacher is responsible for forming group and gives them the activities in to order to ensure that the group have the skills to work in groups.

(McGroarty:1989, cited in Richards and Rodgers, 2001), that there some advantages of cooperative learning:

- Increased frequency and variety of second language.
- Opportunities to integrate language with content-based learning.
- Opportunities to include different types of material to simulate language.
- Opportunities for students to act as resource for each other.
Conclusion

To conclude, we can say that peer interaction plays a great role in improving EFL learners’ oral interaction and achieve their communicative purpose, it is a strategy that used in which learners are split into small groups in each group learners are totally different in their understanding, level of thinking each group member is not only responsible for material but to ensure that everyone is understand.
Chapter Three: Field Work: Analysis and Interpretation of Teachers' and Students' Questionnaire

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Chapter Three

Analysis and Interpretation of Teachers' and Students' Questionnaire

Introduction

In the previous chapters, we have presented a literature review of our research. We have reported what researchers discuss about our field of interest. In this chapter, we are going to start our first practical chapter (the students’ questionnaire), i.e. We are going to see what our students think about speaking and what they need in order to improve this skill in learning the foreign language.

The students’ questionnaire aims at finding out whether the learners give importance and value to peer interaction that happen inside the classroom in enhancing their speaking skill with their peers.

The teachers’ questionnaire is intended to investigate teachers’ views about supporting peer interaction as a teaching strategy to improve the learners’ oral proficiency.

This chapter, then clarifies the research design in terms of the description of the questionnaires, the sample, and the analysis of both students’ and teachers’ questionnaire. Moreover, it also contains the interpretation of the results.

1. Analysis and Interpretation of the Students’ Questionnaire

1.1. The Sample

The fifty (50) students who responded to the questionnaire were chosen among the total number of the third year LMD students’ population (372) at the university of Mohamed Kheider, Biskra. It is a whole group selected randomly because they are more motivated and interested in learning the foreign language, and their experience in EFL learning at university gives them an opportunity to express their views confidently.

1.2. Description of the Questionnaire

This questionnaire consists of sixteen (16) questions which are arranged in a logical way. They are divided into three main sections:

Section One: aims to gather information about the students’ background information. It contains four questions concerning the students’ gender, age, English choice, level.
Section Two: is concerned with the students’ views towards the speaking skill. It contains five closed ended questions.

Section Three: deals with students’ attitude towards peer interaction. This section includes four closed ended questions and two open ended questions.

1.3. Analysis of the Results

Students’ Questionnaire

Section One: General Information

Question item1: Gender
a-Male
b-Female

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<td>92</td>
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<td>Total</td>
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Table 1: Students’ Gender

The table above shows that the target population consists of 46 female and 8 male. We can say that the highest percentage (92%) is related to the Females whereas (8%) Males. This means that females are more interested in learning the foreign language than males.
**Question item 2: Age**

a-20-25  
b-25-30  
c-More than 30

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<td>Total</td>
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**Table 2: Students’ Age**

According to the results shown in the table above, we notice that (96%) of the students are between 20-25, while (2%) of the students are between 25 and 30; the same percentage (2%) also represents the students who are more than 30.
**Question item 3:** your choice to study English is:

- a-Personal choice
- b-Imposed

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**Table 3: Students’ choices for studying English**

The table above indicates that (88%) of the target population have chosen to study English by their own choice, while only (12%) their choice of English was imposed.
**Question item 4:** How do you assess your present level at English?

a-Good  
b-Very good  
c-Average  
d-Low

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**Table 4: Students’ Level at English**

**Figure 4: Students’ level at English**

The results present in the table above shows that (52\%) of the students see that their level at English is average; however, (46\%) of the students think that they are good at English, and just (2\%) of the students consider themselves as Very good learners. Hence, no one considers his level at English as low.
Section Two: The Speaking Skill

Question item 5: How do you find speaking?

a-Easy
b-Difficult

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Table 5: Students’ attitude towards speaking

The table above shows that (58%) of the students think that speaking English is easy, while (42%) of the students answer that speaking is difficult.

Figure 5: Students’ attitude towards speaking
**Question item 6:** How often do you participate in the classroom?

- a- Always
- b- Sometimes
- c- Never
- d- Rarely

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Table 6: Classroom participation

Most of the learners answer with “sometimes” (60%), while (24%) of the students respond with “rarely” in addition to that, there is (14%) of the students who always participate. Only (2%) of the students do not participate at all.
**Question item 7:** Which of the following language skills is the most important?

a-Speaking  
b-Listening  
c-Reading  
d-Writing

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Table 7: The most important language skills

![Pie chart showing language skills](image)

**Figure 7: The most important language skills**

The table indicates that (34%) of the students consider listening as the most important language skill, in addition to (32%) see that speaking as the most important one. While (18%) of the students think that writing is the important skill, (16%) give the priority to the reading skill.
**Question item 8:** Do you think your weakness in the speaking skill is due to the lack of:

a-Vocabulary  
b-Pronunciation (Phonology)  
c-Grammar

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**Table 8: Students’ attitude towards their weaknesses**

According to the results from the table above, we notice that (56%) of the students think their weakness in the speaking skill are due to the lack of vocabulary, while (32%) said that Grammar is the reason behind their weakness in speaking. Only (12%) answer that their difficulties to speak because of the lack of pronunciation.
**Question item 9:** In the classroom, you are:

a-Silent

b-Talkative

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**Table 9: Learners’ situation in the classroom**

Among fifty (50) students (32) prefer to be silent in the classroom and (18) prefer to be talkative, most of learners do not try to use the language they do not interact with the teacher or their class mates. They prefer to memorize and listen without any reaction and comments.
Section Three: Peer Interaction

**Question item 10:** Do you prefer working in:

a-Groups  
b-Individually  
c-Pairs

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Table 10: The way learners work in the classroom

From the results above, we notice that the majority has indicated that they prefer working in pairs instead of other types of tasks. These are 21 students which represent (42%). Fourteen participants, however, are opted to work individually (i.e. 20%), and only (28%) prefer working in groups.
**Question item 11:** In your opinion, do you prefer to:

a-Listen to teacher explanation

b-Interact with learners.

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**Table 11: Learners preference in the classroom**

![Pie chart showing preference]

Depending on the results of the table above, we can say that most of learners (88%) prefer listening to teachers explanations, the rest of them (12%) like to interact with learners.

**Question item 12:** Do you think that when you interact with your partner you can improve your speaking abilities?

a-Yes

b-No
The results shown in the table above reveals that 43 students (86%) believe that interacting with peers improves students’ oral production. Only, seven students (14%) have answered negatively; i.e. they do not believe that peer interaction plays a role in promoting students’ speaking skill.

**Figure 12: Students’ opinions towards correlation between interaction and improving speaking skill**

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<th>Option</th>
<th>Number</th>
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Table 12: Students’ opinions towards correlation between interaction and improving speaking skill

The results shown in the table above reveals that 43 students (86%) believe that interacting with peers improves students’ oral production. Only, seven students (14%) have answered negatively; i.e. they do not believe that peer interaction plays a role in promoting students’ speaking skill.

**Question item 13:** How do you find interaction with your classmates?

- a-Difficult
- b-Easy
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<td>b</td>
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<td>Total</td>
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Table 13: Students’ opinions towards the easiness or difficulty of interaction with their classmates

![Pie chart showing 78% easy, 22% difficult]

Figure 13: Students’ opinions towards the easiness or difficulty of interaction with their classmates

According to the results shown above, we notice that (78%) of the students find that it is easy to interact with their peers. However, only (22%) think the opposite i.e. interacting with peers is difficult.

If difficult, say why?

**Justification:**

From those who said difficult (22%) justify their answers as follows:
- Feeling of shyness while interacting with classmates.
- They have higher level.
- The use of the mother tongue.
- Poor vocabulary and different accents
- They prefer to work alone and not to share their opinions with others.
**Question item 14:** Do you think that your motivation will increase when you interact with your classmates?

a-Yes  
b-No

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<td>Total</td>
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**Table 14: The correlation between motivation and peer interaction**

From the results above, we notice that (88%) of the students think that the increase of their motivation is related to interaction with their peers, whereas only (12%) of the students think that interacting with peers does not increase motivation.

**Question item 15:** Do you think that interaction with your classmates helps you to communicate in English?

a-Yes  
b-No

**Figure 14: The correlation between motivation and peer interaction**

From the results above, we notice that (88%) of the students think that the increase of their motivation is related to interaction with their peers, whereas only (12%) of the students think that interacting with peers does not increase motivation.
Depending on the results above, we notice that (84%) of the students confirm that interaction helps them to communicate with others. Besides, only (16%) think that interaction has no benefits on students’ communication.

If yes, how?

**Justification**

From those who said yes (84%) justify their answers as follows:

- Reducing shyness and anxiety
- Acquiring new vocabulary and sharing ideas.
- Improving speaking skill.
- Increasing motivation.
- Correcting mistakes.
- Give them more confidence.
1.4. Discussion of the Results

All in all, the analysis of the results shows that the chosen sample contains more females (92%) than males (8%). This indicates that females are more interested in learning the foreign language. In addition, studying English was their own choice. The results also reveals that most of the third year students are average learners, besides, most of them are silent learners and they are between 20 and 25 years old.

The analysis also shows that EFL learners sometimes participate in the oral expression, however, they consider speaking as an easy task, but they weakness in it. Moreover, they prefer working in pairs and listening to the teachers’ explanation and their motivation will be increased. Finally, the vast majority agreed that interaction is easy since it helps to communicate in English, so they believe that interaction with peers improves their speaking skill. Thus, our hypothesis is confirmed.

2. Analysis and Interpretation of the Teachers’ Questionnaire

2.1. The Sample

The second sample of this research consists of five (5) EFL university teachers were chosen among the total number oral expression teachers’ population (17) at the University of Mohamed Kheider, Biskra. Most of the teachers have been teaching English for at least eight years. Their experience in teaching English at university helped them to give their views confidently. This sample comprises four (04) females and one (01) male. In addition, our target population is narrowed to the oral expression teachers because our research deals with improving EFL learners’ speaking skill during oral expression courses.

2.2. Description of the Questionnaire

The Questionnaire was designed to explore the EFL teachers’ knowledge, opinions, experience, and perceptions on developing students’ oral proficiency through peer interaction. The Questionnaire consists of 14 questions which are grouped into three main sections:

Section One: Aims to gather information about the teacher’s background. It consists of three questions: one addresses the teachers’ gender, the second is about the teachers’ qualifications, and the last one is about the teachers’ years of experience.
Section Two: this section contains four (04) closed ended questions and one (01) open ended questions.

Section Three: this section comprises five (05) open ended questions and two (02) closed ended question.

2.3. Analysis of the Results

Teachers' Questionnaire

Section One: Background Information

Question item 1: Gender

a-Male

b-Female

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<td>80</td>
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<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
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Table 16: Teachers’ gender
The table above indicates that the target population consists of (04) females and (01) one male. Depending on these results, we notice that females are more than males. Thus, teachers' gender does not influence the results of the research.

**Question item 2: Degrees and qualifications**

a- Licence

b- Master

c- Magister

d- P.h.D

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**Table 17: Teachers’ qualifications**
Figure 17: Teachers’ qualifications

The results shown in the table above indicates that the highest percentage (80%) of teachers have magister degree, and (20%) of them have P.H.D degree. So, the results reveal that all of them do not have Licence and Master degree.

**Question item3:** How long have you been teaching Oral Expression?

a- 0-5 years

b- 5-10 years

c- More than 10 years.

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<th>Number</th>
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*Table 18: Teachers’ years of experience of teaching Oral Expression*
The results in the table above shown that (60%) of the teachers have been teaching oral expression from 5 to 10 years, only two (02) teachers have been teaching (40%) between (0-5). Thus, no one teach Oral Expression more than 10 years.

Section Two: Speaking skill

Question item 4: Which of the following do you often use in the classroom?

a- Presentations and talks
b- Discussions and debates
c- Communication games
d- Roles plays and simulation

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Table 19: Teachers’ use of teaching techniques
Figure 19: Teachers’ use of teaching techniques

The results shown in the table reveals that (40%) of teachers use Discussions and debates. Some teachers (20%) prefer to use Presentations and talks, another (20%) use Communication games. In addition, (20%) of them focus on Roles plays and simulation as classroom activities.

**Question item 5:** Do all your students participate in the classroom?

a- Yes  
b- No

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Table 20: Learners’ participation
According to the table above, we notice that the majority of teachers (60%) said that all students participate in the classroom, while some of them (40%) answer the opposite.

If your answer is “No”, it is because of:

a- The lack of participation.

b- The lack of confidence.

c- The lack of interaction.

Justification

Those who said “No” (40%) justify their answers as follows:

Not all of the students participate in the classroom and this due to two main reasons which are the lack of confidence and interaction.

**Question item 6:** In your opinion, what are the speaking problems that learners may face in the Oral Expression?

According to the teachers’ opinions the following are the main speaking problems that may hinder the development of students’ oral production:

- Nothing to say.
- The use of the mother tongue.
- Anxiety and stress.
- Lack of self-confidence.
- Boredom / demotivation.
- Unfamiliarity with the topic.
- Low participation.
- Poor listening practice.

**Question item 7:** Do you think that the role of the teacher in the Oral Expression is:

a- prompter  
b- participant  
c- Feedback provider

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<td>c</td>
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**Table 21: The teachers’ role**

The results in the table above shows that (60%) of the teachers think that the role of the teacher in the oral expression is a prompter. Some of them (20%) see that the teacher
acts as a participant in the classroom, in addition (20%) of them consider the role of the as feed back provider.

**Section Three: Peer Interaction**

**Question item 8:** How do your students work in the Oral Expression?

a- Individually

b - In pairs

c- In groups

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Table 22: the teachers’ perceptions to the way students work in the Oral Expression

Figure 22: The teachers’ perceptions to the way students work in the Oral Expression
The table above indicates that (60%) of the teachers see that their students work in pairs in the Oral Expression, while (20%) of them claim that the students prefer to work individually. In addition, (20%) of the teachers find that students work in groups in the Oral Expression.

**Question item 6:** How do you find your students when working in pairs?

- a- Interested
- b- Motivated
- c- Noisy

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**Table 23: Teachers’ opinions about students when working in pairs**

Depending on the results shown in the table above, we notice that (60%) of the teachers see their students are motivated when they are working in pairs. On the other hand,(20%)
of them find that students are interested in working in pairs, while others think that students are noisy when they work in pairs.

**Question item 10:** Do you think that peer interaction is beneficial?

a-Yes

b-No

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**Table 24: Opinions about peer interaction**

The table above indicates that all the teachers (100%) believe that peer interaction is beneficial. So, there is a total agreement on the importance of peer interaction.

If your answer is yes, please say why?

**Justification**

Those who said yes (100%) justify their answers as follows:

- They get to know each other and exchange theirs ideas, they also help each other and build mutual interests.
They share theirs ideas and correct their mistakes together.

Learners can get rid of many psychological barriers which may hinder their participation; they may exchange experiences and ideas to be used for their speaking tasks.

It helps to reduce anxiety, students are not afraid to make mistakes in front of one another, they feel free to speak.

They share ideas, ask and answer questions one another, they give feed back to one another and evaluate.

Students feel comfortable when working and interacting because this may enhance critical thinking, analysis and achievement.

**Question item 11:** How is it effective?

The teachers think that peer interaction is effective and they explain as follows:

- It makes sense of cooperative learning in which the students feels involved in the classroom as an active agent in the whole process of teaching and learning.
- Achieving positive results, getting rid of different problems like shyness.
- It reduces anxiety, promotes self_confidence and interaction.
- It improves students speaking skill.
- It encourages peer evaluation.
- It promotes the sense of challenge, competition but also collaboration and cooperation.
- They become familiar with interactive tasks, dialogues.

**Question item 12:** Do you think that peer interaction help learners to communicate in English?

a-Yes
b- No
Table 25: Teachers’ evaluation of peer interaction

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The table above indicates that all the teachers (100%) believe that peer interaction help EFL learners to communicate in English.

In each case, please say why?

Those who said yes justify their answers as follows:

- It improves the learner’s communicative abilities.
- Learners can have a chance to interact with each other using English in small groups (in case of interest students).
- By exchanging ideas and using the language in real life situation in the form of dialogues.
- Peers generally having common interests, so communicating with each other reinforces their oral skills.
Question item 13: Does peer interaction help learners to achieve better level at speaking?

a- Yes
b- No

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<td>Total</td>
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Table 26: Teachers’ perceptions to achievement of speaking skill by peer interaction

According to the results shown, we notice that all the teachers (100%) agree that peer interaction help learners to achieve better level at speaking.

In each case, please say why?

Those who said yes justify their answers as follows:

- Speaking can be enhanced when exposing students to direct interaction.
- They develop through small groups
- Interaction is often oral and needs learners to talk to each other for different reasons which develop their speaking skill.
**Question item 14:** What do you suggest to improve students’ speaking skill through peer interaction?

According to the teachers suggestions, speaking skill can be improved through:

- Having common interest between peers to facilitate the interaction.
- Making students work on activities that need peer interaction: dialogues, role plays, interviews.
- Using peer work.
- Making them to choose the topic they like to speak about.
- Encouraging them to interact with others to speak outside the class.
- Tolerating mistakes.

**2.4. Discussion of the Results**

The analysis of the results reveals that females (80%) are more than males (20%). Most of EFL University teachers have Magister Degree. However, some others have P.h.d degree. Also, the analysis indicates that most of EFL teachers have a long experience in teaching from 5 to 10 years. Teachers of oral expression find that most used techniques is discussions and debates and the majority of their students participate in the classroom, for them, the most problem that learners face is the deficiency of vocabulary. In addition, teachers claim that students when working in pairs they are motivated and this what teachers agreed on, i.e., they believe that peer interaction is beneficial. So, the majority agreed that peer interaction help learners to achieve better level at speaking. Thus, our hypothesis is confirmed.

**Conclusion**

All in all, the positive results revealed in this study concerning the influence of peer interaction on promoting students’ oral proficiency have confirmed our hypothesis. This means that there is a positive relationship between peer interaction and oral proficiency.

The results indicate that the use of small group work and other activities especially in the oral sessions plays a great role in developing students’ speaking abilities.

**Pedagogical Implications**

Based on the findings of this research, the following recommendations seem to be appropriate:
- Teachers should give their students’ more opportunities to be involved in the learning process in terms of selecting learning objectives, materials, and subjects depending on their weakness.

- Teachers should use the techniques of working in pairs and encourage students to work cooperatively.

- The right selection of the activities plays a crucial role in motivating students to do the tasks.

- Teachers should encourage their learners to practice the language outside the classroom.

- Teachers should motivate students to participate in the classroom in the order to enhance their oral production skill.

- Teachers should provide a real classroom atmosphere with the best learning environment.

- Teachers need to give much importance to the speaking skill by focusing on the speaking activities that meet the learner’s needs, level, and interests.

- More time should be allocated to the oral expression course in which the teachers can do their best to boost the learners’ oral interactions.

- Students have to think about the purpose of speaking that will help them to deal better with the topic discussion.

- The students should speak and interact in the classroom regularly to get rid of their shyness and hesitation.

- Students should discuss their problems with the teacher whenever they find difficulties.
General conclusion

We are going to the close of this study which highlights some important aspects of the process of foreign language teaching and learning. Through this research, we hypothesized that if we are going to develop the students’ oral proficiency, we should provide them with more opportunities to use the language. We believe that the present application of peer interaction to the field of language learning is essential for promoting oral communication because it creates a situation where learners interact with their peers, help each other, discuss different issues increase their level of understanding.

The study seeks to illustrate that learning a foreign language is not a matter of developing linguistic competence, but it involves improving the ability of communicating in different social context. If teachers’ apply peer interaction in the classroom, learners’ speaking skill will be developed. Indeed, peer interaction allows students to speak, interact with each other and express themselves, acquiring foreign language.

After analyzing students’ and teachers’ questionnaires, we come to the conclusion that most teachers and learners are aware of the fact that peer interaction plays a crucial role in developing communicative abilities. In addition, both teachers and students agree that peer interaction is the appropriate technique in teaching the speaking skill. Depending on these findings, we can say that our hypothesis is confirmed.
References


APPENDICES

Appendix 1: Students’ Questionnaire

Appendix 2: Teachers’ Questionnaire
APPENDIX 1
STUDENTS’ QUESTIONNAIRE
Appendix I  Students' Questionnaire

Dear students,

I am investigating the issue of using Peer Interaction as a technique to enhance EFL learners' Oral Proficiency.

You are invited to take part by filling in the questionnaire below, your contribution kept anonymous will be of great help. You are kindly requested to answer the following question by ticking (√) the appropriate box or giving full answers in the space provided.

Section One: General Information

1. Gender:
   a- Male
   b- Female

2. Age:
   a- 20-25
   b- 25-30
   c- More than 30

3. Your choice to study English is:
   a- Personal choice
   b- Imposed

4. How do you assess your present level at English?
   a- Good
   b- Very good
   c- Average
   d- Low
Section Two: Speaking Skill

5. How do you find Speaking?
   a- Easy  
   b- Difficult 

6. How often do you participate in the classroom?
   a- Always  
   b- Sometimes  
   c- Never  
   d- Rarely  

7. Which of the following language skills is the most important?
   a- Speaking  
   b- Listening  
   c- Reading  
   d- Writing  

8. Do you think that your weakness in the speaking is due to the lack of:
   a- Vocabulary  
   b- Pronunciation (phonology)  
   c- Grammar  

9. In the classroom, you are:
   a- Silent  
   b- Talkative
Section Three: Peer Interaction

10. Do you prefer working in:
   a- Groups
   b- individual
   c- Pairs

11. In your opinion, do you prefer to:
   a- Listen to teacher explanation
   b- Interact with learners

12. Do you think that when you interact with your partner you can improve your speaking abilities?
   a- Yes
   b- No

13 How do you find your interaction with your classmates?
   a- Difficult
   b- Easy

If difficult, say why?

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14. Do you think that your motivation will increase when you interact with your classmates?
   a- Yes
   b- No
15. Do you think that interaction with your classmates helps you to communicate in English?

a- Yes  

b- No  

If yes, how?

………………………………………………………………………………………………
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APPENDIX 2
TEACHERS’ QUESTIONNAIRE
Appendix II  Teachers’ Questionnaire

Dear teachers,

I am investigating the issue of using Peer interaction as a technique to enhance EFL learners Oral Proficiency.

You are invited to take part by filling in the questionnaire below; your contribution kept anonymous will be great help to me. You are kindly requested to answer the following questionnaire by ticking (✓) the appropriate box or giving full answer in the space provided.

Section One: General Information

1. Gender :
   a- Male
   b- Female

2. Degrees and qualification
   a- License
   b- Master
   c- Magister
   d- P.h.d.D

3. How long have you been teaching Oral Expression?
   a-0-5 years
   b- 5-10 years
   c- More than 10 years
Section Two: Speaking skill

4. Which of the following do you often use in the classroom?
   a- Presentations and talks  
   b- Discussions and debates
   c- Communication games
   d- Roles play and simulations

5. Do all your students participate in the classroom?
   a- Yes
   b- No

   If your answer is (No) is it because of:
   a- The lack of participation
   b- The lack of confidence
   c- The lack of interaction

6. In your opinion, what are the speaking problems that learners may face in the Oral Expression?

........................................................................................................................................
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7. Do you think that the role of the teacher in the Oral Expression is:
   a- Prompter
   b- Participant
   c- Feedback provider
Section Three: Peer Interaction

8. How do your students work in the Oral Expression?
   a- Individually
   b- In pairs
   c- In groups

9. How do you find your students when working in pairs?
   a- Interested
   b- Motivated
   c- Noisy

10. Do you think that peer interaction is beneficial?
    a- Yes
    b- No

If yes, please say why:

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11. How is it effective?

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12. Do you think that peer interaction help learners to communicate in English?
   a- Yes  
   b- No

In each case, please say why?

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13. Does peer interaction help EFL learners to achieve better level at speaking?
   a- Yes  
   b- No

In each case, please say why?

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14. What do you suggest to improve students ' speaking skill through peer interaction?

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ملخص

الهدف من هذه الدراسة هو تسليط الضوء على أهمية التفاعل بين الطلبة لتطوير المهارة الكلامية لطلاب اللغة الإنجليزية. فمعظم طلبة اللغة الإنجليزية يواجهون مشاكل على حقيقية في محا دئاتهم وهذا يعود أساسا إلى انسداد التفاعل بين الطلبة من جهه والتي تبني أساتذة التعبير الشفوي لطريقة كلاسيكية من جهة أخرى. فالنوع من أنظمة هذا هو إظهار الأثر الإيجابي لاستخدام تفاعلين الأقران كتقنية من أجل تحسين المستوى الشفوي لدى الطلبة. وهكذا فإن الفرضية التي ينبغي تطبيقها وتعمها خلال هذه الدراسة هي أن التفاعل بين الطلبة فعلاً يساهم في تطوير الأداء الشفوي لطلبة اللغة الإنجليزية. لإثبات فرضيتنا اعتمدنا على استبانين الأول موجه لطلبة اللغة الإنجليزية سنة الثالثة الام دي، والثاني إلى أساتذة التعبير الشفوي. في الأخير النتائج المستخلصة من هذه الدراسة أكدت صحة فرضيتنا القائمة على أهمية التفاعل بين الطلبة كتقنية تعليمية لتطوير الكفاءة الكلامية.