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Investigating the Use of Peer Interaction in Teaching Speaking
The Case study of First Year EFL Students at Mila University

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Presented by:

- 1) Mayssoune FENAGHRA
- 2) Selma BENCHIKH LEHOCINE

Supervisor:

Dr. Rima HADEF

Board of Examiners:

Chairwoman: Dr. Assia AZZIOUI

Supervisor: Dr. Rima HADEF

Examiner: Miss. Messaouda BOUDJERIDA



Dedication

In the name of Allah, the most merciful

This modest work is dedicated mostly to the memory of my unique grandmother "Guermia" who would have been very proud of who I am today. To my beloved grandfather may Allah heals him and prolongs his life.

I gift this graduation paper to my shining stars, to whom I owe great debt, the ones who gave birth to me and feed me with their unconditional love. To my ideal mother for her great encouragement and everlasting prayers, besides believing in me blindly in every step I make. To the best father ever for his generosity, love and advice all the way long.

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To my only sweet sister "Alae" who is always there for me with her endless love and care.

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To my cousin "Salsabil" for her assistance and encouragement, and to my dear "Sara" who stands by my side and gives me hope.

To all my precious teachers with no exception.

Mayssoune

Dedication

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I dedicate this work, first and foremost, to my beloved parents without whom my studying journey would not be completed. I would like to deeply thank them for their infinite love, support, and tender through my whole life.

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Abstract

Over the last few decades, there has been a quest in foreign and second language acquisition for finding the best ways of teaching and learning. Much emphasis was put on English due to its prominent status. English now is the most widely used language all over the world. For that reason, learning how to speak it fluently and accurately became certainly demanded. In an attempt to practise the speaking skill, learners of English as a foreign language confront many hindrances due to its difficulty. Consequently, the ultimate objective of teachers lies beneath pushing students to speak in spite of their difficulties and helping them reducing these problems. In this regard, the current research work presents the use of regular interaction with peers as a way to promote speaking. The main aim behind this study is to discover teachers' and learners' perceptions towards the effectiveness of peer interaction in enhancing speaking. Therefore, it is hypothesized that if students interacted with each other, their speaking skill would be improved. Our research, then, is composed of one theoretical framework holding two chapters; speaking and peer interaction, besides a practical one in which we carried out a descriptive research study at Mila University. We took first year students as a case study. Two questionnaires are held to substantiate the research assumption; one questionnaire is distributed to Oral Expression teachers, and the other one went for the learners. The analysis of the results revealed that students learn best when they work under collaborative settings with the implementation of peer interaction activities like role plays, discussions and debates, and problem solving which, in turn, paves the way for successful communication to occur. Accordingly, this data denotes the awareness of both teachers and learners of the efficacy of peer interaction in ameliorating speaking.

List of Abbreviations

AL: Audio- Lingual

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Acquisition

SL: Second Language

OE: Oral Expression

%: Percentage

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GENERAL INTRODUCTION

1. Statement of the Problem
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GENERAL INTRODUCTION

1. Statement of the Problem

For learning a foreign language (FL), speaking is considered as the major skill to be developed. Learners often evaluate their success in learning a language on the basis of the improvement in their oral production. In this regard, Baker and Westrup (2003, p.5) claim that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”. Hence, mastering speaking offers golden opportunities in future for a better life.

Developing oral proficiency, however, seems problematic. Even though some students learned English for many years, they still face problems in speaking. These problems are in fact due to the difficult nature of speaking (Bueno, Madrid & McLaren, 2006, p. 321). In order to overcome the obstacles, English as foreign language (EFL) teachers should provide learners with strategies that raise the chance for language use in classroom. Thus, using peer interaction is one of the strategies that are used to afford learners with efficient communication.

2. Aim of the Study

Through this research, we aim at investigating teachers’ and learners’ perceptions towards the effectiveness of peer interaction in enhancing the speaking skill. Furthermore, we believe that this research will help first year students at Mila University in using peer interaction as a strategy to improve their oral proficiency.

3. Research Questions

The present study attempts to find answers to the following questions:

- Do learners face difficulties in speaking English as a foreign language?

- Are teachers and learners aware of the importance of peer interaction in improving oral production?
- Does peer interaction help students develop their speaking skill?

4. Hypothesis

In the light of the current research aim and research questions, it is hypothesized that if students interacted with each other, their speaking skill would be improved.

5. Research Methodology

Choosing the method for conducting a research is heavily determined by the nature of the aim. In this context, we adopted a descriptive research design to collect the necessary information about the two variables since our research describes teachers' and learners' views towards peer interaction. As a means of collecting data, we resort the use of questionnaire. One questionnaire will be submitted to Oral Expression (OE) teachers, and the other one is for first year students at Mila University in order to figure out their views towards the usefulness of peer interaction in enhancing speaking.

6. Structure of the Study

The current research is purposefully made up of three related chapters. The first two chapters constitute the literature review about the speaking skill and peer interaction. Specifically, the first chapter sheds light on the skill of speaking; its definition, types, aspects, and the difficulties encountered within EFL classroom. The second chapter focuses mainly on peer interaction; its types and aspects, besides highlighting its importance in teaching the speaking skill using purposeful peer interaction-based activities. However, the last chapter concerns the practical part of the work. It provides a full description of the research methodology as well as the analysis and discussion of the data obtained from both

questionnaires for the sake of answering the research questions, besides proving or disproving the previously stated assumption.

CHAPTER ONE: SPEAKING SKILL

Introduction

1.1 Definition of Speaking

1.2 Types of Speaking

1.3 Aspects of Speaking

1.3.1 Fluency

1.3.2 Accuracy

1.3.3 Comprehension

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CHAPTER ONE

SPEAKING SKILL

Introduction

Since different language teaching approaches considered speaking as an important skill of learning FL, the mastery of language can be measured by how fluent and accurate the learners speak. From this start, teaching speaking plays a fundamental role in developing a conversation of a language.

The first chapter is devoted to present brief descriptions of the speaking skill and its types, in addition to its aspects; fluency, accuracy, and comprehension. Moreover, it sheds light on teaching and learning speaking; the different methods that are used by instructors and the roles of both teachers and learners. Furthermore, it underlines the speaking difficulties that may be encountered within EFL classrooms. To conclude by covering how teachers evaluate the learners' mastery of this skill.

1.1 Definition of Speaking

In the act of defining speaking as a skill, researchers have different views. According to Nunan and Bailey (2003, p. 48), "Speaking is the productive aural oral skill. It consists of producing systematic verbal utterances to convey meaning". That is to say, speaking is a process of constructing and building a variety of language patterns orally. Thus, when speakers talk, they express their desired ideas and thoughts by producing well- structured utterances.

In an attempt to elaborate the term, Burns and Joyce (1997, p. 54) define speaking as a process of interaction to produce, receive, and process information in order to construct

meaning. This meaning may be spontaneous, open-ended, and evolving, by depending on the context, the participants, the physical environment, and the speaking purposes.

From another perspective, Bygate (1987) confirms that speaking is a solid bridge among people to communicate in varied domains of life by saying that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought. (p. 1)

In other words, Bygate believes that speaking is a valued tool of communication. This latter unites people socially and helps in academic and occupational advancements.

From the aforementioned definitions, it can be concluded that speaking is a skill by which people can communicate to express opinions, intentions, hopes, and points of view.

1.2 Types of Speaking

Within communication, there are varied forms of the spoken language. Brown (2004, p. 141) differentiates five types of speaking:

- **Imitative speaking:** it is the ability to phonetically parrot back a performance in accordance to some grammatical properties. So, there would be no interference to participate or to convey meaning, but rather to imitate.
- **Intensive speaking:** the second type of speaking is used to test the competence of the speaker to produce short stretches of language in a narrow band of grammatical, phrasal, lexical, or phonological relationships in which he is aware of its semantic meanings. It includes small interactions just in a way of responding tasks such as reading aloud and dialogue completion.

- **Responsive speaking:** it is a limited interaction through very short conversations made of two followed up questions used in greeting or small talk.
- **Interactive speaking:** interactive speaking differs from responsive speaking in terms of length and complexity. It includes more than two participants and multiple exchange of information; either interpersonal exchanges in order to encourage social relationships, or transactional exchanges to seek factual information.
- **Extensive speaking:** it is a monologue used in speeches, presentations, and story-telling, either planned or not. There is no interaction between the speaker and the hearer; the hearer processes information without interrupting the speaker.

1.3 Aspects of Speaking

In order to fulfill a good speaking skill, learners should master some important aspects: fluency, accuracy, and comprehension.

1.3.1 Fluency

Fluency is one of the main elements of speaking that learners should achieve. According to Nunan and Bailey (2003, p. 55), it is “the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, searches, etc.”. In other words, it is the ability to communicate using the language rapidly and freely without getting afraid of making errors or a lot of uncertainty.

Fillmore (1979, p. 93) suggests four aspects of fluency.

- **Speed:** a fluent speaker has to speak quickly and fills time with talk.
- **Coherence:** it is the ability of speaker to talk in logical and meaningful sentences.
- **Language knowledge:** the speaker must be knowledgeable in different contexts.
- **Creativity:** the speaker has to use his imagination and original ideas in the use of language.

1.3.2 Accuracy

Accuracy is an important element of speaking by which this term is much related to correctness. Accuracy as Byrne (1986, p. 7) says is considered as being able to speak correct form of phrases and sentences where it contains no mistakes or errors at the level of grammar, vocabulary, and pronunciation. That is meant that a good accuracy is when speaking with good pronunciation, a correct grammar, and appropriate vocabulary; the focus on producing valid rules in accordance to language system.

1.3.2.1 Grammar

Grammar plays a key factor in forming the structure of any language. It describes the ways in which words can be changed and combined into sentences; thus, a good production of grammatical and lexical sentences by the speaker would create a comprehensive meaning to the listener (Harmer, 2001, p. 12). Thornbury (2005, p. 21) differentiates some features of spoken grammar from written grammar. First, the clause is the basic unit of construction. Also, direct speech is used. Additionally, ellipsis and question tags are used as well. Furthermore, the use of performance effects such as hesitation, false starts, incompleteness, and syntactic blends.

1.3.2.2 Vocabulary

Vocabulary is one of the important aspects of speaking. According to Harris (1974, p. 81), vocabulary is the appropriate diction to be used in communication; the more speakers know vocabulary the more communication is effective and good expressive ideas are conveyed with sufficient vocabulary not grammar. That is to say, lack of vocabulary can create a barrier for speakers.

1.3.2.3 Pronunciation

Pronunciation is an important aspect of measuring how the language is mastered. It is the clear production of words and utterances which influences the meaning of the conveyed message, in addition to the phonological process of the language which helps in differentiating words' patterns and plays a vital role in the presentation of speech (Kline, 2001, p. 69). Thus, a wrong pronunciation of words will create a misunderstanding between the speaker and the hearer. Moreover, in order for speakers to have a good pronunciation and easy flow of speech, FL learners have to master elements of pronunciation: rhythm, intonation, articulation, etc.

1.3.3 Comprehension

Comprehension is another important component of the speaking skill. It is defined as the ability to process discourse to formulate meaning of sentences; the listener's competence to understand what the speaker says (Harris, 1974, p. 81). In other words, it refers to a good understanding of speaker's intended meaning. Subsequently, to communicate perfectly using the FL, learner should learn how to transform his ideas to the listener.

1.4 Teaching and Learning Speaking

Through the history of teaching and learning languages, teachers' prime focus was on teaching writing and reading. However after the emergence of the communicative approaches, teaching speaking and learners' roles become more significant.

1.4.1 Approaches to Teaching Speaking

Teaching and learning the speaking skill has been influenced through time by different language teaching approaches. Usó-Juan and Martínez-Flor (2004, pp. 140-146) describe the way speaking is taught within the environmentalist, innatist, and interactionist approaches.

1.4.1.1 Speaking Within the Environmentalist Approach

The first approach of learning considers learning language as a formation of habits. Since learning for environmentalists is conditioned by external factors and environment rather than mental process, learning speaking follows the same pattern as stimulus-response-reinforcement. Learners are provided by an input which is equivalent to stimulus, and then they respond by imitating and repeating the information to be reinforced positively later on.

Following this process of learning in teaching the speaking skill, a new approach of teaching emerged which is the Audio-Lingual (AL). This latter focused on teaching good pronunciation with correct grammar structures by using a series of activities such as drills and substitution activities.

This approach had seen speaking as a process to facilitate memorizing language forms rather than a discourse skill. In the sense that, speaking was associated with providing language input on the term of just memorizing pronounced words and not a discipline where to study different aspects of language (Usó-Juan & Martínez-Flor, 2004, pp. 140-141).

1.4.1.2 Speaking Within the Innatist Approach

By the appearance of Chomsky's cognitive theory of innate capacity, which assumes that children are born with an innate prospect of acquiring language, speaking can be learnt through thinking and producing new forms rather than imitating and memorizing them. Hence, the assumption of the AL method was replaced by "an interest in cognitive methods which would enable language learners to hypothesise about language structures and grammatical patterns" (Burns & Joyce, 1997, as cited in Usó-Juan & Martínez-Flor, 2004, pp. 141-142).

These assumptions actually encourage the creativity and innovation of learners to speak finite structures without bearing in mind their use. Speaking for innatists does not take into

consideration the different aspects of using language to communicate; it just promotes the production of grammatically structured sentences as an abstract isolated system (Usó-Juan & Martínez-Flor, 2004, pp. 141-142).

1.4.1.3 Speaking Within the Interactionist Approach

The development of the interactionist approach had changed the teachers' views towards learning in general. It assumes that humans have innate capacities to produce language by taking into consideration the interference of the environmental factors. Moreover, speaking for interactionists is a process by which learners produce speech through four stages in accordance to social and contextual circumstances. For Levelt (1989), speakers select first the content according to context, then they choose and sequence the appropriate words, and next move to the articulators which are responsible for delivering the message, to end up by correcting the existing mistakes. As it is seen for the interactionists that the production of speech aims to reach the intended meaning, it is also concerned with the function of language to communicate. As a result, speakers learn how to express the meaning effectively through communicative functions within specific contexts (Usó-Juan & Martínez-Flor, 2004, pp. 142-146).

1.4.2 Teacher's Roles in Teaching Speaking

Teachers have different roles that are summarized as follows:

1.4.2.1 A controller

Teachers in this role are leaders. According to Harmer (2007, p. 108), the teacher is the center of focus by which he introduces the language through giving explanation, organizing questions, and lecturing. This role allows the teacher to be the dominant in the classroom reducing the opportunities for the learners to speak.

1.4.2.2 A prompter

Teachers play a supportive role during classroom activities. Sometimes when learners suffer from the lack of vocabulary in which they cannot perform well, the teacher has to encourage them by giving hints to the next steps whenever it is necessary without direct interference (Harmer, 2007, p. 109).

1.4.2.3 A participant

Not only students but also their instructors participate. Harmer (2007, p. 109) confirms that the teacher can enliven the learning atmosphere by joining discussions, role plays, and group decision-making activities, and share a talk with his students. He can manage and prompt the conversation from the inside rather than just giving encouragement from outside the group, regarding that he takes a small role in order to avoid being dominant.

1.4.2.4 A resource

The teacher cannot always be controller, prompter, or participant. In some kind of activities learners unwelcome the other roles of their teacher, but rather they ask for help and need their teacher to be a resource of information. Harmer (2007, p. 110) states that the teacher in this role encourages learners to use resource materials; so that, they will be able to depend on themselves and stop being spoon fed from teachers. In other words, the teacher can be a resource of both information and materials.

1.4.2.5 A tutor

Being a tutor means to adopt two roles of a prompter and a resource. Within long working activities, the teacher should group learners into small groups to provide them effectively with resources and help. Being a tutor is difficult but when teachers go around the class and offer guidance to each small group, learners will feel supported and a good class

atmosphere would be enhanced. So, the teacher has to balance between prompting and acting as a resource; i.e., neither too much intrude nor too little help (Harmer, 2007, p. 110).

To summarize, teachers should be able to switch between the mentioned roles in the classroom depending on the nature of activities and the types of students they are teaching. Consequently, both teachers and learners will be comfortable and the classroom will be easily managed.

1.4.3 Learners' Roles in Speaking Classes

Like teachers, learners also have responsibilities during speaking sessions. Learners obviously tend to speak and communicate with each other, much the same they are communicators. Larson- Freeman (1986) points out that:

Students are, above all, communicators. They are actively engaged in negotiating meaning- in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning. (p. 131)

Learners should achieve interdependence. Candlin (1996, pp. 67-90) describes the learner as a negotiator in his own learning process, in interaction with mates, and in the activities in classroom. In other words, the learner has to learn in an independent way as much as he works cooperatively and participates actively within learning activities.

The other roles are mentioned under categories to develop the speaking skill by learners in the classroom. Brown (1994, as cited in Bahadorfar & Omidvar, 2014, p. 10) summarizes them as follows:

- **Intensive:** the learner has to be competent in forming correct grammar structures and well-pronounced utterances.
- **Responsive:** the learner has to react with what the teacher says even with short replies.
- **Transactional:** it can be seen as an extended responsive role by which the learner should use language to exchange information or to convey meaning.
- **Extensive:** the learner has to use the language in a formal and planned manner within specific classroom activities as speeches, monologues, etc.

1.5 Learners' Speaking Difficulties

In FL classes, learners encounter many difficulties when improving speaking. Among those difficulties: shyness, lack of motivation, poor English level, and nothing to say.

1.5.1 Shyness

Shyness is one of the barriers that complicate the learning process. Juhana (2012, p. 101) advocates that “shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class”. In a few words, this syndrome can be a source of problems for students' speaking performances. Likewise, Ur (2000, p. 111) states that “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts”. So, shyness is the cause of hesitance in speaking for EFL learners. Moreover, Baldwin (2001, as cited in Al Nakhalah, 2016, p. 102) confirms that the feeling of shyness in front of people leads learners to forget what they are saying and makes them incapable to speak freely. Hence, this phobia of being evaluated by others affects the speaking performance negatively.

1.5.2 Lack of Motivation

Motivation is a major factor which plays a crucial role in the success or failure in FL learning. Dörnyei (2001, p. 05) states that “Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language”. Accordingly, if the learner is not motivated, he is not going to achieve language proficiency and vice versa. Specifically, Dörnyei (1998, pp. 117-118) argues that motivation is very important in developing the speaking skill since it pushes learners to speak and allows them to discover their abilities in speaking. He adds that if someone has a strong motivation to speak a language fluently and accurately, he will practise and train well to be a better speaker.

1.5.3 Poor English Level

Learners encounter difficulties in speaking English due to the weakness in their level of English. Their level can be evaluated on the basis of vocabulary, pronunciation, and grammar. Nation (2001, p. 129) says that “If the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use.....without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”. In other words, without vocabulary, the learners cannot produce and demonstrate their intended meaning. However, recent studies show that EFL learners are unable to open a conversation in English because of the low knowledge of grammar structures. They are afraid of making grammar mistakes; thus, they avoid potential embarrassment when they speak (Alqahtani, 2019, p. 54). Moreover, mispronunciation is considered as one of the main factors that reduce students’ participation since pronunciation is viewed as a sub skill in which words’ pronunciation of English differ from pronunciation of other languages (Gilakjani & Ahmadi, 2011, p. 74).

1.5.4 Nothing to Say

One of the difficulties that hinder learners from participation is that they have nothing to say. Learners’ lack of participation is not caused only by shyness or low self-confidence, but

also because they lack ideas to share. According to Baker and Westrup (2003, p. 28), “it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say”. Learners may say nothing at all because of the teachers’ choices of uninterested or unknown subjects to discuss.

1.6 Assessment of Speaking

In order to check students’ speaking proficiency, teachers are required to assess them. Speaking assessment is done according to two types of scoring by using different types of tests.

1.6.1 Types of Scoring

Two ways are used in evaluating learners’ speaking performance, namely holistic and analytic rubrics.

1.6.1.1 Holistic Rubrics

One of the two types of scoring speaking is the holistic scoring. It is a scoring method used to evaluate learners’ speaking ability by giving them a single mark which is based on general impression instead of individual qualities (Thornbury, 2005, p. 127). This type of rubrics is fast and not time consuming for teachers when they assess different groups. In addition, it is suitable and sufficient to test the progress of learners (Thornbury, 2005, p. 127).

1.6.1.2 Analytic Rubrics

The analytic rubric is the second type that is used for speaking assessment. According to Thornbury (2005, p. 127), analytic scoring examines different features of speaking that are well selected by teachers separately such as pronunciation, grammar, and vocabulary. Even though this type takes long time in comparison to the previous one, it is more reasonable and valid in which learners can recognize their weaknesses in speaking. However, teachers may

lose their attention on the overall seen and focus more on the specific aspects being scored which is maybe the only disadvantage of this type of scoring (Thornburry, 2005, p. 127).

1.6.2 Types of Spoken Tests

In order to assess speaking, different tests are designed. The most commonly used types of tests are: Interviews, monologues (live or recorded), role-plays, and collaborative tasks.

1.6.2.1 Interviews

A very important type for assessing speaking is the interview .Using interviews can be set up easily. Thornburry (2005, p. 125) states that interviews can be done either in the same classroom or in a room that is apart from it in which students will be interviewed individually. In order to eliminate the effects of the interviewer on the interviewee, especially if it is not the teacher himself, many ways are advised to be used such as: pre-selected topics or casual chat before the interview. These tips would offer more time for learners to prepare and for teachers to make objective judgments (Thornburry, 2005, p. 125).

1.6.2.2 Live Monologues

The second type of spoken tests is monologues, specifically live ones. In this type of tests, which is a speech or presentation given by the learner in front of his mates, the interviewer's effect is eliminated because learners are advocated to present a talk on a pre-selected and prepared topic (Thornburry, 2005, p. 126). It helps the candidates handle an enlarged turn spontaneously which can be ended by interacting with mates.

1.6.2.3 Recorded Monologues

Recorded monologues are another form of monologues that are used to assess speaking. They are more practicable and less stressful in comparison to live monologues. In the sense that, students can record themselves talking about any topic, and the teacher can assess the

records later on in order not to distract the flow of classroom lessons (Thornbury, 2005, p. 126).

1.6.2.4 Role-plays

Role plays are much the same of testing as what learners used to perform during sessions. In this kind of tests, students are asked to play a character in accordance to different situations (Harmer, 1998, p.22). According to Thornbury (2005, p. 126), the roles should not be sophisticated, but rather they would match what learners have been taught. However, since roles plays are based on written scenarios, there would be a small contribution of the reading skill that would be tested.

1.6.2.5 Collaborative Tasks and Discussions

Another type of tests is those tasks and discussions which are engaged collaboratively. The candidates work cooperatively and express their ideas and opinions about a chosen theme. In this kind of tests, it is easy to observe the learners' interactive skills and language use in which it can be assessed easily (Thornbury, 2005, p. 126).

1.6.3 Criteria of Assessing Speaking

Teachers assess FL learners according to different criteria. Brown (2004, pp. 142-143) argues that speaking is assessed on the basis of micro-skills and macro-skills in which teachers select one or several components as the objective of assessment.

- **Micro-skills:** they refer to the production of the smaller chunks of language, learners will be assessed on how they produce:
 1. Phonemes and allophones
 2. The length of language chunks
 3. Stress, rhythm, and intonation
 4. Small forms of phrases

5. Sufficient vocabulary to convey meaning
 6. Fluent speech
 7. Strategic devices as fillers and pauses
 8. Grammar structures
 9. Natural components of speech as phrases, pauses, and sentences
 10. Meaning through different grammatical forms
 11. Cohesive devices
- **Macro-skills:** they focus on the production of larger elements of language which are:
 1. Accomplishing communicative functions
 2. Using sociolinguistic features such as appropriate style and register
 3. Using appropriate links between information
 4. Conveying verbal language as body language
 5. Using speaking strategies for better understanding by the interlocutor

Conclusion

As a productive skill, speaking is regarded an important skill since its mastery indicates the mastery of the language. Different language experts had seen the term “speaking” in many angles to give extensive definitions. They expended their researches by giving the types and aspects on which the speech relies; fluency, accuracy, and comprehension. However, speaking is seen differently in each teaching approach; therefore, teacher’s and learner’s roles are studied to confirm a better learning atmosphere. Since there are numerous difficulties that learners face within oral classrooms, teachers and teacher trainers aim to assess learners through different types of tests within appropriate criteria.

CHAPTER TWO: PEER INTERACTION

Introduction

2.1 Definition of Interaction

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CHAPTER TWO

PEER INTERACTION

Introduction

Teaching EFL has long been characterized by a demand to find the best ways to promote its learning with the aim of speaking it competently. One of the strategies that play a crucial role in this process is peer interaction since it provides learners with chances to enhance speaking proficiency.

This chapter will deal mainly with the most important points that are related to peer interaction. As a beginning, it is going to be a brief definition of the concept "interaction" within EFL classes. Then mentioning its types and related aspects; how it helps learners negotiate meaning and benefit from their peers feedback. In addition to that, it will attach much importance to peer work and how to classify learners into groups taking into consideration many aspects. And then moving forward to spot light on the importance of peer interaction in teaching speaking. At the end, we are going to state the effective peer interaction-based activities that help and lead learners towards achieving high oral proficiency.

2.1 Definition of Interaction

Interaction has always been and continues to be a subject of inquiry that is dealt with by many researchers in the domain of foreign language acquisition (FLA). Scholars are in an attempt to define the concept of “interaction” as it is very essential in the teaching and learning process. Mukalel (1998, p. 104) views interaction as “any definable exchange that happens between two or more learners or between the learner and the teacher”. Furthermore, Brown (2001, p. 165) declares that “ interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other”.

To put it another way, interaction then is an interchangeable operation that cannot be realized from just one side, rather there should be a mutual sharing of information among people. It can be either with learners or with teachers in the classroom.

Interaction is considered as a vital element in society. Ellis (1999, p. 01) defines it from a social perspective by saying that it is “the social behavior that occurs when one person communicates with another”. Thus, interaction in this sense is seen as a social behavior not as an action that occurs amongst people which enables them to establish social relationships.

The concept of interaction has an overwhelming importance in language education and pedagogy. Ellis (1997, p. 173) defines it as “the fundamental fact of pedagogy” and that “successful pedagogy involves the successful management of classroom interaction”. Consequently, interaction holds a significant role in language teaching and learning as it is considered as the primary tool through which learners gain knowledge and achieve their goals.

On the whole, interaction is the action which involves reciprocal encounter among people in society or learners and teachers in classrooms communicating for the sake of reaching their goals.

2.2 Types of Interaction

In the domain of teaching and learning FL, two types of interaction are distinguished: teacher-learner interaction and learner-learner interaction (peer interaction).

2.2.1 Teacher-Learner Interaction

The teacher-learner interaction is one of the strategies used in teaching and learning FL. It takes place when the teacher asks questions and students respond, or when students ask questions or ask for clarification and the teacher answers (Tuan, & Nhu, 2010, p. 30).

In early times, this kind of interaction was characterized by teacher-centrism. The teacher is the monitor and controller of the class; he lectures, dominates most of the talk, and decides upon the type of activities. Meanwhile, students are just passive recipients who should repeat after the teacher with rare opportunities to voluntary participation. As Kundu (1993, as cited in Tuan & Nhu, 2010) elucidates:

Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive. (p. 31)

Many approaches of language teaching and learning, however, stress the importance of giving students more chances to interact with their teachers since they may attain numerous benefits. Johnson (1995, p. 109) describes the effective teacher-student interaction as the one “in which the structure and the content of the interaction are mutually constructed by both the students and the teacher.” In other words, teachers should welcome the interference of learners in the class activities by giving them an equal chance to speak. Consequently, this reciprocal exchange of thoughts will affect the learners positively as they may benefit from what teachers offer; they add new vocabulary to their stores and learn how to speak accurately.

2.2.2 Learner-Learner Interaction

Learner-learner interaction is a type of interaction that occurs among learners in classroom context. It may be between two learners which is called “pair work interaction”, or among many learners in groups known as “group work interaction”. In this form of interaction, learners are the main participants while the teacher’s role is merely a monitor and advisor (Mackey, 2007, p. 30).

This type of interaction has a crucial role in promoting learners' abilities. Learner-learner interaction increases language use and develops learners' capacities through collaborative work. It affords them with opportunities to work in a natural and less controlled way, so they can practise the language effectively (Johnson, 1995, p. 189). In addition, Mackey (2007, p. 29) demonstrates that "in learner-learner interactions, learners receive comprehensible input, opportunities to negotiate for meaning and receive others' feedback, and opportunities to produce modified output". That is to say, peer interaction creates a comfortable atmosphere where learners can take chances to communicate and negotiate for meaning, as well as they benefit from their peers' meaningful feedback.

Since learner-learner interaction is important for learners, Mackey (2007, p. 79) provides an illustrative model of how this type of interaction influences positively the learning process. When learners interact with each other, negotiate for meaning, recast, in addition to exchanging feedback, they will attain numerous benefits which, in turn, results in better learning.

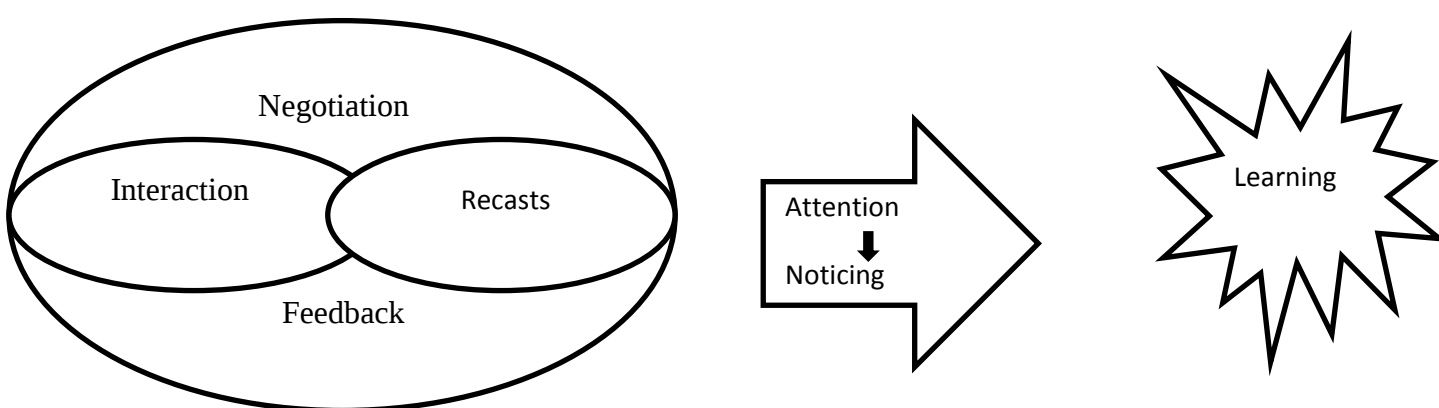


Figure 1: A Model of Peer Interaction

2.3 Aspects of Peer Interaction

Peer interaction is composed of two main aspects: peer feedback and negotiation of meaning. These aspects are of great importance in the learning process.

2.3.1 Peer Feedback

Feedback is considered as a significant component of interaction in FL classes. It has been defined by many researchers in different ways. Starting by Mackey (2007, p. 14), who provides a detailed and influential work on feedback, saying that feedback is “the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances”. Simply put, feedback is the required information or criticism provided to learners about their actions; what they did well in and what they did not. It also refers to what can be said about learners’ output to evaluate it besides correcting it (Harmer, 2001, p. 99).

Feedback may take many forms. It can be either explicit or implicit as Mackey (2007, p. 14) proposes. On the one hand, explicit feedback occurs when the teacher attracts learners’ attention directly towards the mistake they committed to correct it in addition to providing them with the correct meta-linguistic forms of these mistakes. On the other hand, implicit feedback is the indirect indication that a mistake is made. It takes the shape of clarification requests, asking for repetition, or asking for reformulation of utterances.

Recent researchers have directed their interests towards the use of peer feedback in language teaching and learning. Peer feedback is defined as, “the relationship between feedback provider and receiver. Thereby, the preposition “peer” indicates that provider and receiver of feedback have a similar status regarding to the learning process” (Auer, Guralnick, & Simonics, 2017, p. 463). In other words, peer feedback occurs when one student offers

feedback to another student who shares the same educational level which ensures a better way of learning.

The use of peer feedback technique in classroom has number of considerable benefits.

- Peer feedback minimizes students' anxiety rate and helps them get rid of the fear of being criticized because they see their peers less threatening and more understanding than teachers. Thus, they will learn how to accept others' points of view with pleasure (Tsui & Ng, 2000, p. 148).
- Peer feedback encourages students' own review and maximizes self-autonomy. It enables them to be aware of their own achievements and their peers work; knowing their weaknesses and strengths and how to deal with them. McConnell (2002, p. 89) advocates that "collaborative assessment moves students away from dependence on instructions as the only, or major, source of judgment about the quality of learning to a more autonomous and independent situation where each individual develops the experience, know-how, and skills to assess their own learning".
- Peer feedback technique also proves fruitful in boosting the clarity of the review process which results in improving learners' self-confidence. When learners engage in this process, both receivers and givers of feedback benefit and realize greater achievements which make them more confident about themselves (Smith, Cooper, & Lancaster, 2002, p. 79).
- Peer feedback fosters students' learning and achievement by offering them a chance to experience new roles in the classroom. As Richards and Rodgers (2001, as cited in Shafaei, 2011, p. 457) claim "students can play different roles such as tutors, checkers, recorders and information sharers of their peers while at the same time, peer review enhances a sense of audience, because it encourages authentic learning". Therefore,

when learners experience being more than just receivers of information, they will be so motivated to work and perform better in various learning situations.

2.3.2 Negotiation of Meaning

Negotiation of meaning is an aspect which occupies an important place in peer interaction. It is “the skill of communicating ideas clearly. This includes the way participants signal understanding during an exchange” (Bygate, 1987, p. 67). Furthermore, Ellis and Barkhuizen (2005, pp. 166-167) add that negotiation of meaning “refers to the conversational exchanges that arise when interlocutors seek to prevent a communicative impasse occurring or to remedy an actual impasse that has arisen”. In other words, negotiation of meaning takes place when learners ask for more details in order to comprehend a certain message; thus, speakers are required to be aware of their speech, provide comprehensible output, and make linguistic adjustments in syntax, vocabulary, and meaning to clarify the idea and keep interaction going.

Negotiation of meaning has an integral role in language learning development. It is an essential feature in classroom. According to Mackey (2007, p. 13), “negotiation can help learners to notice the mismatches between the input and their own inter-language – an initial step in L2 development”. That is to say, this interactive aspect has great importance as it is considered the key step in promoting language learning. It gives opportunity for learners to see the difference between what they produce as output and what input they perceive. It helps them promote input to become more understandable and comprehensible, and encourages them to adjust, manipulate, and modify their own linguistic output (Mackey, 2007, pp. 13-14). Long (1996, pp. 445-454) on the other side, provides a detailed discussion on interaction in which he declares that the role of negotiation is to:

- 1- Make input understandable without simplifying.

- 2- Break the input into smaller digestive pieces.
- 3- Raise awareness of formal features of the input.
- 4- Give students the chance for direct learning of new forms.
- 5- Provide a “scaffold” within which learners can produce increasingly complex utterances.
- 6- Push learners to express themselves more clearly and precisely “pushed output”.
- 7- Make learners more sensitive to their need to be comprehensible.

2.4 Peer Work

Peer work requires learners to work in pairs or in groups to achieve certain learning objectives.

2.4.1 Pair Work

Pair work is a significant technique and part of collaborative learning. According to Richards and Schmidt (2002, p. 381), “pair work is a learning activity which involves learners to work together in pairs”. In other words, pair work is an effective strategy in classroom settings which takes place when two students work together to accomplish a learning task. When working in pairs, learners can study texts, do research works, write conversations, or participate in interactive activities like information gap and interviews (Harmer, 2001, p.116).

2.4.2 Group Work

Group work is a strategy of great importance in language teaching. Thus, many scholars have defined it meticulously. Group work can be defined as “a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language” (Brown, 2001, p. 177). So, it is a learning strategy in which many learners interact effectively to accomplish certain learning tasks, acquire and share knowledge within a classroom setting. According to Badache (2011, p. 03), group work

is a method of instruction through which learners of different levels form small groups and work together in a specific learning activity. Learners are responsible of their own learning and of the whole group members' because the success of one member is the success of the whole group.

2.4.3 Advantages of Peer Work

In teaching EFL, the use of peer work in classrooms has many advantages in various pedagogical areas.

- Through peer work, learners will perform well and develop their second language (SL). Allwright and Baily (1991, p. 147) declare that “not only did the learners in pairs get more turns [...], but they also perform a wider range of communicative functions with the language”.
- Peer work promotes collaboration and negotiation among learners and creates a sense of belonging to learning community which minimizes learners' isolation (Harmer, 2001, p. 117).
- Peer work provides learners with appropriate challenges aiming at meeting their needs and previously stated objectives. According to Lakey (2010, p. 43), peer work “can create a system in which amazing number of needs can be met”.
- Peer work presents different information to learners since many students are joining the discussion; therefore, more diversity of ideas, perspectives, thoughts, and experiences are exposed to help them broaden their views and knowledge (Harmer, 2001, p. 117).

2.4.4 Grouping Students

To achieve a successful group work, teachers should organize their students well. To do so, different types of grouping are suggested:

- **Grouping by ability (Homogeneous grouping):** it occurs when the teacher arranges students of the same ability level, achievements, and characteristics together in a group. It makes students feel comfortable and challenged to work, as well as it helps low students to feel less intimidated by advanced students (Harmer, 2001, p. 121).
- **Grouping by random:** this type of grouping is the easiest one to form; it does not require pre-planning from the part of the teacher. He just calls the names randomly from the list, or relies on students' sitting place (Harmer, 2001, p. 121). It looks advantageous for students with low abilities because they will learn from advanced level students' knowledge and skills (McCafferty, Jacobs & DasilvaIddings, 2006, p. 156).
- **Grouping by preferences:** in this type of grouping, students are given the chance to choose with whom they are going to work. Probably, they are going to choose their friends, the ones they feel comfortable with, or those with the same working style (McCafferty, Jacobs & DasilvaIddings, 2006, p. 156).

2.5 Importance of Peer Interaction in Teaching Speaking

Peer interaction plays an important role in FLA. Researchers in this field stress upon using it in classrooms to teach the speaking skill. When learners are given the opportunity for more interaction with each other, they will communicate more and speak out their ideas interchangeably. Their speaking abilities will be improved since producing the language in vacuum - without interlocutors - might hinder the development of the speaking skill (Brown, 2001, p. 271).

Peer interaction paves the way for wide language practice. It enables learners to express themselves and all what they have as linguistic and communicative knowledge in various life situations. As they interact, they mutually benefit from each other. There will be an

improvement in their vocabulary and pronunciation, as well as their thoughts will be enlightened (Rivers, 1987, as cited in Brown, 2001, p. 165).

Peer interaction strategy creates the appropriate environment for developing the speaking skill. It affords learners with a positive atmosphere where they decrease the feeling of inferiority, reluctance and inhibition to speak, and progress to be more self- confident (Kohn & Vajda, 1975, p. 381).

Peer interaction is an effective way to increase learners' motivation. It enables learners to use the language successfully and measure their progress which, in turn, increases their motivation and willingness to speak (Salvin, 1991, p. 18).

2.6 Peer Interaction-Based Activities

In OE classes, teachers tend to use many ways to push their students to interact with each other in the classroom, specifically using purposeful peer interaction-based activities that help in promoting their speaking skill. The most common activities that are usually implemented are: role plays, problem solving, discussions and debate, and information gap activities.

2.6.1 Role Play

Role play is a classroom speaking activity that is based on peer interaction. Ur (1981, p. 9) claims that “ for role play, the class is usually divided into small groups – often pairs – which are given situations and roles to act out and explore”. Thus, it is an activity that requires students to work in pairs or in groups in order to perform a real life situation or an imaginary one in front of the whole class. In a similar context, Harmer (1998) adds:

Role play activities are those where students are asked to imagine that they are in different situation and act accordingly. We may tell them to role play being guest at a party, travel agent, and answering a customer or questions or a

participant in a public meeting about a road-building project for example. (p. 92)

Hence, role play is a “let’s pretend” activity where learners are in a situation asked to perform various characters: a customer, a teacher, a manager, or a shop assistant, for example, to achieve a learning task.

Role play accomplishes many objectives that are set for the sake of fixing different learning problems encountered by students. Therefore, it is advantageous in many areas:

- Role play is an effective activity that provides learners with the opportunity to analyze things critically and develop their level, in addition to being socio-centric; it enables them to see things from other people perspectives (Wohlking & Gill, 1980, p. 55).
- Role play is very important since it helps learners in building up their self- confidence, strengthens interaction with their peers, and increases their motivation as well as their engagement in the lesson (Ur, 1981, p. 10).
- Role play activity is preferred by the majority of students because it brings fun and creates enjoyable atmosphere where learners enjoy what they are doing and become motivated. Thus, it surely leads to a better learning (Harmer, 2001, p. 275).
- Role play plays a crucial role in enhancing learners’ speaking skill since the act of performing requires practice and use of a wide range of language structures (Ur, 1981, p. 9).
- Role plays enable learners to provide and receive constructive peer feedback and develops their ability to interact with each other (Ching, 2014, pp. 295-296).
- Role play involves learners in real life communication and helps in minimizing their shyness and fear of performing in front of other people by providing them with a mask (Ur, 1981, p. 10).

2.6.2 Problem Solving

Problem solving is an interactive activity in which students are put in groups and given a problem situation to find solutions for to be presented to the whole class. According to Barker and Gaut (2002, p. 160), “ a problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings”. Thus, this activity is accomplished by going through three basic steps: gathering the essential data for the issue, studying the data and coming up with solutions, and then deciding upon the suitable one.

Using problem solving activity in the classroom holds many advantages for learners:

- It promotes learners’ speaking skill ability and enables them to put the language in their store into practice (Khotimah, 2014, p. 55).
- It develops students’ critical thinking and problem solving skills as well as reasoning strategies (Kurt, 2020).
- Problem solving activity creates a funny atmosphere where successful learning takes place. Learners tend to achieve better when they are motivated and interested in the learning process (Bourke, 1996, p. 15).

In sum, using problem solving activity in teaching speaking is important since it pushes students to improve their speaking production. It gives them the chance to express their ideas freely and develop the ability of judging.

2.6.3 Discussions and Debate

Discussion is a whole-class-based activity that requires learners to discuss and share their points of view towards a certain topic with their teacher and classmates. Ur (1981, p. 02) claims that “the most natural and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal interchange or

ideas; or in simpler terms, to discuss”. Therefore, discussion is the most efficient activity that provides students with intensive and natural practice. It is designed to debate complicated issues, exchange opinions and knowledge, and negotiate for meaning.

Debate constitutes a formal version of discussion. According to Fluharty (1996, as quoted in Darby, 2007, p. 01), “Debate can be defined as an old teaching-learning strategy that presupposes an established position, either pro or con, on an issue, assertion, proposition, or solution to a problem”. In other words, debate is an activity used to teach speaking in which students are divided into two sides to discuss a topic from two opposing points of view. Each one of them is in an attempt to defend its own opinion.

Using discussions and debate technique in EFL classes yields in good results as summarized in the following points:

- The use of discussion helps learners develop communicative and interactive skills since it provides them with precious chances to express themselves freely using the target language (Ur, 1981, p. 03).
- It boosts students’ critical thinking as well as rapid decision making and teaches them how to accept and respect others’ points of view (Kayi, 2006).
- Discussions promote interaction and cooperative work among learners (Brookfield & Preskill, 1999, p. 17).
- It gives students the chance to improve their speaking skill. Therefore, their comprehension level would be raised, and they will get out of their shells to take part in class conversations (Ur, 1981, p. 03).

At times, students disfavor to talk and share their ideas in front of the whole class which causes discussion to fail. As a way out of this problem, Harmer (2001, p. 272) proposes a technique called “buzz group”. This latter is an informal kind of discussion in which students

are divided into small groups to discuss with each other what to say and brainstorm their thoughts before presenting them to the whole class. Apparently, they will have the chance to practise their ideas in an organized way and add some vocabulary to their stores. Consequently, they will feel less anxious and intimidated to deliver their points of view to their classmates (Harmer, 2001, p. 272).

To run a successful discussion, teachers should follow certain instructions. They should use small groups instead of large ones to avoid the predominance of advanced students on the discussion, leaving fewer chances to shy students. Besides, teachers should support their learners and give them a vast space to ask questions and express their ideas freely (Kayi, 2006). Moreover, Harmer (2001, p. 275) suggests some tips as follow:

- Teachers should encourage students to participate and ask questions without imposing their points of view on them.
- It is preferable to pre-teach students and provide them with sufficient resources of information; so that, they will know what and how to speak.
- Teachers should provide challenging activities which oblige students to arrive at a final decision by choosing between two specific options.

2.6.4 Information Gap

Information gap is an interactive activity used to teach the speaking skill. Harmer (1991, p. 48) states that this activity refers to “a gap between the two (persons) in the information they possess, and the conversation helps to close that gap so that both speakers have the same information”. Therefore, information gap activity requires students to work in pairs. Each one of them holds a different bite of information that the other one does not know to complete a task. They work cooperatively by asking questions to each other in order to constitute the whole information.

Information gap activity has different types but the famous one is called “Describe and Draw”. In this type, student A holds a picture that should be kept hidden from the eyes of student B who, in his turn, has a pen and a blank piece of paper and supposed to draw the picture under the guidance and descriptions of student A (McDonough & Shaw, 2012, p. 172).

Information gap activity has a number of advantages:

- It provides learners with the opportunity to practise the speaking skill and talk much using the target language (“How to use information gap”, 2017).
- It offers to learners equal involvement in the task since the task can never be achieved if one partner is not taking his role (Kayi, 2006).
- It increases students’ motivation since it takes them from working on a structured way to a more enjoyable communicative one (Bilash, 2011).
- It promotes interaction among peers and develops critical thinking (Robinson & Knight, 2019, p. 302).

Conclusion

Peer interaction occupies a prominent place in FLA. It paves the way for the effective communication among learners as they negotiate for meaning and exchange input and feedback. This can be accomplished by working in pairs or within conversational groups, and through the use of purposeful peer interaction-based activities like role play, problem solving, discussions and debate, and information gap activities. Undoubtedly, the ultimate goal of peer interaction is helping learners in developing effective communication.

CHAPTER THREE: PRACTICAL PART

Introduction

3.1 Teachers' Questionnaire

3.1.1 Population

3.1.2 Description of Teachers' Questionnaire

3.1.3 Analysis and Interpretations of the Results

3.1.4 Discussion of Teachers' Questionnaire Results

3.2 Students' Questionnaire

3.2.1 Population and Sample

3.2.2 Description of Students' Questionnaire

3.2.3 Analysis and Interpretations of the Results

3.2.4 Discussion of Students' Questionnaire Results

Conclusion

CHAPTER THREE

PRACTICAL PART

Introduction

In the previous chapters, we presented a literature review about the speaking skill and peer interaction; we took into consideration different views of many researchers. However, in this chapter we are going to look at our research from a practical perspective. For the sake of proving the previously stated hypothesis, we followed a descriptive method to collect data by addressing questionnaires to both teachers and students. On the one hand, teachers' questionnaire aims at figuring out teachers' opinions about using peer interaction as an educational strategy to promote students' speaking production. Students' questionnaire, on the other hand, is intended to investigate whether learners are aware of the value of interacting with their peers in ameliorating their oral proficiency.

The current chapter provides a detailed analysis of both teachers' and students' questionnaires. The chapter starts by identifying the population and sample chosen for studying. Then, describing both questionnaires in details. Moving to the analysis and interpretations of the results obtained. Last, it ends by discussing the data gathered from both questionnaires.

3.1 Teachers' Questionnaire

3.1.1 Population

For the purpose of gathering information about how teachers view the use of peer interaction as a strategy to ameliorate learners' speaking skill, a questionnaire for teachers is set. The questionnaire is administrated to nine teachers who have been taught OE to first year students in the department of foreign languages at Mila University. We specifically chose

those teachers due to their experience with learners' difficulties in speaking and the way to deal with them.

3.1.2 Description of Teachers' Questionnaire

The questionnaire is made up of an overall sixteen questions which are divided into four parts. These questions are either closed; in which teachers choose "yes" or "no" or select alternatives, or open ended; in which they give their own answers and justify them whenever necessary.

- **Part One: Background Information (Questions 1-2)**

This part seeks to collect general information about the teachers: their degrees and experience.

- **Part Two: Teaching Speaking (Questions 3-10)**

This part is structured to investigate the teachers' views about teaching speaking and their awareness about learners' difficulties in OE.

- **Part Three: Peer Interaction (Questions 11-15)**

The prime focus of this section is on the importance of peer interaction in overcoming speaking difficulties.

- **Part Four: Teachers' Suggestions (Question 16)**

This part is about asking teachers for further suggestions about teaching speaking and using peer interaction as a communicative strategy.

3.1.3 Analysis and Interpretations of the Results

Part One: Background Information

Q1: Which academic degree do you hold?

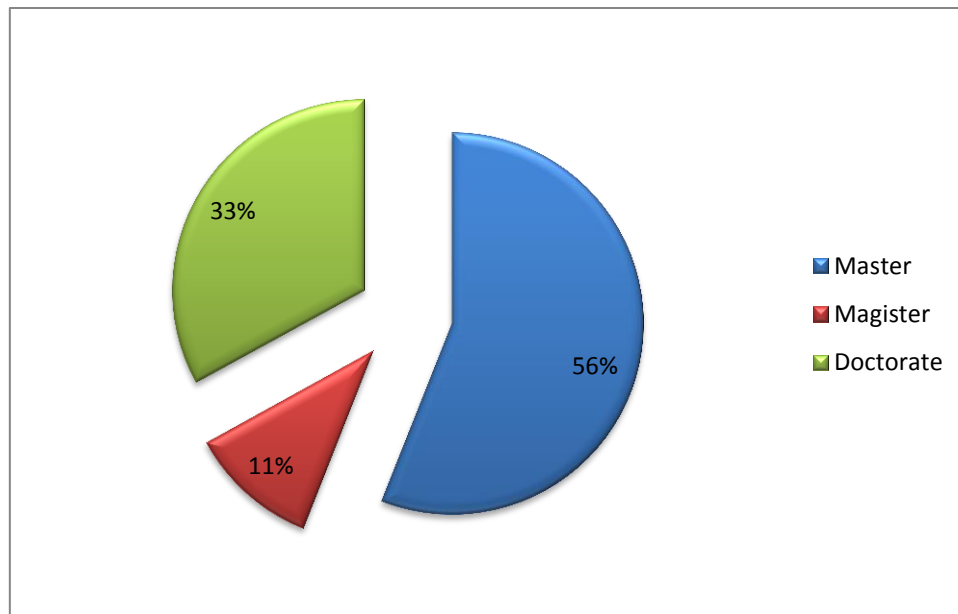


Figure 2: Teachers' Academic Degrees

The aim of this question is to identify the academic degree that the questioned teachers possess. As shown in figure 2, 56% of the respondents claimed that they have a Master degree; while, 33% declared that they hold a Doctorate degree. Only one teacher has a Magister degree. These results indicate that the sample teachers are qualified which allows us get more concrete information.

Q2: How long have you been teaching oral expression to first year university students?

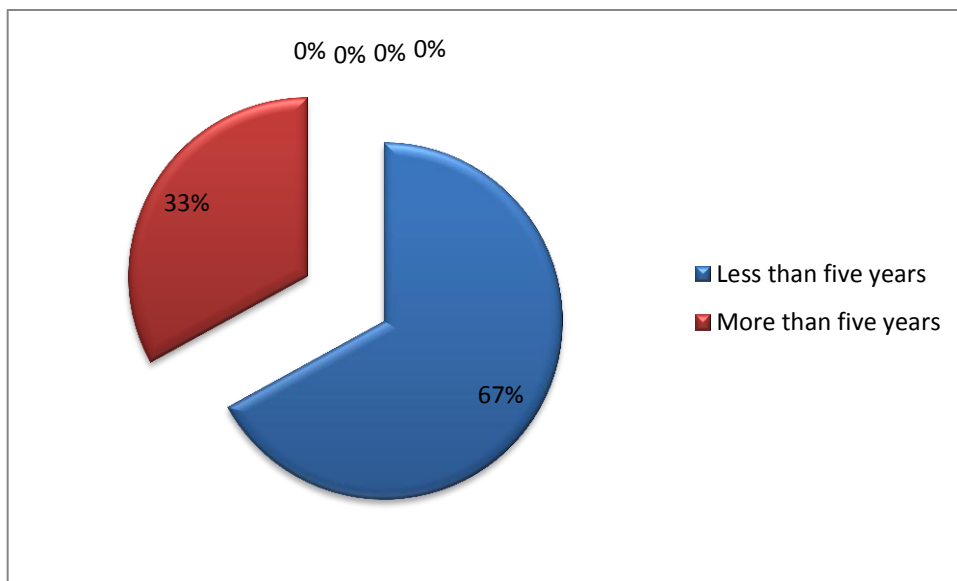


Figure 3: Teachers' Experience in Teaching OE

This question seeks to know the instructors' experience in teaching OE to first year learners. Results imply that 67% of the instructors had a teaching experience that lasted less than five years. Whilst, 33% of them claimed that they have taught OE for more than five years; for almost nine to twelve years. It denotes that those instructors are experienced and knowledgeable about the ways to improve speaking.

Part Two: Teaching Speaking

Q3: When teaching the speaking skill, which of the following methods do you adopt?

- a. The Environmentalist method
- b. The Innatist method
- c. The Interactionist method

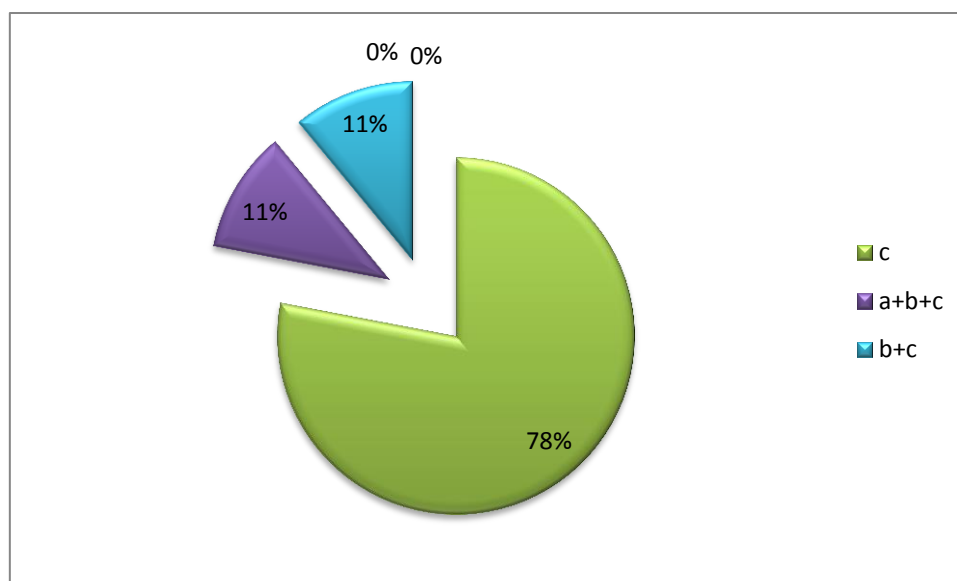


Figure 4: Methods Used in Teaching Speaking

This question aims to obtain information about which method of teaching speaking is preferred by the teachers. The results in figure 4 show that 78% of teachers prefer to use the interactionist method. While 11% of instructors use both innatist and interactionist methods, 11% of them adopt the three of methods; environmentalist, innatist, and interactionist. However, none of them use environmentalist or innatist independently. These results indicate that most of the teachers are aware of the importance of teaching speaking in different contexts by using communicative strategies such as interaction.

Q4: Do you find teaching the speaking skill a difficult matter?

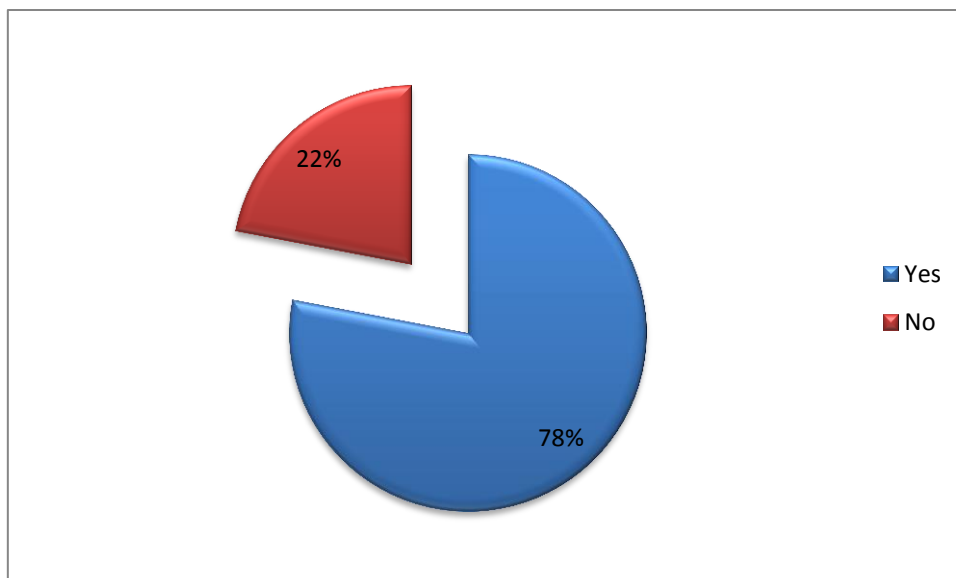


Figure 5: Teachers' Views on the Difficulty of Teaching Speaking

The question is structured to know whether the teachers face difficulties in teaching speaking or not. From the results in figure 5, the majority of the respondents (78%) declared that they face difficulties in teaching speaking; whereas, only 22% of them do not face any. These findings assert that speaking is a difficult skill to be taught.

Q5: How can you describe first year students' speaking level?

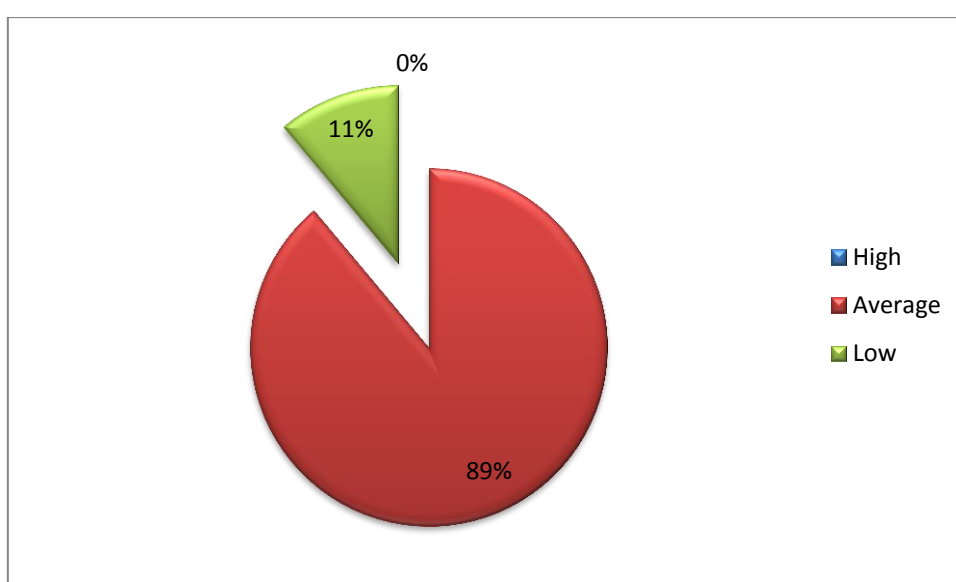


Figure 6: Students' Level of Speaking

The aim of this question is to know the students' level of English. Figure 6 points out that 89% of the teachers see that learners have an average level; while, the rest (11%) described learners' level as low. The results can be an evidence for the teachers to use more communicative activities and encourage students to interact with each other in order to develop their oral proficiency.

Q6: Do you think that being a co-communicator is effective in improving learners' speaking skill?

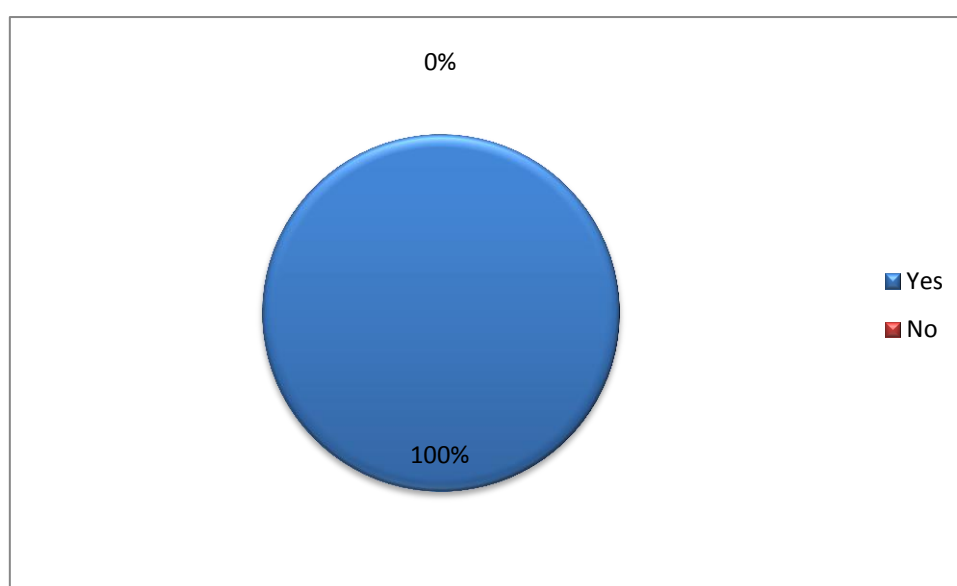


Figure 7: Teachers' Opinions about Being Co-communicator

Question number six is asked to collect information about teachers' views on being co-communicator during OE sessions in order to develop learners' speaking. The results in figure 7 show that all teachers (100%) agreed upon the effectiveness of communicating with students on improving their speaking abilities. This indicates that when teachers interact and communicate with learners, it will improve their speaking skill.

Q7: Do your students participate?

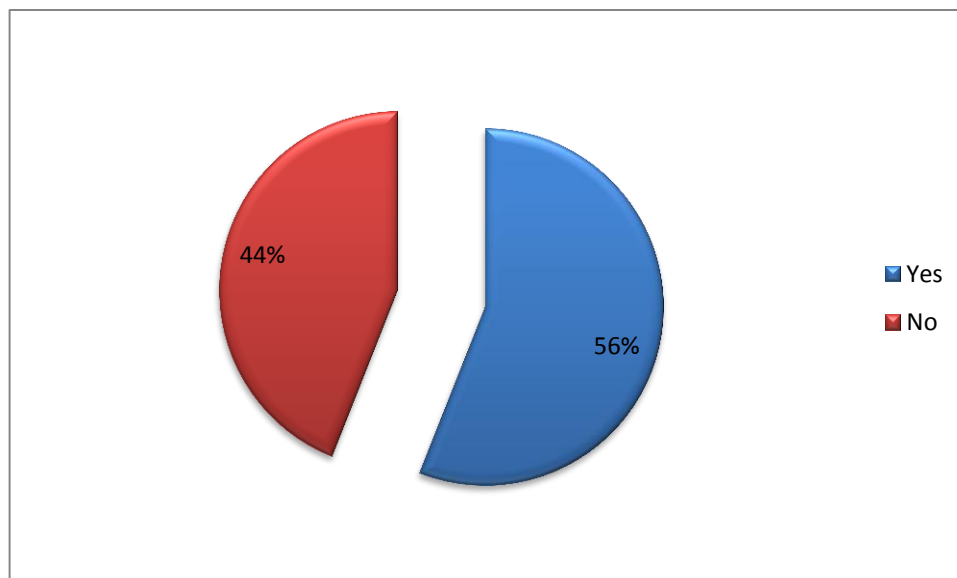


Figure 8: Students' Participation

The aim of this question is to generate a view about students' participation during OE classes. As it is visible in figure 8, 56% of the informants claimed that their learners do participate in speaking sessions. But 44% of them said that their learners do not participate. These findings indicate the effective use of learner- centered approach which helps students to participate and speak freely.

Q8: If you answered by no, what are the most common problems encountered by students?

- a. Shyness
- b. Lack of motivation
- c. Nothing to say
- d. Poor English level

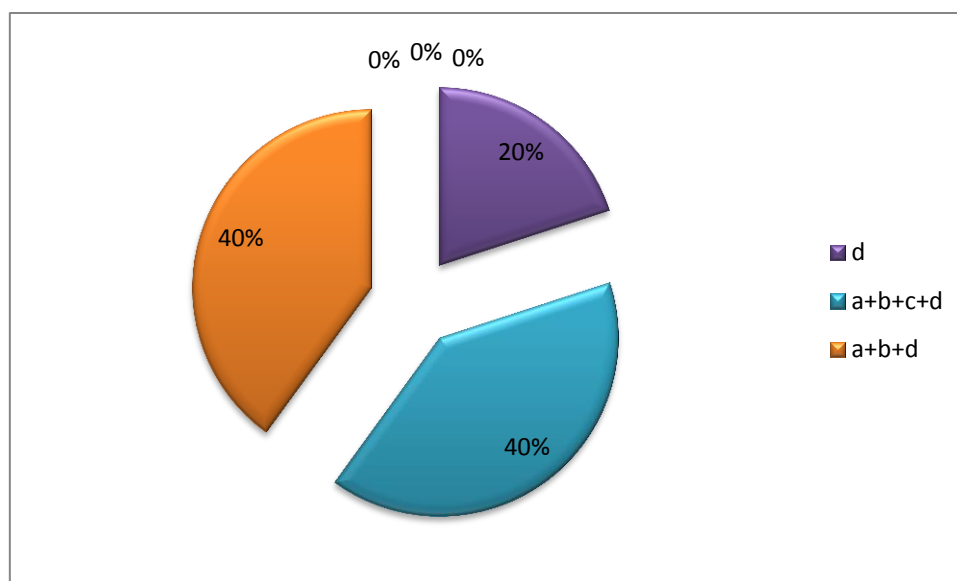


Figure 9: Students' Difficulties

The purpose behind asking this question is to investigate learners' difficulties that are encountered during OE sessions from the teachers' points of view. Figure 9 represents the problems that learners face when they speak. 40% of the tutors attributed students' lack of participation to all the suggested difficulties: shyness, lack of motivation, nothing to say, and poor English level. The other 40% had the same opinion about shyness, lack of motivation, and poor English level. However, the remaining 20% asserted that having a poor English level is the only problem that hinders students from speaking. These results reveal the need for using an appropriate strategy in order to diminish those difficulties in speaking.

Q9: Do you oblige them to participate?

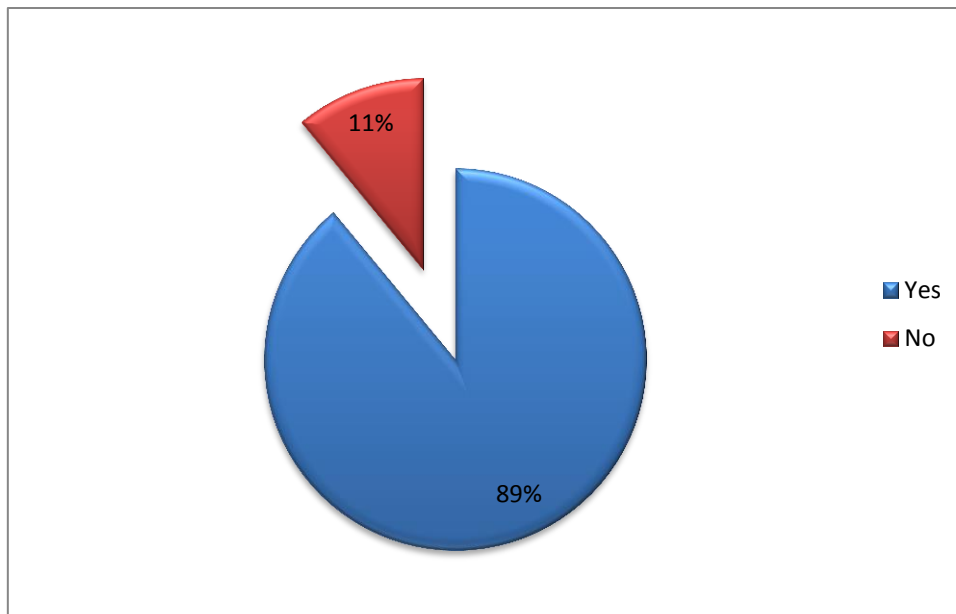


Figure 10: Participation Source

The question is designed to identify the source of students' participation; whether it is inner or obliged by the teachers. Figure 10 illustrates that the vast majority of the teachers 89% oblige their learners to participate; while, only 11% of them do not do so as their learners participate by themselves. From these outcomes, we can assume that the instructors make efforts in order to help their learners overcome speaking problems.

Q10: If yes, how you do that, is it by?

- a. Using interaction-based tasks
- b. Choosing interesting topics
- c. Others, please specify

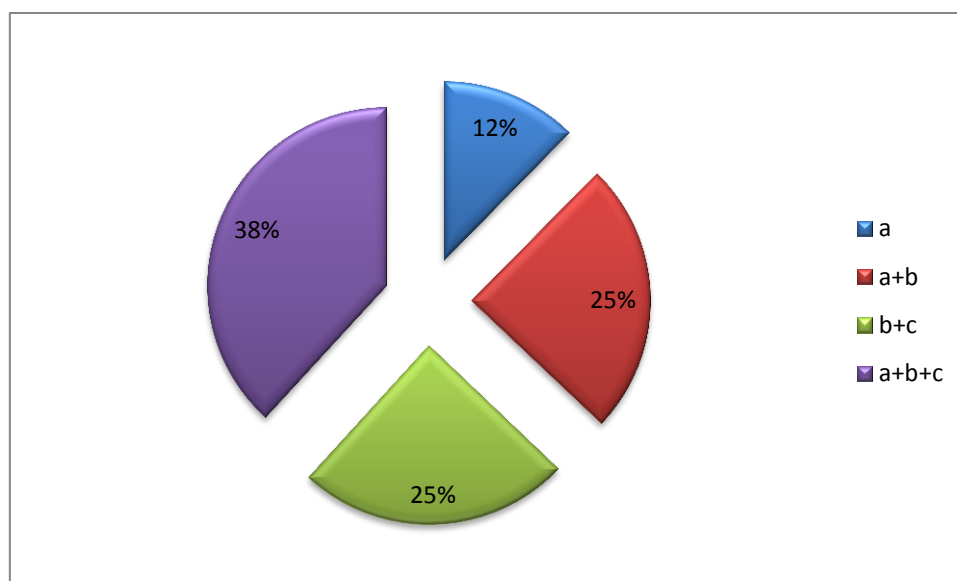


Figure 11: Teachers' Ways to Encourage Participation

By this question, we aim to know the ways used by teachers to encourage students for participation. As for the results, 38% of tutors declared that they use interaction based-activities, choose interesting topics, in addition to other means. While 25% of them chose to use interaction based-activities and interesting topics, the other 25% preferred selecting enjoyable topics and other specifications. However, the remaining 12% like better to encourage learners just through interesting topics. Concerning the suggestions provided, some of the teachers preferred learning with fun to promote participation through games such as crosswords, guess who-what riddles, and quiz, others insisted on role-plays and simulations. Other teachers liked to ask questions in order to stimulate interaction, but others to use listening- speaking activities. From the findings, we can deduce that teachers oblige learners to participate not by being controllers, but rather by using interaction as a pedagogical way.

Part Three: Peer Interaction

Q11: In your view, is peer interaction effective in enhancing learners' speaking skill?

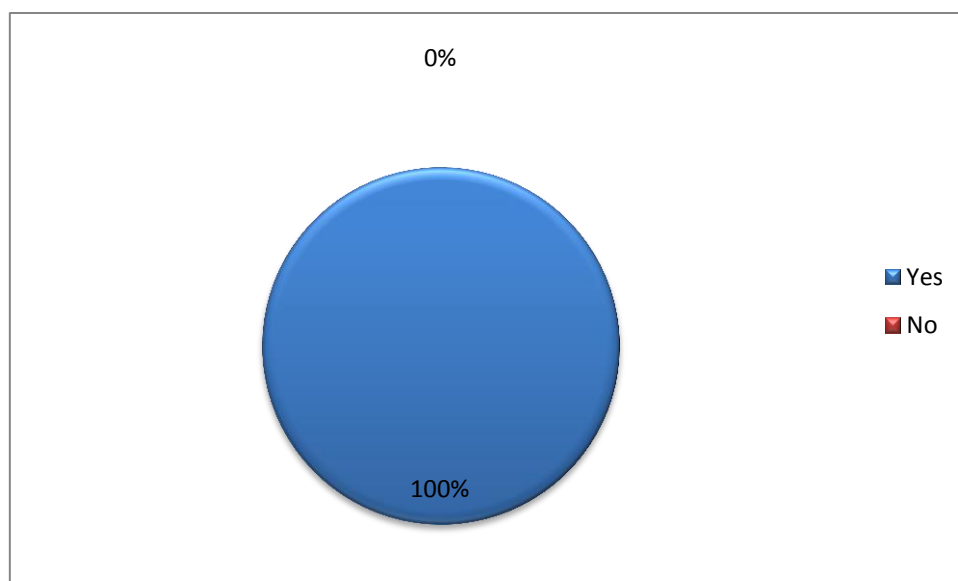


Figure 12: Teachers' Perceptions towards Peer Interaction

Question eleven is devoted to investigate teachers' views towards the effectiveness of peer interaction in ameliorating the oral skill. Based on the data presented in figure 12, it is highly noticed that all the teachers admit the value and usefulness of this educational strategy. This implies that teachers are aware of the effectiveness of peer interaction in improving the speaking skill.

Q12: Do you think that applying peer interaction minimizes learners' shyness?

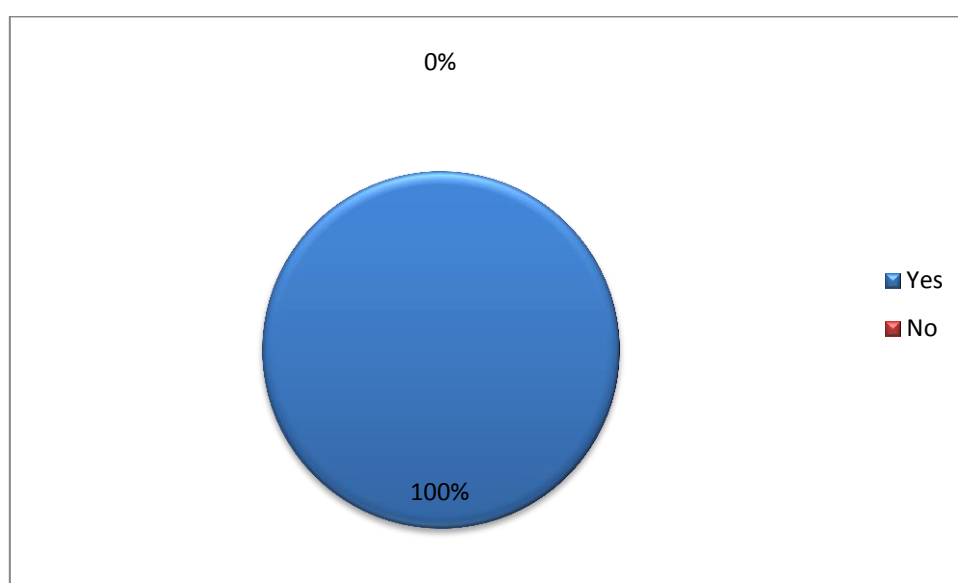


Figure 13: Teachers' Views on the Impact of Peer Interaction on Learners' Shyness

The purpose behind this question is to know the tutors' perceptions towards the use of peer interaction in minimizing learners' shyness. The findings in figure 13 demonstrate that all the tutors agreed on the successfulness of interaction with peers in decreasing inhibition. These results denote that speaking performance which is affected by shyness could be improved by the use of peer interaction.

Q13: Would you please state why?

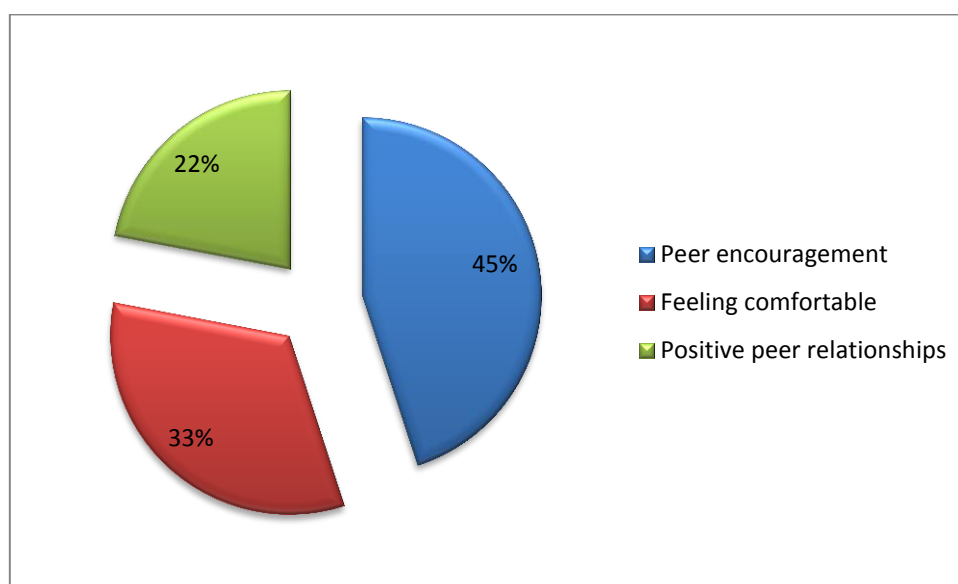


Figure 14: The Influence of Peer Interaction on Shyness

This question aims to figure out how peer interaction minimizes shyness according to the instructors. Figure 14 shows that 45% of the instructors proposed that during interaction, peers encourage and help each other to speak and decrease their shyness. Moreover, 33% of them claimed that learner's feel comfortable and less intimidated when interacting and exchanging opinions with their peers. The remaining 22 % argued that it develops positive relationships among peers which provide more chance to participate freely. Data gathered signify that peers' contribution have a positive effect on learners' speaking abilities.

Q14: Do you think that applying peer interaction maximizes learners' autonomy, self-esteem and participation?

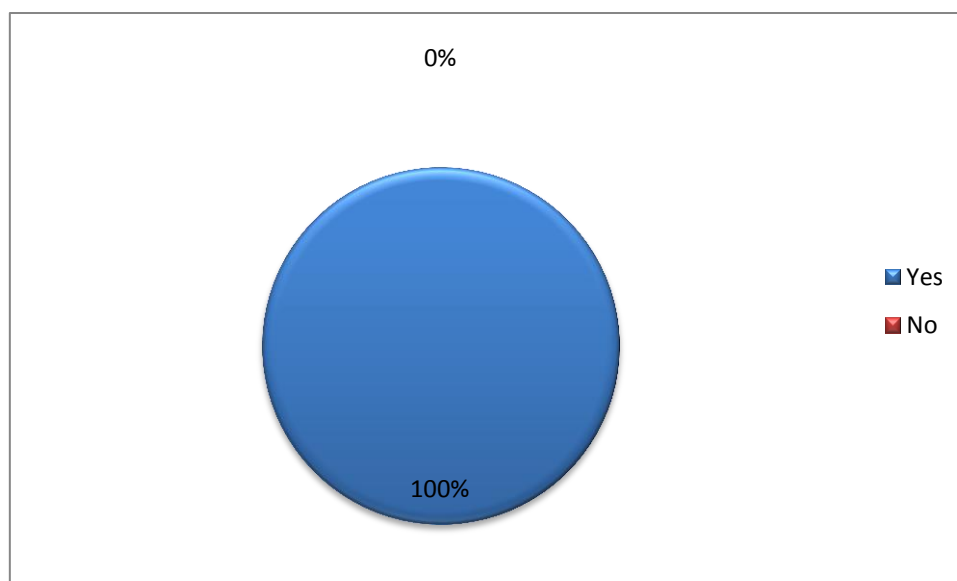


Figure 15: Teachers' Views on the Impact of Peer Interaction on Autonomy, Self-esteem and Participation

By this question, we aim to discern teachers' opinions towards the application of peer interaction in maximizing learners' autonomy and self-esteem. As indicated in figure 15, all the participants (100%) assured that learners' feel more independent with high confidence and engagement in classroom activities when they work in cooperation with their peers. This result confirms that peer collaboration has a positive impact on students' outcomes.

The informants justified their answers as follow:

- ❖ Positive peer relationship provides more chances to negotiate and exchange ideas.
- ❖ Peer interaction enables learners to see themselves in a positive way which leads to high self-esteem and motivation.
- ❖ It creates a positive and appropriate atmosphere which stimulates learners to study.

Q15: What is the type of assessment you mostly use when evaluating learners' speaking?

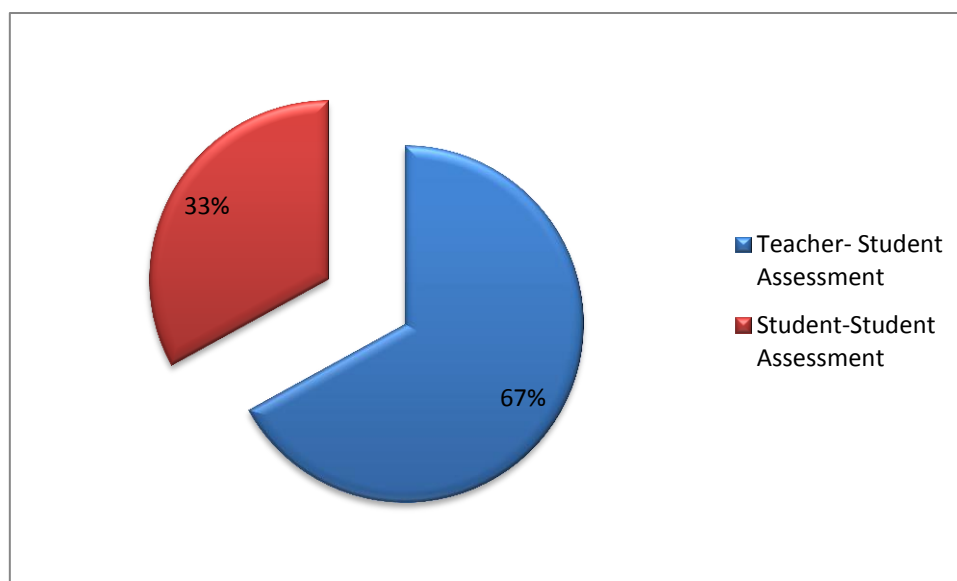


Figure 16: Types of Assessment Used to Evaluate Speaking

This question seeks information about the type of assessment teachers use to evaluate learners' speaking ability. Information presented in figure 16 point out that 67% of the respondents declared that they use teacher-learner assessment to evaluate students' oral production; whereas, 33% of them went for learner-learner assessment. These endings show that the teachers help their students achieve greater by assessing their progress and providing constructive feedback.

Part Four: Teachers' Suggestions

Q16: Please, add any suggestions you see relevant to the aim of the questionnaire.

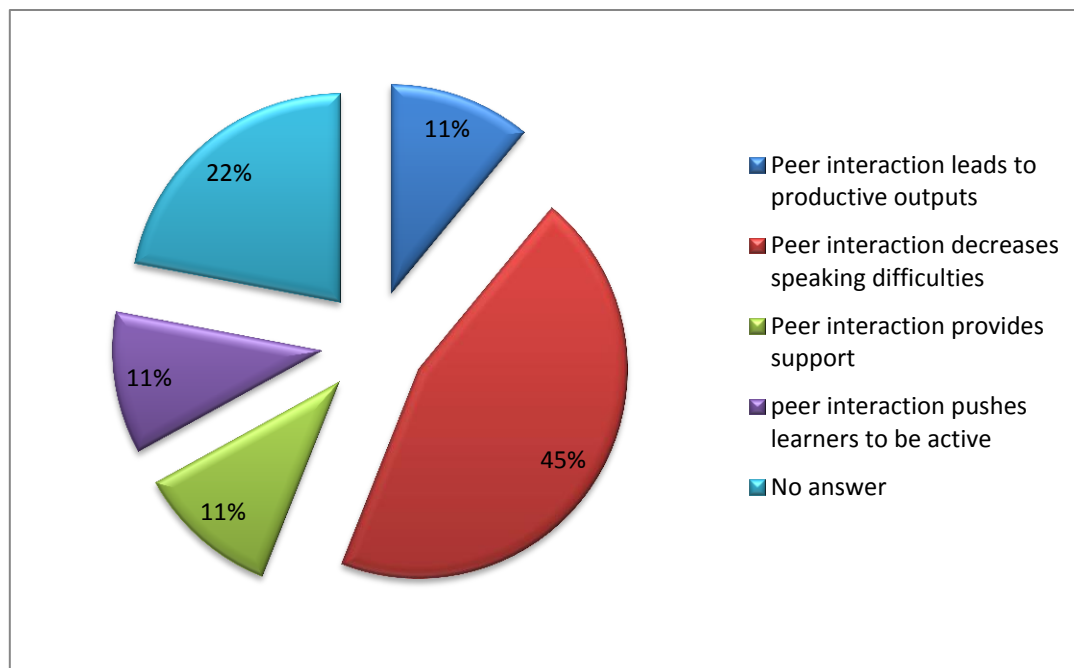


Figure 17: Teachers' Suggestions

This question is devoted to know the teachers' suggestions about the importance of peer interaction in enhancing the speaking production. The results show that 78% answered this question; while, 22% did not do so. The teachers with the highest percentage 45% claimed that peer interaction decreases the various speaking difficulties that learners face. Moreover, 11% of them argued that peer collaboration leads to productive outputs. 11% saw that peers encourage and give support to each other. The rest maintained that peer interaction pushes learners to be active. These findings ensure that the teachers do appreciate the value of peer interaction in enhancing the speaking skill.

3.1.4 Discussion of Teachers' Questionnaire Results

From the analysis of the questionnaire, we reached some insights to our research topic. The results show that the teachers hold valuable academic positions and have an experience in teaching speaking. This indicates that they are qualified and can provide us with valid answers that work best for our research. Based on the information represented in the analysis of the questionnaire, we deduce that teaching speaking is tiresome and requires long time and effort

from the part of the teacher. The reason is that learners do not participate due to their average level in addition to facing some speaking problems. This latter was noted by the teachers as problems that are related to learners' behavior and psychology such as shyness and lack of motivation, besides technical problems like having nothing to say and linguistic defeats in vocabulary, grammar, and pronunciation.

In an attempt to reduce the aforementioned hindrances, the teachers from their parts play an important role in ameliorating learners' level. The indicated results lead us to infer that they adopt the interactionist method to communicate with learners and involve them in the learning process. However, learners' passive existence sometimes pushes the teachers to oblige them to participate using a multiplicity of strategies and techniques that are mostly based on peer interaction.

In the light of discovering whether teachers are aware of the importance of peer interaction in enhancing learners' speaking skill, the previously stated results show their agreement on the effective impact of peer interaction. From the teachers' perceptions and suggestions, we come at the point that peer interaction helps students reduce the mentioned difficulties in various ways and leads to better achievements.

3.2 Students' Questionnaire

3.2.1 Population and Sample

To get a clear research process, a population is needed to cover the scope of the study. The population chosen for investigation in this study is first-year students from the department of foreign languages at Mila University. Their overall number is two hundred and fifty students divided into seven groups. This choice was under the basis that learners have learnt language structures and rules previously in middle and secondary schools, and their

focus at university is mainly on how to apply that knowledge to communicate and interact in English.

Since it is impractical to study the whole population, we should choose a sample. We selected eighty students, who constitute 32 % of the whole population, to represent the sample of our research. We used randomization method to select informants in order to give each one of them an equal chance to be chosen and to eliminate bias. So, we distributed our questionnaire to 11-12 students per group.

3.2.2 Description of Students' Questionnaire

The questionnaire is arranged logically in the form of thirteen questions, closed and open-ended, classified under four parts which are:

- **Part One: Background Information (Question 1)**

This part aims at gathering general information about the reason behind the learners' choice of English language to be studied at university.

- **Part Two: Speaking Skill (Question 2-7)**

The focus of this part is upon knowing students' level and participation rate in oral sessions in addition to identifying their hindrances in speaking and how to deal with them.

- **Part Three: Peer Interaction (Question 8-12)**

This part is devoted to investigate students' consciousness about the importance of interacting with peers in enhancing their speaking production.

- **Part Four: Students' Suggestions (Question 13)**

In this part, learners are supposed to give suggestions on how they can ameliorate their speaking skill through interacting with peers.

3.2.3 Analysis and Interpretations of the Results

Part One: Background Information

Q1: Your choice of studying English at University was?

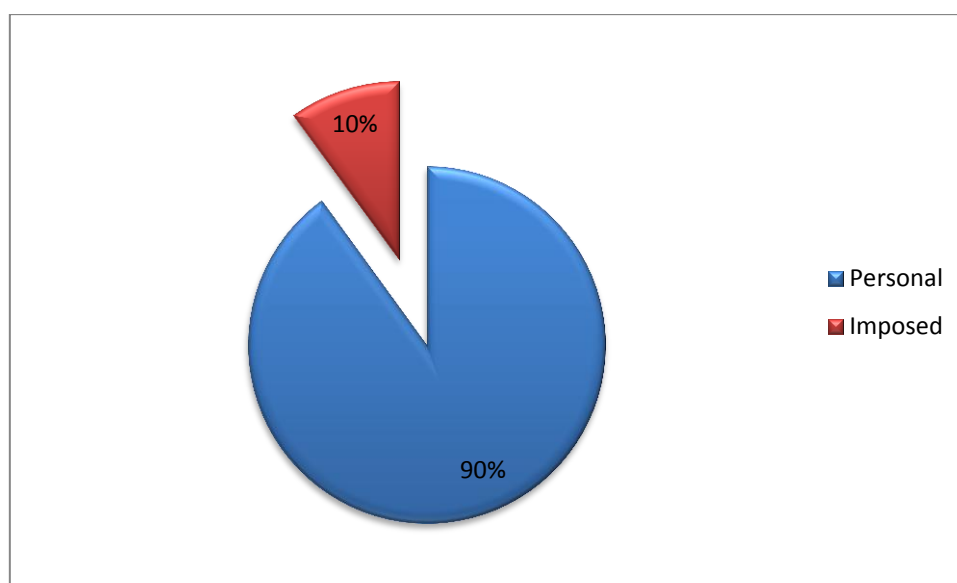


Figure 18: Students' Choices of Studying English

This question aims to know if students chose to study English freely or enforced. From the results above, the majority of students (90%) claimed that their choice of studying English was personal; whereas, 10% of the students were obliged to study English. These results indicate that most of the students like English and want to improve it.

Part Two: Speaking Skill

Q2: How do you describe your level in English?

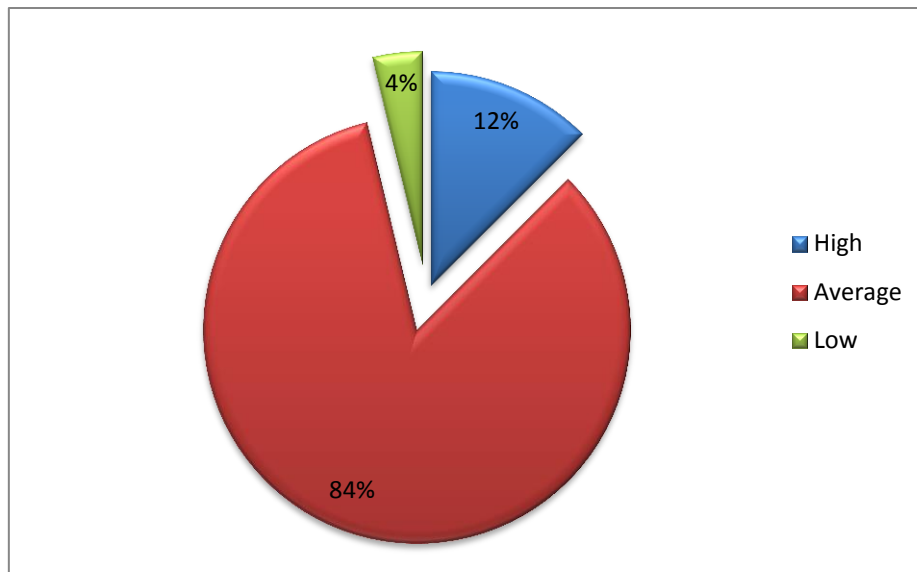


Figure 19: Students' Level of English

The aim of this question is to determine the students' level of English. We notice that 84% of the respondents declared that they have an average level in English; while, 12% assumed that their level is high. Just 4% of them stated that they have not built the language competence yet. These findings denote that the majority of students possess the average level that can be developed via using appropriate learning strategies.

Q3: Do you participate in the speaking sessions?

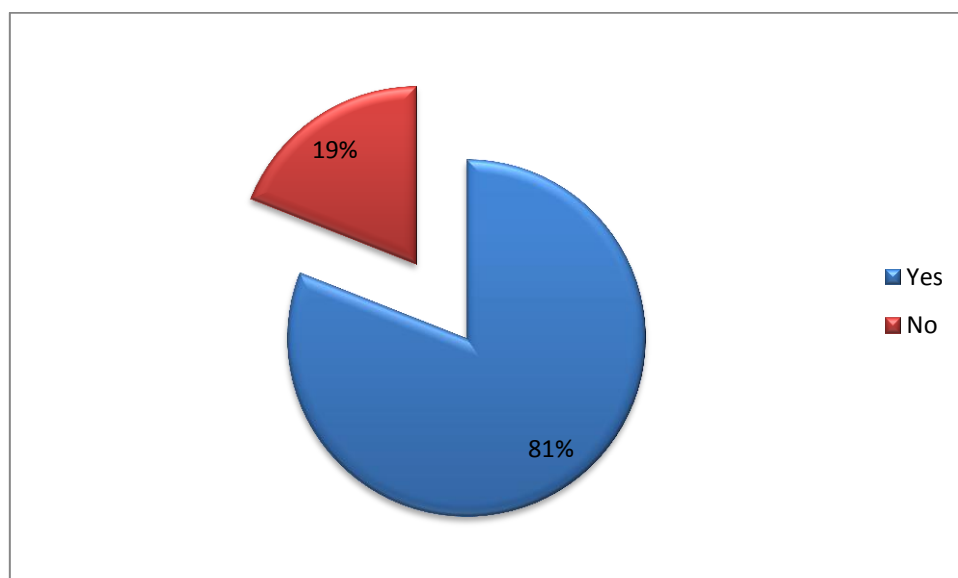


Figure 20: Students' Participation

This question aims to find out if the students take part in OE sessions. As it is indicated in figure 20, most of the students (81%) do participate in OE sessions; however, only 19% of them do not take parts in the activities. Thus, it explains that most of the students enjoy studying and expressing their thoughts in English.

Q4: If yes, then your participation is?

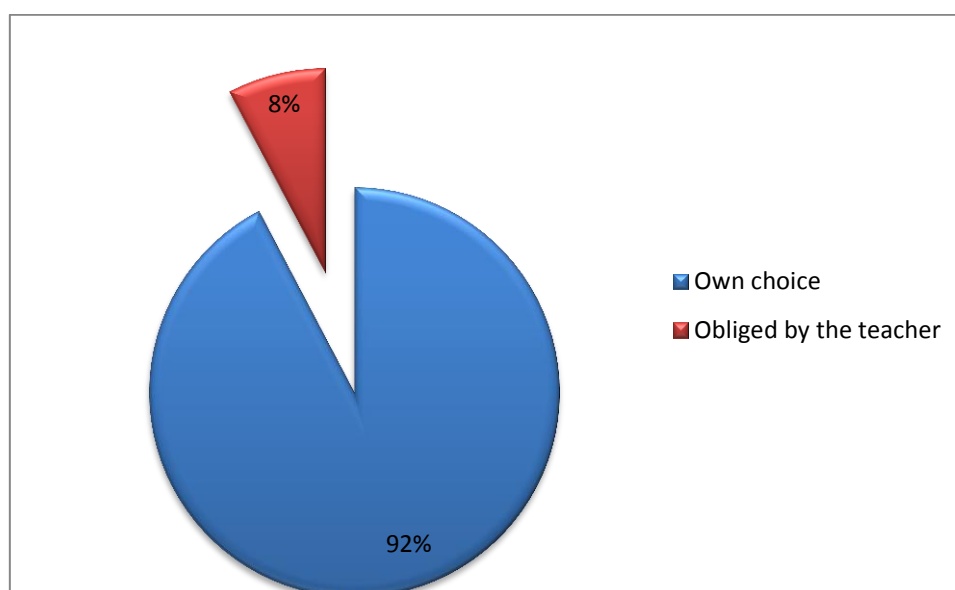


Figure 21: Students' Choices of Participation

The forth question investigates the learners' participation choice; whether it is voluntary or obligatory. The results illustrated in figure 21 revealed that the vast majority of the learners (92%) volunteer participating in OE sessions; Whereas, 8% of them are obliged by the teacher. These findings confirm that the students like studying English orally since their level allows them to express their desire in a learner centered environment.

Q5: Do you face difficulties when speaking in English?

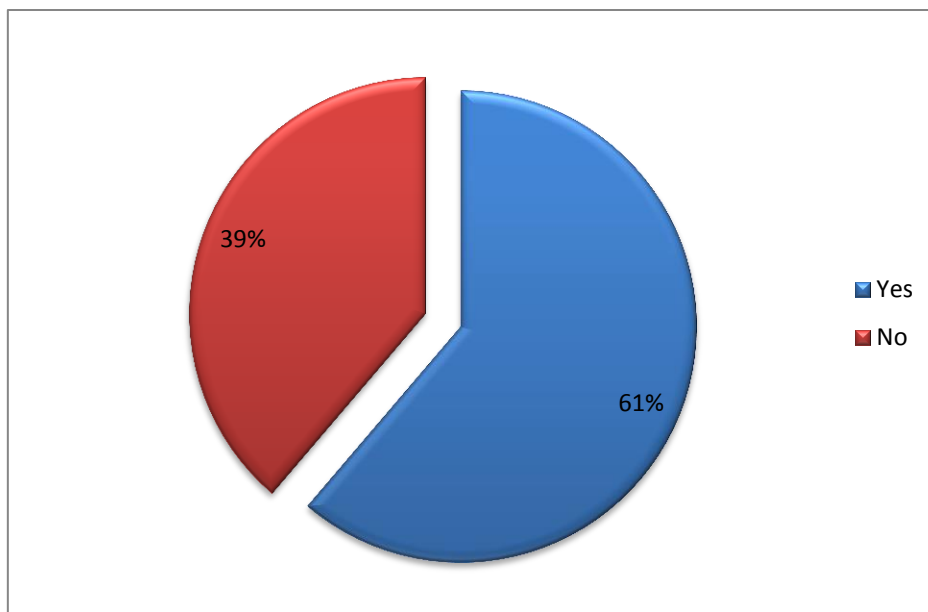


Figure 22: Speaking Difficulties

This question seeks to know whether students have problems in speaking. From the figure above, 61% of the sample faces obstacles when speaking English. Besides, 39% of them declared that they do not face any. It asserts that speaking is a difficult skill that requires specific training and intensive practice to be developed.

Q6: If yes, which of the following problems are mostly faced?

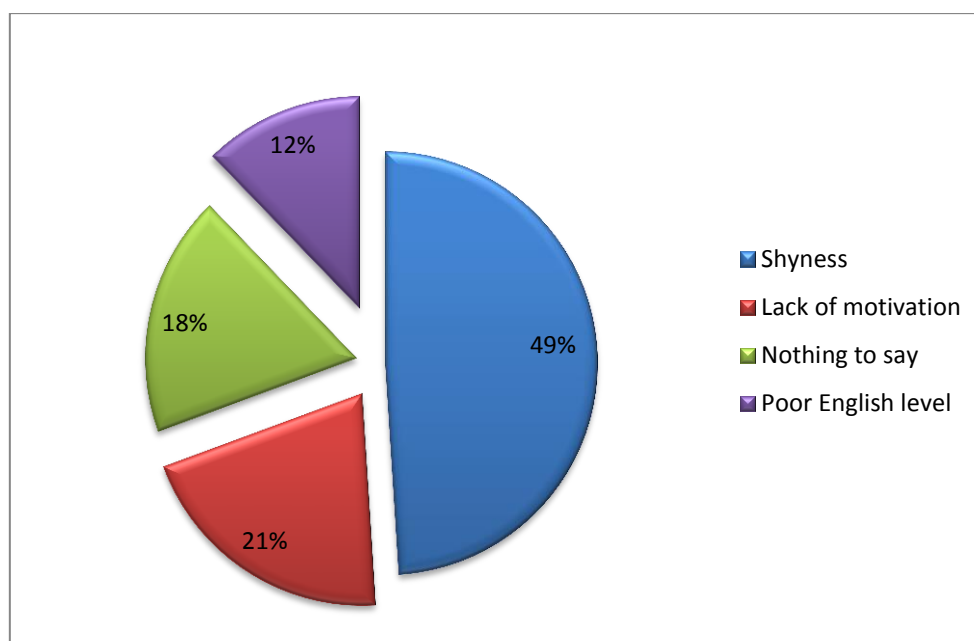


Figure 23: Students' Difficulties

The purpose behind this question is figuring out what obstacles the students' face in speaking. As it is shown in figure 23, almost half of the students (49%) struggle with shyness as the difficulty that prevents them from speaking English. 21% of them confessed that their passive existence in class is due to the lack of motivation. 18% stated that they have no ideas about the topics that are discussed in the classroom; for that, they do not participate. Last 12% suffer from weakness in their level of English. These results may interpret that the students are unable to interact in classroom due to psychological and pedagogical problems.

Q7: What solutions do you suggest to overcome those problems?

- a. Prepare talk before class
- b. More practice out class
- c. Teacher's aide and support
- d. Interacting with peers
- e. More, please specify

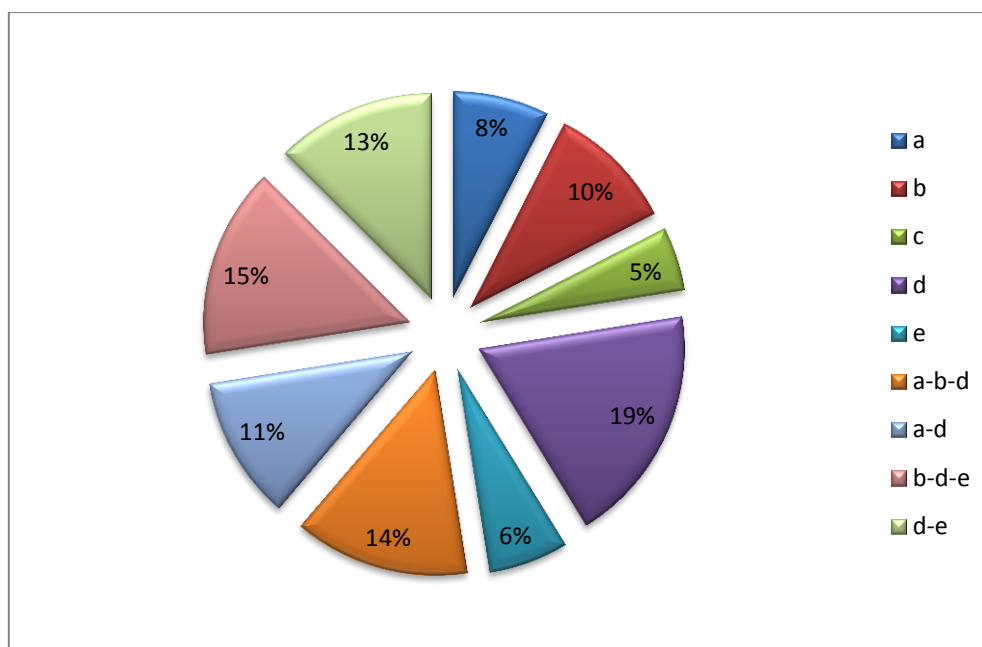


Figure 24: Students' Suggestions to Overcome Speaking Difficulties

This question asked the learners to suggest solutions to overcome the previously mentioned obstacles. As far as the results obtained, 19% of the respondents considered

interaction with peers suitable to the purpose. 15% liked to interact with peers, practicing English more outside the classroom, in addition to other suggestions they added. 14% of them went for preparing talk, practicing out, and interacting with mates in classroom. Besides, 13% shared the same view of interacting with peers with other propositions. Moreover, 11% preferred to prepare what to say and to interact with peers. For a similar purpose, 10% of the respondents saw that practicing the language more out class can be helpful in overcoming the difficulties. 7% of the sample suggested preparing talk before class. However, 6% have other views; they suggested reading books in order to get more vocabulary, listening to music and natives to be fluent, and they saw that teachers should be active and motivating. The remaining 5% discerned that seeking help from the teacher is the appropriate solution for them to overcome speaking problems. From what we analyzed above, we may deduce that most of the informants insisted on peer interaction as a solution because they are aware of its importance in reducing speaking difficulties.

Part Three: Peer Interaction

Q8: What type of interaction do you prefer the most?

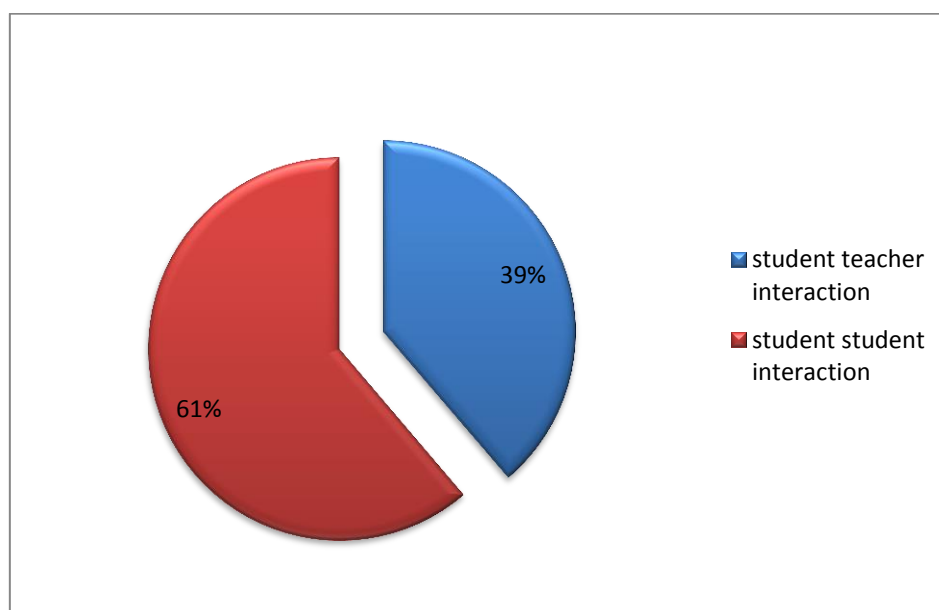


Figure 25: Students' Preferable Type of Interaction

Question eight is designed to know whether students prefer interacting with the teacher or with their mates. Based on the data mentioned in figure 25, we notice that a considerable number of the students chose student-student interaction as their preferable type with 61%. Contrariwise, 39% of them went for teacher-student interaction. This indicates that students feel more comfortable when working with students at their level; they feel less intimidated to express their ideas and share knowledge with their mates since they can understand each other better.

Q9: Do you think that regular interaction with peers is efficient in improving your oral performance?

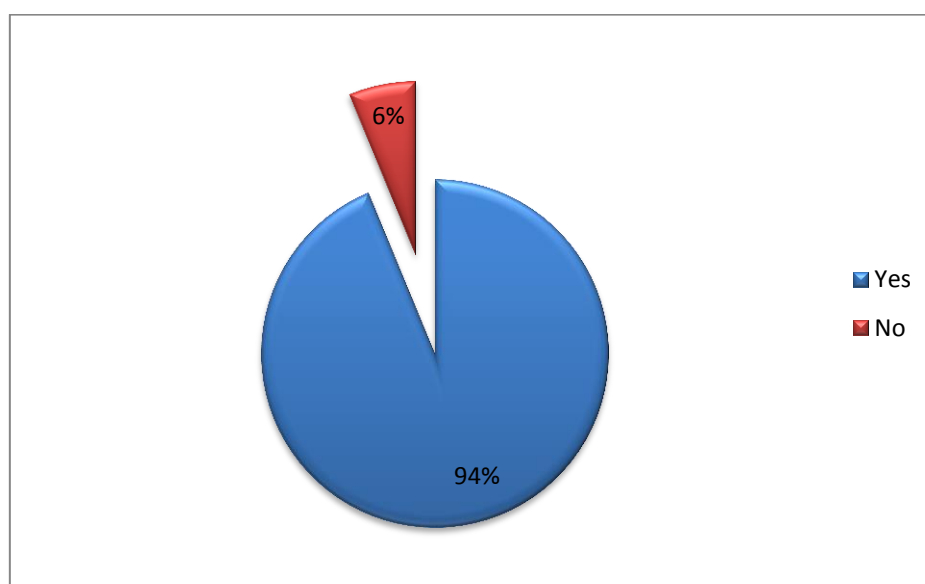


Figure 26: Students' Opinions towards Peer Interaction Efficiency

This question seeks to know the learners' points of view towards the efficiency of peer interaction in improving the speaking skill. The results in figure 26 show that the vast majority of students (94%) went on the same path towards confirming the efficiency of peer interaction in improving their oral performance. However, small minority of them (6%) disconfirmed this. Therefore, we can deduce that the learners are aware of the value and importance of peer interaction in enhancing their speaking skill as well as they benefit from the implementation of this strategy in oral expression classes.

Q10: Do you participate when using peer interaction-based activities in the classroom?

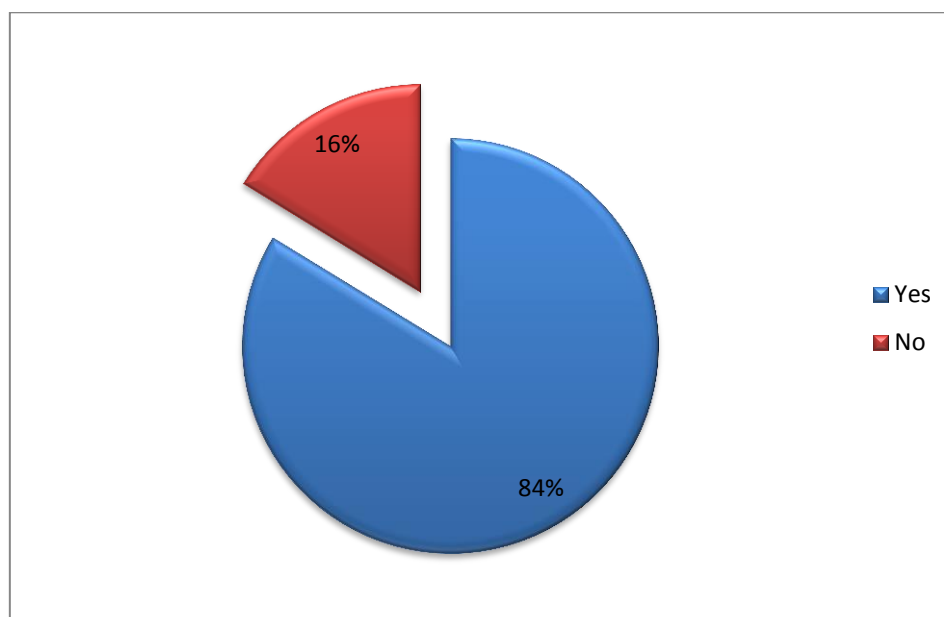


Figure 27: Students' Participations in Peer Interaction Based Activities

In this question, the respondents are asked whether they participate when peer interaction-based activities are implemented. As shown in figure 27, we notice that a higher percentage of the respondents (84%) declared that they take part in classroom activities that are based on interaction with their mates. Only 16% responded by negation. These results signify that students can attain considerable benefits when using this type of activities; they have more chances to interact with their peers, express their ideas, and improve their linguistic and communicative competences.

Q11: Do you feel at ease when working cooperatively?

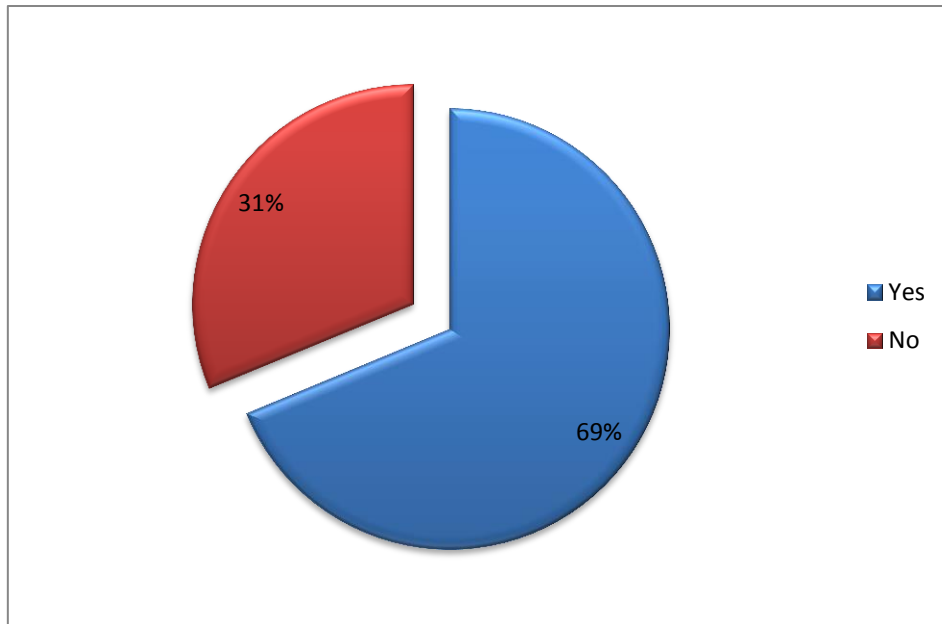


Figure 28: Students' Status in Cooperative Work

This question aims to diagnose the participants' status in cooperative work; whether they feel at ease when they work with their classmates or no. Among 80 participants, 55 with 69% claimed that they feel comfortable when working cooperatively. However, 31% of them responded negatively. The findings indicate that working in cooperation with peers creates a positive atmosphere which stimulates the learners to work hard, exchange knowledge, share different views, and build positive social relationships.

Q12: How do you feel when you provide your classmates with feedback?

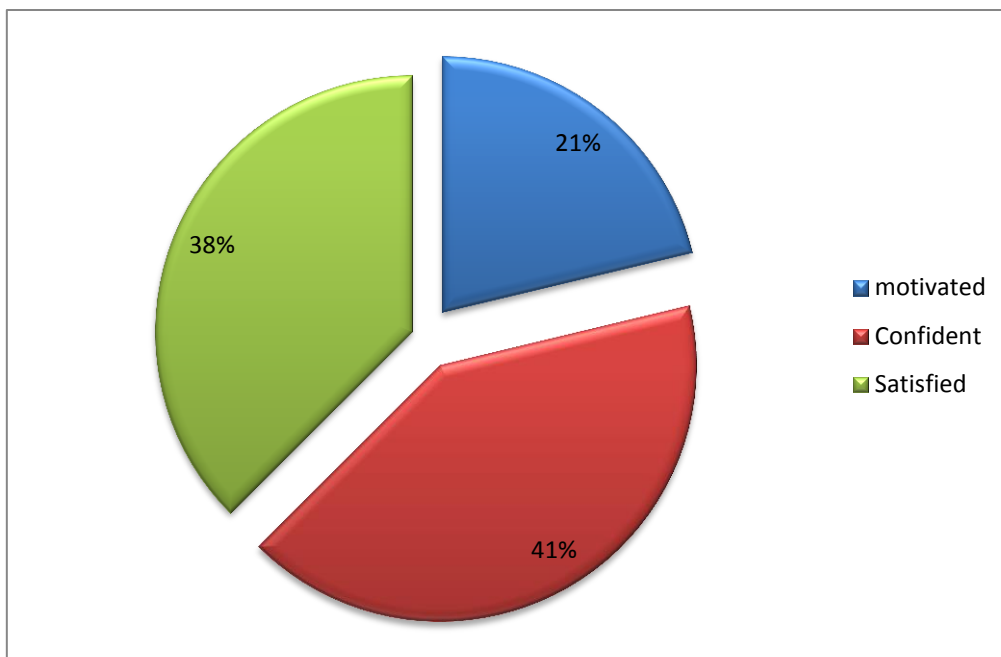


Figure 29: Students' Feelings when Providing Feedback

The purpose behind this question is investigating the impact of providing feedback to peers. The answers demonstrated in figure 29 show that 41.25% of the informants claimed that providing feedback to their peers makes them feel confident; while, 37.5% replied that it satisfies them. The remaining 21.25% responded that it makes them feel motivated. These results indicate that providing feedback to peers holds many advantages for learners.

Part Four: Students' Suggestions

Q13: Would you please add any comments or suggestions on how peer interaction can help in ameliorating oral proficiency?

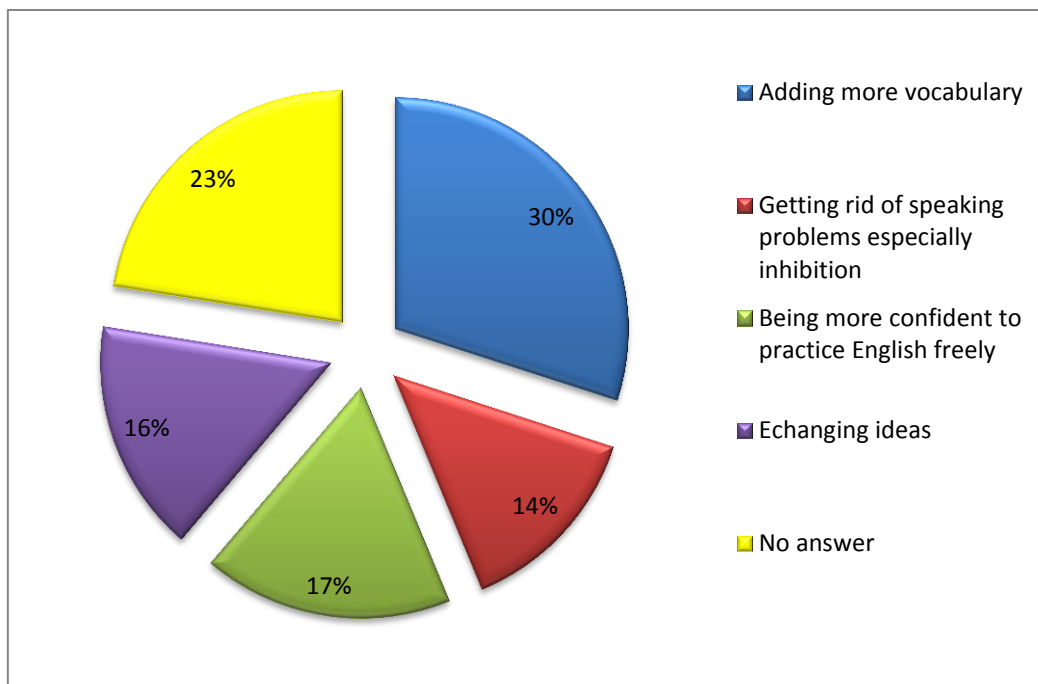


Figure 30: Students' Suggestions

This question is devoted to recognize learners' suggestions about the way peer interaction helps in enhancing their speaking skill. 77% of the students answered this question; whereas, 23% of them did not answer. Well, 30% of the sample proposed that interaction with peers adds more vocabulary to their repertoires. But, 17% appeared to be more interested in developing their communicative competence claiming that it helps them be more confident to practise the English language freely and fluently. 16% of the informants suggested that peer interaction paves the way for sharing and exchanging opinions. The remaining 14% argued that it is a helpful tool to decrease various speaking problems like inhibition, fear of being criticized, and anxiety. Hence, these findings confirm that students are aware of the importance of peer interaction in developing the oral production.

3.2.4 Discussion of Students' Questionnaire Results

Under the basis of the analyses of the students' questionnaire, many facts are revealed. The analyses show that most of the students independently chose English to be their field of study at university. This result interprets their voluntary enjoyable participation regardless of

their predominant average level which illustrates their desire to study English to improve it. However, the speaking skill seems to be difficult to the learners since they confirmed that they do face obstacles when practicing it. Most of these difficulties are psychological like shyness and lack of motivation, besides other pedagogical ones such as nothing to say about the topic discussed and their inadequate level.

In search for overcoming these hindrances, the learners suggest several ways. Besides practicing English, seeking help from teachers, and preparing before class, peer interaction based strategies seem to be the most widely preferred by the students. These findings illustrate their pleasant motives when working cooperatively, giving feedback, and sharing classroom talk with peers rather than with their teachers. Moreover, the positive response of the informants towards the efficacy of peer interaction confirms the learners' awareness towards this beneficial strategy in the amelioration of the speaking production.

On the whole, the results obtained from this questionnaire elucidate that the students are aware of the role of peer interaction in enhancing the speaking skill which gives evidence to our current research.

Conclusion

The present conducted study is concerned with investigating the effect of peer interaction in promoting learners' speaking skill. This chapter presented practical insights related to our assumption in which we analyzed, interpreted, and discussed the distributed questionnaires to both teachers and learners. In few words, all findings gathered strengthen the background thoughts of our research work. They confirm our assumed hypothesis which states that the use of peer interaction enhances learners' speaking proficiency.

GENERAL CONCLUSION

In the current globalization era, communication plays a vital role in the success of different fields. As English serves for international communication, speaking is considered as the most important skill among the four skills which EFL learners need to master the most. Nevertheless, this skill seems difficult to be improved. For this purpose, we set an assumption about using peer interaction as a strategy that would help students in overcoming learning obstacles as well as acquiring and developing speaking ability.

The current work focuses on the development of learners' oral production through the use of peer interaction. The research is composed of two theoretical chapters in which we explained the two variables in details; speaking and peer interaction, and one practical chapter in which we described the participants, methods, and results. In order to reach the ultimate aim of the research which is discovering teachers' and learners' views towards the effectiveness of peer interaction in enhancing speaking, we selected questionnaires to both OE teachers and first year students as research tools.

By the results obtained from the analysis of the gathered data, we come to answer our research questions. We found that learners face both psychological and pedagogical difficulties in oral production, and that both teachers and learners are aware of the importance of peer interaction in decreasing them. Indeed, interacting with peers provides students with linguistic as well as communicative aspects. This confirms our hypothesis about the effectiveness of peer interaction in improving students' speaking skill.

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Appendices

Appendix I

Teachers' Questionnaire

Dear teacher,

This questionnaire is devised to shed light on the role of peer interaction in enhancing students' speaking skill. We would deeply appreciate your acceptance to help us in our research by answering the following questions. Your time and effort are greatly valued.

Part One: Background Information

1) Which academic degree do you hold?

a. Master ☐

b. Magister ☐

c. Doctorate ☐

2) How long have you been teaching oral expression to first year university students?

..... year(s)

Part Two: Teaching speaking

3) When teaching the speaking skill, which of the following methods do you adopt?

a. The Environmentalist method ☐

b. The Innatist method ☐

c. The Interactionist method ☐

4) Do you find teaching the speaking skill a difficult matter?

a. Yes ☐

b. No ☐

5) How can you describe first year students' speaking level?

a. High ☐

b. Average ☐

c. Low ☐

6) Do you think that being a co-communicator is effective in improving learners' speaking skill?

a. Yes ☐

b. No ☐

7) Do your students participate?

a. Yes ☐

b. No ☐

8) If you answered by no, what are the most common problems encountered by students?

e. Shyness ☐

f. Lack of motivation ☐

g. Nothing to say ☐

h. Poor English level ☐

9) Do you oblige them to participate?

a. Yes ☐

b. No ☐

10) If yes, how you do that? Is it by:

d. Using interaction-based tasks ☐

e. Choosing interesting topics ☐

f. Others, please specify:

☐

.....

.....

.....

Part Three: Peer Interaction

11) In your view, is peer interaction effective in enhancing learners' speaking skill?

a. Yes

☐

b. No

☐

12) Do you think that applying peer interaction minimizes learners' shyness?

a. Yes

☐

b. No

☐

13) Would you please state why?

.....

.....

.....

14) Do you think that applying peer interaction maximizes learners' autonomy, self-esteem and participation?

a. Yes

☐

b. No

☐

Please, justify your answer:

.....

.....

.....

15) What is the type of assessment you mostly use when evaluating learners' speaking?

a. Teacher-student assessment ☐

b. Student-student assessment ☐

Part Four: Teachers' Suggestions

16) Please, add any suggestions you see relevant to the aim of the questionnaire.

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Your collaboration is highly appreciated

Appendix II

Students' Questionnaire

Dear student,

This questionnaire is part of our research work which is about the role of peer interaction in enhancing students' oral proficiency. We would be so grateful if you devote some of your time to answer all parts of this questionnaire. Your help is of great importance for the completion of this work.

Please, put a tick (✓) in the corresponding box (es) and we would be most grateful if you justify your answers whenever needed.

Part One: Background Information

1) Your choice of studying English at university was :

a. Personal ☐

b. Imposed ☐

Part Two: The Speaking Skill

2) How do you describe your level in English?

a. High ☐

b. Average ☐

c. Low ☐

3) Do you participate in the speaking sessions?

a. Yes ☐

b. No ☐

4) If yes, then your participation is:

a. Your own choice ☐

b. Obligated by the teacher ☐

5) Do you face difficulties when speaking English?

a. Yes ☐

b. No ☐

6) If yes, which of the following problems are mostly faced?

a. Shyness ☐

b. Lack of motivation ☐

c. Nothing to say ☐

d. Poor English level ☐

7) What solutions do you suggest to overcome those problems? (you may tick more than one option)

f. Prepare talk before class ☐

g. More practice out class ☐

h. Teacher's aid and support ☐

i. Interacting with peers ☐

j. More, please specify: ☐

.....

.....

.....

Part Three: Peer Interaction

8) What type of interaction do you prefer the most?

a. Student-teacher interaction ☐

b. Student-student interaction ☐

9) Do you think that regular interaction with peers is efficient in improving your oral performance?

a. Yes ☐

b. No ☐

10) Do you participate when using interaction-based activities in the classroom?

a. Yes ☐

b. No ☐

11) Do you feel at ease when working cooperatively?

a. Yes ☐

b. No ☐

12) How do you feel when you provide your classmates with feedback?

a. Motivated ☐

b. Confident ☐

c. Satisfied ☐

Part four: Students' Suggestions

13) Would you please add any comments or suggestions on how peer interaction can help in ameliorating oral proficiency?

.....

.....

.....

.....

Thank you for being helpful

Résumé

Au cours des dernières décennies, il y a eu une quête dans l'acquisition de langues étrangères et secondes pour trouver les meilleurs moyens d'enseignement et d'apprentissage. L'accent a été mis sur l'anglais en raison de son état promenant. L'anglais est désormais la langue la plus utilisée dans le monde. Pour cette raison, apprendre à le parler couramment et avec précision est devenu certainement exigé. Dans une tentative de pratiquer la compétence orale, cependant, les apprenants de l'anglais comme langue étrangère se heurtent à de nombreux obstacles dus à la difficulté de la compétence orale. Par conséquent, l'objectif ultime des enseignants consiste à pousser les élèves à parler malgré leurs difficultés et à les aider à réduire ces problèmes. À cet égard, les travaux de recherche actuels présentent l'utilisation d'interactions régulières avec les pairs comme moyen de promouvoir la parole. L'objectif principal de cette étude est de découvrir les perceptions des enseignants et des apprenants quant à l'efficacité de l'interaction entre pairs pour améliorer la parole. Donc, on émet l'hypothèse que si les élèves interagissaient les uns avec les autres, leur capacité à parler serait améliorée. Notre recherche est donc composée d'un cadre théorique contenant deux chapitres; la parole et l'interaction avec les pairs, outre une pratique dans laquelle nous avons mené une étude de recherche descriptive à l'Université de Mila. Nous avons pris des étudiants de première année comme étude de cas. Deux questionnaires sont tenus pour étayer l'hypothèse de recherche; un questionnaire est distribué aux professeurs d'expression orale et l'autre s'adresse aux apprenants. L'analyse des résultats a révélé que les élèves apprennent mieux lorsqu'ils travaillent dans des environnements collaboratifs avec la mise en œuvre d'activités d'interaction entre pairs comme des jeux de rôle, des discussions et des débats, et la résolution de problèmes qui, à leur tour, ouvrent la voie à une communication réussie. En conséquence, ces données indiquent que les enseignants et les apprenants sont conscients de l'efficacité de l'interaction entre pairs pour améliorer la parole.

ملخص

على مدى العقود القليلة الماضية، كان هناك بحث في اكتساب اللغة الأجنبية واللغة الثانية لإيجاد أفضل طرق التدريس والتعلم. لقد تم التركيز كثيرا على اللغة الإنجليزية نظرا لمكانتها البارزة إذ تعتبر الآن اللغة الأكثر استعمالا في جميع أنحاء العالم. لهذا السبب أصبح تعلم كيفية التحدث بها بطلاقة ودقة أمرا مطلوبًا بالتأكيد. يواجه متعلمو اللغة الإنجليزية كلغة أجنبية العديد من العوائق عند ممارستهم لمهارة التحدث نظرا لصعوبتها. وبالتالي فإن الهدف النهائي للمعلمين يكمن في دفع الطلاب للتحدث على الرغم من الصعوبات التي يواجهونها إضافة إلى مساعدتهم على الحد منها. في هذا الصدد، يعرض بحثنا الحالي استخدام التفاعل المنتظم مع الأقران كوسيلة لتعزيز التحدث حيث أن الهدف الرئيسي من هذه الدراسة هو اكتشاف آراء المعلمين والمتعلمين تجاه فعالية تفاعل الأقران في تحسين التحدث. لذلك افترضنا أنه إذا تفاعل الطلاب مع بعضهم البعض، فسوف تتحسن مهارتهم في التحدث. يتكون بحثنا من إطار نظري والذي بدوره يتكون من فصلين؛ التحدث والتفاعل بين الأقران، إلى جانب إطار عملي قمنا فيه بإجراء دراسة بحثية وصفية في جامعة ميلة، إذ أخذنا طلاب السنة الأولى كعينة لدراستنا. قمنا بعمل استبيانين لإثبات فرضية البحث حيث وزعنا أحدهما على معلمي التعبير الشفهي بينما الآخر على المتعلمين. كشف تحليل النتائج أن الطلاب يتعلمون بشكل أفضل عندما يعملون في ظل ظروف تعاونية مع تنفيذ أنشطة تفاعل الأقران مثل لعب الأدوار والمناقشات و حل الاشكاليات التي بدورها تسهل حدوث تواصل ناجح. و على هذا الأساس تشير هذه البيانات إلى أن كل من المعلمين والمتعلمين يدركون مدى فعالية تفاعل الأقران في تحسين التحدث.