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Enhancing Foreign Language Learners'Oral Proficiency Through Peer Interaction

The Case of Third Year Students of English at Biskra University

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

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Dedication

I dedicate this dissertation to,

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

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

My lovely sisters : Djihad, Fatima, Naima

All my brothers : Saleh, Mostafa, Samir, Djilani

My dearest niece : Alae El Rahmane

My dearest aunt : Mebarka

My friends with whom I shared university life with its lights and shadow

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Abstract

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

List of Abbreviations

EFL : English as a Foreign Language

FL : Foreign Language

L2 : Second Language

LMD : License/ Magister /Doctorate

SLA : Second Language Acquisition

TEFL : Teaching English as a Foreign Language

TL : Target Language

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General Introduction

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

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

1. Aims of the Study

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

The main aims of the present study is to :

1) Show the impact of using peer interaction as a teaching technique in order to ameliorate learner's oral proficiency.

2) Highlight psychological positive effects on EFL learner's oral proficiency.

3) Show the importance of this technique in the teaching of English in general and the

speaking skill in particular.

2. Statement of the Problem

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

3. Research Questions

In this research, we will try to answer the following key questions :

1) How is peer interaction effective in the improvement of learner's oral proficiency ?

2) Does peer interaction help EFL learners to achieve better level at speaking ?

3) Does peer interaction boost learners to communicate   in English ?

4. Hypothesis

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

5. Research Methodology

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

6. Structure of the Dissertation

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

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

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

Chapter One : The Speaking Skill

Chapter One

The Speaking Skill

Introduction

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

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

1. Definition of Speaking

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

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

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

Luoma (2004 :1) argues that " speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." Speaking as a productive skill is not an esay task it takes a long time to develope it.

According to Kayi (2006), speaking means the gap between the linguistic expertise and teaching methodology. This means, linguistic expertise is concerned with the language structure and content. For widdowson (1994), speaking is the active production skill and use of oral production. It is the capability of someone to communicate orally with others.

2. The Nature of Speaking

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

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

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

3. The Rationale behind Speaking

3.1. Speaking for Learning

Speaking is viewed as an important skill and difficult in FL learning, it is not an easy task to developed it requires a lot from both teachers and learners. MacCarthy (1972 :2) says that:

when people arelearning tospeak a language, they are concerned mainly with two
hings, first, knowing what to say-what words and phrases to use at any given
moment, in any given situation and second, being able to say it-able to perform the
required actions,the moment necessary , for saying those words and phrases.

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

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

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

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

3.2. Speaking for Communication

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

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

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

> 1. To achieve accuracy in grammatical forms of the language
> 2. To select appropriate vocabulary and its pronounciation accurately

3. To use the phonological aspects such as : stress, speed, intonation, rythm to express meaning.

4. To build a rang of vocabulary.

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

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

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

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

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

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

5. Fluency : is considered the main feature in foreign language which is related with language production which rserverd for speech, it is the ability to connect unites of speech without strain or inappropriate slowness. It helps learners

1.To deal with the information gap of real discourse.

2.To process language and respond appropriately with a degree of ease

3.To be able to respond with resonable speed in real time

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

1. The ability to articulate phonological features of the language comprehensibly.

2. Mastery of stress, rythm, intonation patterns.

3. An acceptable degree of fluency.

4. Transactional and interpersonal skills.

5. Skills in taking short and long speaking turns.

6. Skills in the managment of interaction.

7. Skills in negotiation of meaning.

8. Conversational listening skills.

9. Skills in knowing about and negotiation purposes for conversations.

10. Using appropriate conversational formulae and fillers.

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

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

4. Elements of Speaking

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

4.1. Language Features

To speak effectively there are some elements which are very important for learners, in order to speak fluently these following elements are necessary for an effective speaking :

4.1.1. Connected Speech : effective english speakers shoud produce more sounds   not only phonems.In connected speech, these sounds can be modified (assimilation), omitted (elision), added (linking r), or weakned.The teacher should engage them in oral activities specifically in order to develop their connected speech .

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

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

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

4.2 .Mental and Social Proceesing

   The important processing skills of speaking which are :

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

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

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

 5. Functions of Speaking

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

5.1 .Talk as Interaction

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

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

5.2. Talk as Transaction

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

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

5.3.Talk as Performance

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

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

6. Activities to Promote Speaking

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

According toThornbury(2005) , these activities are :

6.1. Information Gap- Activity

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

6.2.Presentation and Talks

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

6.3. Disccusions and Debates

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

6.4. Problem -Solving Activities

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

-Rescue

This tasks takes 10 to20 minutes and it divides into three steps : the first step, the explaines the problem that will be solved such as :" the earth is droomed.All life is going to perish in two days due to radiation. A spaceship from another solar system lands and offers to rescue tweleve people , who could start a new world on empty planet very much like earth.Imagine you are the selection committe and you have to decide who may be rescued .Think of a list of criteria which you would use in your decision ". In second step, students discuss the problem and tries to solve it and the third step, each students present thier lists of criteria and discuss them.

-Something for every body

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

6.5. Acting from a Script

Harmer (2001) states that students are asked to act out scenes from plays or from their coursebooks, also they perform dialogues in front of the class. Harmer discussed some issues that should be take into consideration in order to get effective resultes which are : Do not choose the shyest students to perform in the class, try to creat enjoyable atmosphere

in the class, give students time befor they ask them to perform a drow attention to appropriate stress , intonation and speed by giving them a practice before they act their final performances.

6.6. Communication Games

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

6.7. Role Play and Simulations

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

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

6.8. Oral Reports

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

6.9. Questionnaires

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

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

7. Characterstics of Speaking Performance

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

7.1. Fluency

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

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

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

Many second language learners think that fluency is to speak fast that is why they start speak quickly wthout making pauses. Thornbury (2005) reports that speed is the important elements of fluency and pauses also because speakers when they speak they neet to take a breath, native speakers need to make pauses in order to make others understand what they said .However , this   pause   indicates that the speaker has a problem of speaking , Thornbury called this 'trick' or production strategies which means the ability to fill the pauses . Some of pauses fillers are : 'uh', 'um' , also there are some vaguness expressions

such as : ' short of ' and ' I mean' , reputation is considered as a type of filling pauses which is used when there is pauses.

7.2. Accuracy

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

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

7.2.1. Grammar

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

Thornbury (2005) descibes the features of spoken grammar :
- Clauses is the basic unit of construction .
- Clauses areusually added (co-ordinate).
- Head +body +tail construction .
- Direct speech favoured.

- Vaguness tolerated.
- Alot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompletion, syntacyic blendeds).

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

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

7.2.2. Vocabulary

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

- To know lexical items of different types.
- To know the limitation onthe use of words according to their different functions and situation.
- To know the semantic value of words .
- knowing the different meanings which is related to the words .

There are two types of vocabulary functions and content words . Functions which includes articles, preposition, pronouns, conjunctions and auxiliaries which belongs to grammatical feature of language. Whereas content words, includes , adjectives , adverbs that have meanings and modify the words in sentences.

7.2. 3.Pronounciation

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

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

8. Speaking Difficulties

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

8 .1.Inhibition

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

Bowman et al.(1989) argue that in teaching speaking teachers should allow students to speak in front of their classmates in order to be able to express themselves without being hesitated because anxiety affects learners to improve their oral interaction.

8.2. Nothing to Say

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

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

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

8.3. Lower Uneven Participation

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

8.4. Mother Tongue Use

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

9. Characteristics of Successful Speaking Activity

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

9.1.Learners Talk a Lot : as much as possible the acitivity is occupied by learners but sometimes is taken up with teacher.

9.2.Participation is Ueven : classroom discussion is not only dominated by talkative learners all students have a chance to talk, to participate in the class.

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

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

10. Teaching Speaking

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

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

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

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

The teacher 's role, in this task is to inform learners about the basic elements that assist them to improve their speaking abilities which are ; grammatical rules and senteence formation, to correct their mistakes and rduce their shortcoming.

Despite of this activity gives students with an extensive training of language linguistic competence but they can not express their thoughts, idaes because the teacher control their answers.

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

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

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

Stage 3 : Free Oral Production : after meaningful stage. In this stage, learners are ready to talk, express their ideas, thoughts without help from teacher. The teacher attracts students' attention to participate, he must use techniques like free discussion that he prepared in advance, otherwise, itcannot be sucessful in order to have a sucessful discussion must be by teacher and student.

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

11. Principles of Teaching Speaking

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

➢ Teacher shoud know thedifference between second and foreign language.
➢ Teacher should give students opportunities to fractice fluency and accuracy.
➢ Teacher should devide students into smallgroups that gives them a chance to speak
➢ Teacher should preapared his activities in advance which involves negotiation.
➢ Teacher should desigh activities that requires guidance and practice in interactional speaking.
➢ Teacher should provide written feedback : that 's great, it is good work.

> ➢ Teacher should invole speaking activities not only in the classroom but outside the class with student's parents
> ➢ Teacher should control their students in order to ensure that they are on the right track and help them if they need.
> ➢ Teacher give students much time to speak in the classroom.

In teaching speaking, English teachers shoud know that they are dealing with students who have different abilities, level of thinking, expectations, background knowledge also different learning style.English teachers should creat a classroom envirment where students have real situation to discover the difficulties they face them when they express themselves .Therefore, teacher should vary their appraoch and gives chances as much as possible in order to make all students find something to hold on and developed.

12. The Role of The Teacher

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

12.1.Prompter

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

12.2.Participant

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

12.3.Feedback Provider

The teacher provides feedback in speaking activities to their students when they are in the middle of activity and over correction that may inhibit them and take the

communicativeness out of the activity . On the other hand , positively and encouraginly
correction may get students out of difficult misunderstanding and hesitation .

13. The Relationship between Speaking and Listening

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

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

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

Concerning the connection between speaking and listening, Anderson and Lynch (1988 :15) say that"a carefully prepared l2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he recieves. For the l2 learner in conversation, he needsto be skilled as both speaker and listener".

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

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

knowledge also should explain that listening an essential elelement in the process for aquiring a foreign language.

14. Assessing Speaking

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

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

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

Conclusion

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

Chapter Two

Peer Interaction

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Peer Interaction

Introduction

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

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

1. Definition

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

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

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

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

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

Kagan also believes that peer interaction benefits students in many ways, mainly in thier level of confidence, motivation, and sens of achievement.

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

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

2. Input, Output and Interaction

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

2.1. Input

Is what learners recieve from those who interact with them, in other words is the language which learners are exposed to, it is aknowledge in second language acquisition for input to be comprehensible there two conditions : input should be available to the learners and set up to internal mechanisim to account how L2 is processed (Ellis :1985cited in , Zhang2009) .Krashen(1985cited in , Zhang :2009) states that input has great impact on SLA, Krashen's hypothesis about input argues that SLA takes place when the learners understand the input, this input should be comprehensible also contains grammatical forms that i+1(i.e, means the learners present stage of acquisition and 1 symbolizes the more advanced input the teacher will provide the learners) , he argues that the right level of input is attained when learners succeed in uderstanding communication , in this respect , the input is the core of acquisition that means that L2 acquisition depends on cmprehensible input , the teacher's role is to provide their students with comprehensible input and he esures that they understand , gives them with listening , reading and writting materials.Corder (1967cited in, Zhang :2009) make a distunction between input and intake, he defines input what is available to the learners wherase intake what is internalized by

learners , input is the core of L2 acquisition and alone can not full in SLA until it gets involved in interaction .

2.2. Output

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

2.3. Interaction

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

   Allwright (1984 :156) regards that "interaction as the fundamental fact of classroom pedagogy because everything happening in the classroom happens through a process of live person -to- person interaction.*" That means during interaction students tried to generate output which as the source of input for others, during interaction there are some factors that can be on phonological, syntactic, vocabulary, contextual. Classroom

interactional can take different kinds of interaction such as : learner classroom interaction ; group work , teacher talk , the communicative language teaching theory reports that communication and interaction are the goal of learning language learning (Richards and Rodgers :1986). Interaction facilitates the learning of language and the target language forms, input and interaction may improve the natural route of SLA.

3. Aspects of Interaction

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

3.1. Negotiation of Meaning

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

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

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

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

Long(cited in ,Lightsbown,2006) suggested the main concepts of interaction hypothesis and its significance in TL language in the following :

- Interacational modification makes input comprhensible. Interacational modification boost acquisition .
- Comprhensible input devolop acquisition .

3.2.Communication Strategies

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

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

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

3.3. The Treatment of the Errors

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

- ❖ **Imprecision :** the teatcher dose not give detail   when learners make errors and maintain the same errors to indicate that errors has been made and reinforce to be corrected.
- ❖ **Inconsistency** : teachers correct stduents errors and do not do for others who make the same errors
- ❖ **Indirectness** : teachers do not like to inform thier students that they make errors they use it in direct way.

Recent researchers in errors treatment talk about negative evidence which is defined by (Long :1996 quoted in, Ellis and Barkhuisen2005 :169) "as input that provides direct or indirect evidence of what is grammatical ".Negative evidence used by teachers in order to correct learners 'errors.Long considered it as an important aspect because it assists learners to distinguish between interlanguage and TL construction .

4. Mangement of Interactive Learning

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

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

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

5. Types of Peer Interaction

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

5.1 .Peer Tutoring

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

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

5.2. Peer Assistance

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

5.3. Peer Instruction

It is defined as an instructional method ; it aimes at engaging students during lectures by focusing attention on underlying concepts (Vandjik,Vanderberfand, Vankueluelen2001), the teacher provides some key pionts about lectures and students are required to answer the questions individually, students in this type work in small groups.

5.4 .Peer Grouping

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

5.5. Peer Reviewing –Editing

This type requires writting process, students correct each others' writting and the teacher is free from the task of reading and editing each students writting.

5.6. Peer Modeling

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

5.7. Peer Questioning

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

❖ **Strategic Questioning** : students are provided with strategy in order to solve problem.

❖ **Pairs Squared** : imroving resoning skills. In guided reciprocal peer questioning, teacher constructed peer interaction that increase high level of cognitive and question are provided in the form of formatted question .

Also there is another type of peer interaction which is :

5.8. Learner-Learner Interaction

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

6. Advantages of Peer Interaction

Peer interaction has a number of benefits :

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

7. Developing Interaction among Learners

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

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

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

> The use of communicative activities that creats interaction among learners.

8. Communicative Activities and Peer Interaction

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

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

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

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

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

- **Sharing Information with restricted cooperation** : it requires interaction between two students , that one learners has information and others try to find it , this interaction between learners is as a form of questionnaire in which the knower is not allowed to cooperate and provides information only in a suitable cue.
- **Sharing Information with unrestricted cooperation** : this activity aimes at increasing communication to be improved and reducing the conventions that restricted conventions between students, it helps to use language for the sake of clarification.
- **Sharing Processing information** : Littlewood (1981) states that this activity deals with discussion, evaluating, analysing, the information that solve problems . It helps learners to develop their their abilities and communicate with others, discuss issues.
- **Processing Information** : it occurs indiscussing andevaluating facts in oerderto solve problem and this task is like problem solving and most of problem solving is used as a the essential for discussion.

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8.2. Social communicative activities

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

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

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

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

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

9. Roles of Communicative Activities

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

- **They provide whole task** : real practise of language through differentkinds of communicative activities structured in order to suit learners ' their level of capacity.
- **They improve motivation** : the goal of foreign language learners is to take part in communication with their peers but not only learn structure, if they can see language that means that their motivation.
- **They allow natural learning :** learning foreign language through communicative activities that allow learners to use language in natural process.

- **They can creat a context which support learning :** communicative activities provides apportunities for positive personal relationship to develop betwen teacher and students because this relationship assist to creat enjoyable and comfortable atmosphere in the classroom.

10. Peer Feedback

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

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

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

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

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

Peer feedback is very useful because it assist to " sharpen (learners) own listening skills" (Celce-Murcia et al., 2000). That means that when learner can not correct his mistakes the teacher allows other learners to correct. Working into small groups is very helpful for structuring peer feddback. Nicol and Macfarlandick (2006) claims it serves asa form of assessment, designed to improve and accelerate leaening target language , they argue good feedback rquires the following :

- Facilitate the development of self-assessment and reflection about language.
- Gives teacher's information that help him to shap teaching
- Encourage both teacher and students conversation which develop speaking ability.

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

10. 1. Advantages of Peer Feedback

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

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

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

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

11. Peer interaction and L2 Development

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

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

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

12. Approaches of Peer Interaction

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

12.1. Sociocultural Approach

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

knowledge structured by participants in real contexts, this approach focuses on how students interact with their peers.

12. 2.Task Based Language Learning

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

12.3. Strategy -Training

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

13. The Importance of Small Groups

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

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

This means putting learners into groups can change their behaviour and encourage them to adopt with the external world . Turner piont that change comes from the social

influence , to explain that , when learners interact with their peers , they can share ideas, maitain social relationship , help each other . Putting students in small group is a useful way in which the interaction can occur , where the adjustment of behaviour are allowed and learners enjoy andcommunicate with their peers , raise the ability to acquire the language , it also connect between students' skills.

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

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

14.Cooperative Learning

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

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

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

Conclusion

   To conclude, we can say that peer interaction plays a great role in improving EFL learners' oral interaction and achieve their communicative purpose, it is a strategy that used in which learners are splited into small groups in each group learers are totallty different in their understanding , level of thinking each group member is not only responsible for material but to ensure that everyone is understand .

Chapter Three: Field Work: Analysis and Interpretation of Teachers' and Students' Questionnaire

Chapter Three

Analysis and Interpretation of Teachers' and Students' Questionnaire

Introduction

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

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

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

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

1. Analysis and Interpretation of the Students' Questionnaire

1.1. The Sample

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

1.2. Description of the Questionnaire

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

Section One: aims to gather information about the students' back ground information. It contains four questions concerning the students' gender, age, English choice, level.

Section Two: is concerned with the students' views towards the speaking skill. It contains five closed ended questions.

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

1.3. Analysis of the Results

Students' Questionnaire

Section One: General Information

Question item1: Gender

    a-Male
    b-Female

Option	Number	Percentage
a	4	8
b	46	92
Total	50	100

Table 1: Students' Gender
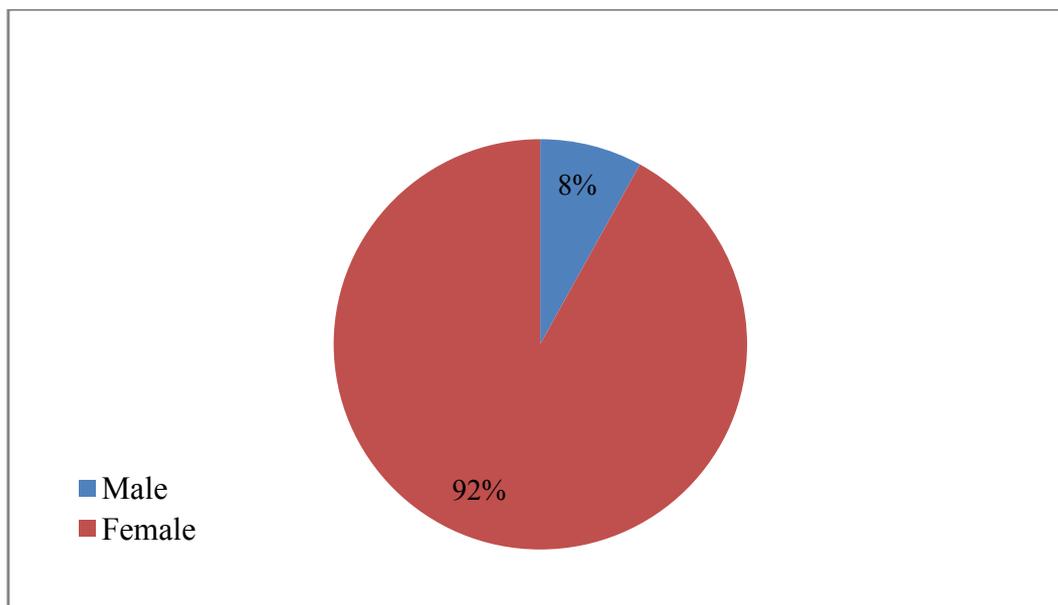
Figure1: Students' Gender

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

Question item2: Age

  a-20-25

 b-25-30

 c-More than 30

Option	Number	Percentage
a	48	96
b	1	2
c	1	2
Total	50	100

Table 2: Students' Age
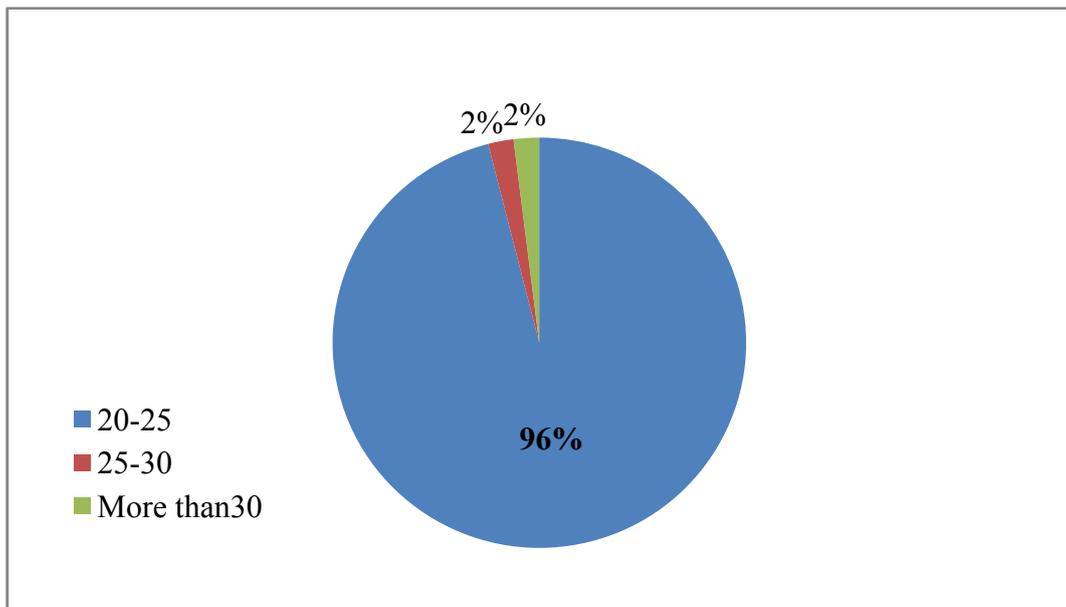
Figure 2: Students' Age

According to the results shown in the table above, we notice that (96%) of the students are between 20-25, while (2%) of the students are between 25 and 30; the same percentage (2%) also represents the students who are more than 30.

Question item 3: your choice to study English is:

a-Personal choice

b-Imposed

Option	Number	Percentage
a	44	88
b	6	12
Total	50	100

Table 3: Students' choices for studying English
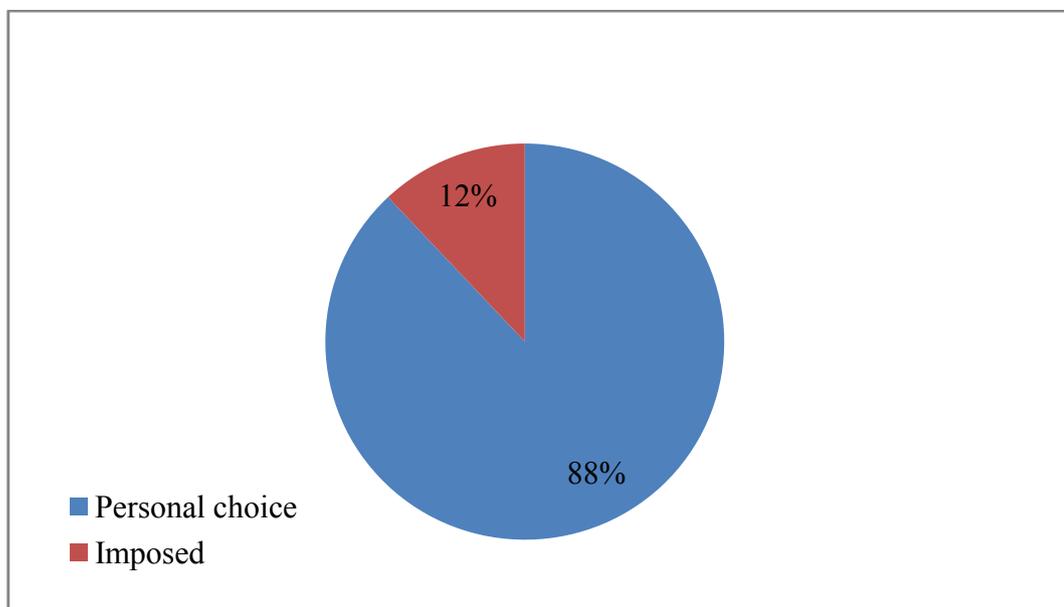
Figure 3: Students' choices for studying English

The table above indicates that (88%) of the target population have chosen to study English by their own choice, while only (12%) their choice of English was imposed.

Question item 4: How do you assess your present level at English?

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

Option	Number	Percentage
a	23	46
b	1	2
c	26	52
d	0	0
Total	50	100

Table 4: Students' Level at English
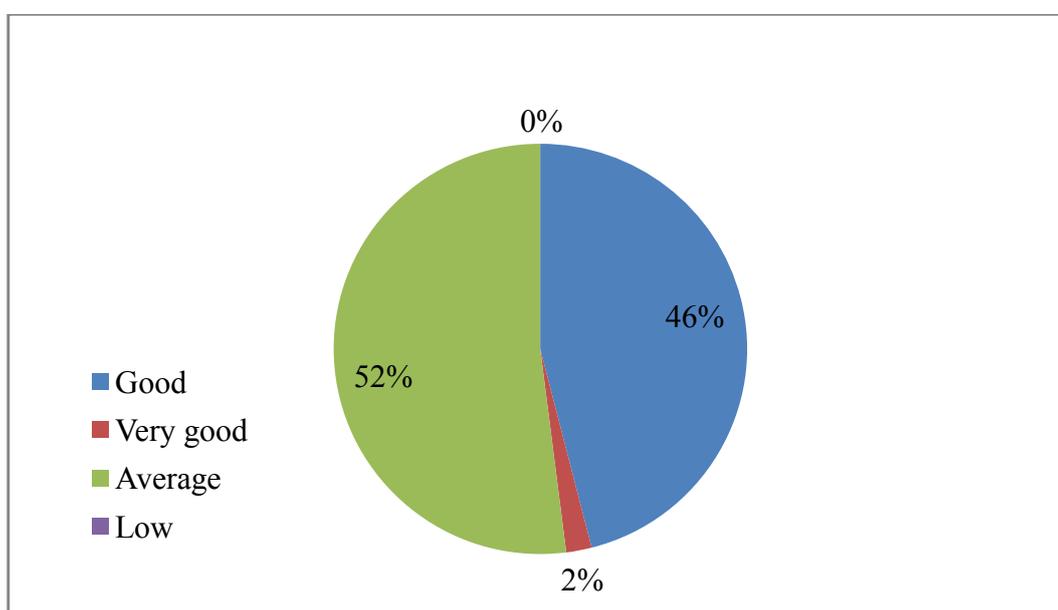
Figure 4 : **Students' level at English**

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

SectionTwo: The Speaking Skill

Question item 5: How do you find speaking?

    a-Easy

    b-Difficult

Option	Number	Percentage
a	29	58
b	21	42
Total	50	100

Table 5: Students' attitude towards speaking
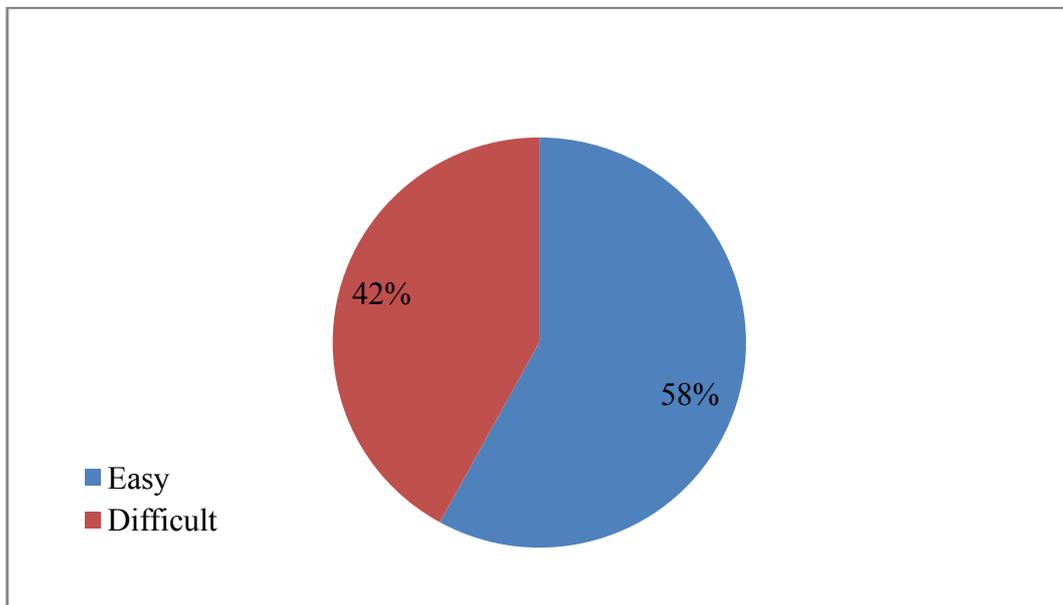
Figure 5: Students' attitude towards speaking

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

Question item 6: How often do you participate in the classroom?

    a- Always

    b- Sometimes

    c- Never

    d- Rarely

Option	Number	Percentage
a	7	14
b	30	60
c	1	2
d	12	24
Total	50	100

Table 6: Classroom participation
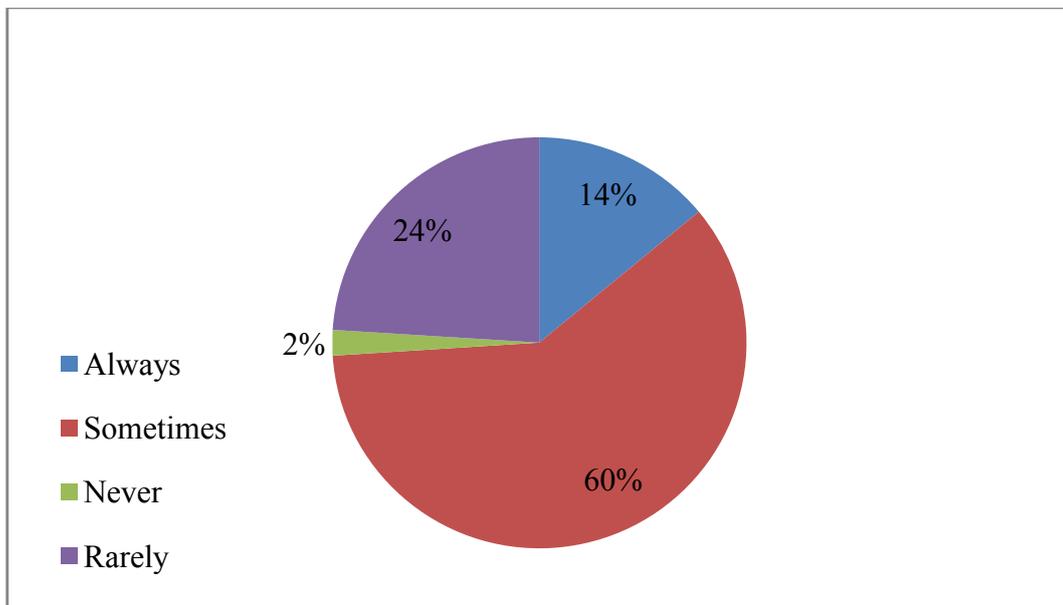
Figure 6: Classroom participation

Most of the learners answer with "sometimes" (60%), while (24%) of the students respond with "rarely" in addition to that, there is (14%) of the students who always participate. Only (2%) of the students do not participate at all.

Question item 7: Which of the following language skills is the most important?

 a-Speaking

 b-Listening

 c-Reading

 d-Writing

Option	Number	Percentage
a	16	32
b	17	34
c	8	16
d	9	18
Total	50	100

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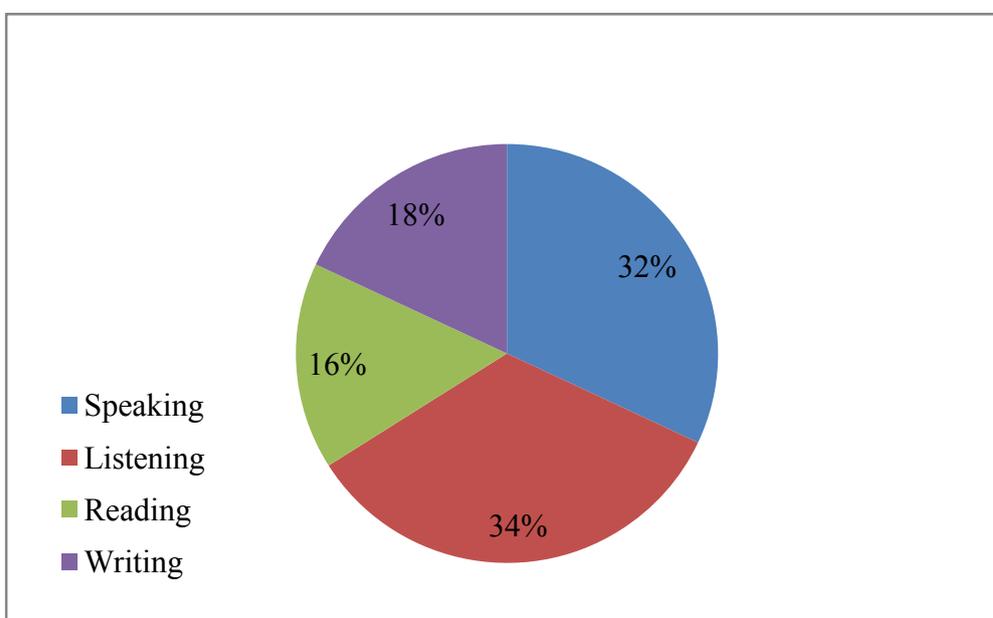
Figure 7: The most important language skills

The table indicates that (34%) of the students consider listening as the most important language skill, in addition to (32%) see that speaking as the most important one. While (18%) of the students think that writing is the important skill, (16%) give the priority to the reading skill.

Question item 8: Do you think your weakness in the speaking skill is due to the lack of:

a-Vocabulary

b-Pronounciation (Phonology)

c-Grammar

Option	Number	Percentage
a	28	56
b	6	12
c	16	32
Total	50	100

Table 8: Students' attitude towards their weaknesses
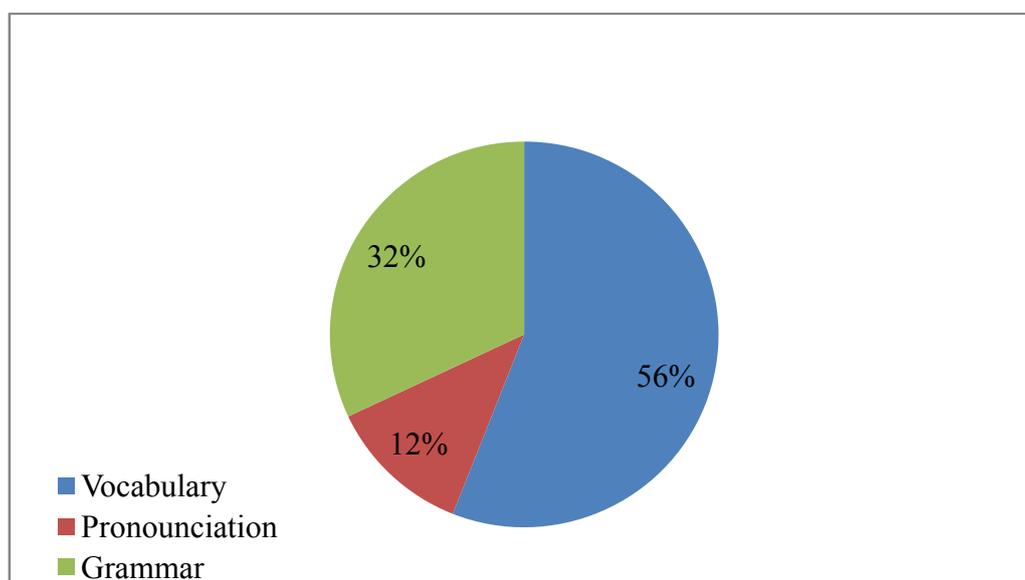
Figure 8: Students' attitude towards their weaknesse

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

Question item 9: In the classroom, you are:

a-Silent

b-Talkative

Option	Number	Percentage
a	32	64
b	18	36
Total	50	100

Table 9: Learners' situation in the classroom
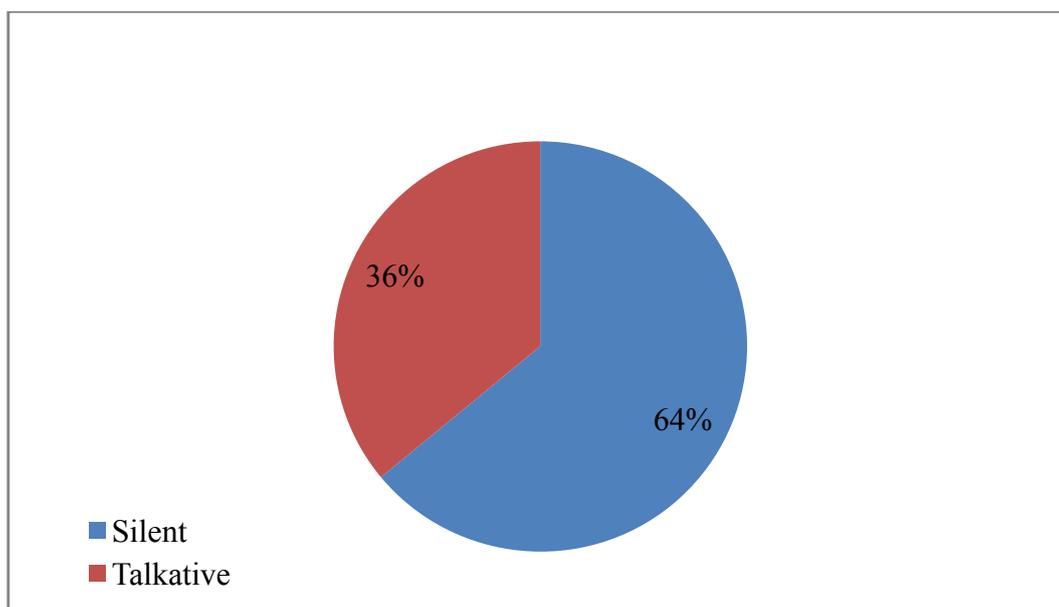
Figure 9: Learners' situation in the classroom

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

Section Three: Peer Interaction

Question item 10: Do you prefer working in:

   a-Groups

   b-Individually

   c-Pairs

Option	Number	Percentage
a	14	28
b	15	30
c	21	42
Total	50	100

Table 10: **The way learners work in the classroom**
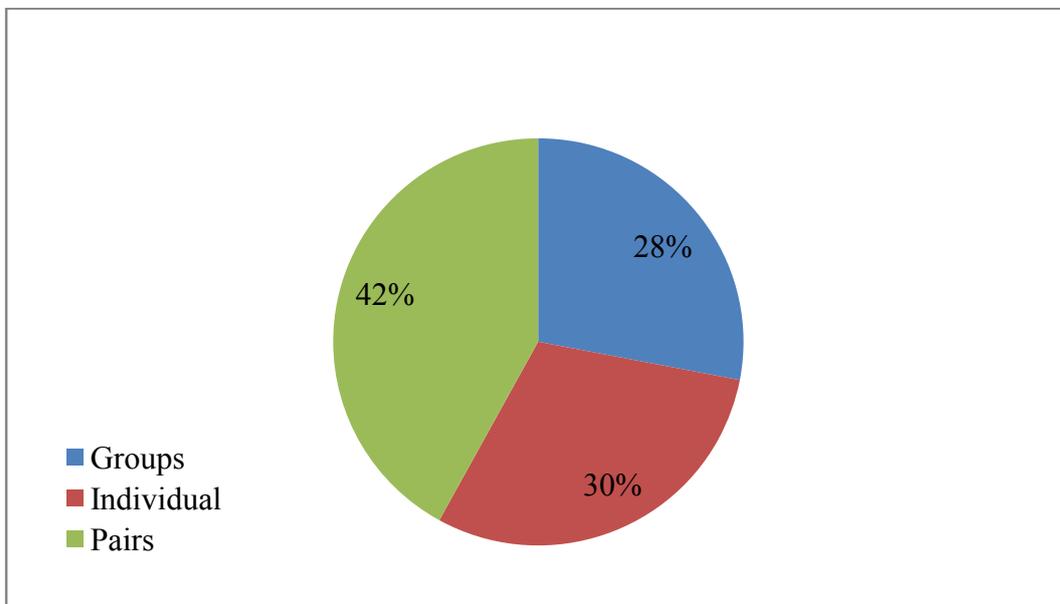
Figure 10: **The way learners work in the classroom**

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

Question item 11: In your opinion, do you prefer to:

a-Listen to teacher explanation

b-Interact with learners.

Option	Number	Percentage
a	44	88
b	6	12
Total	50	100

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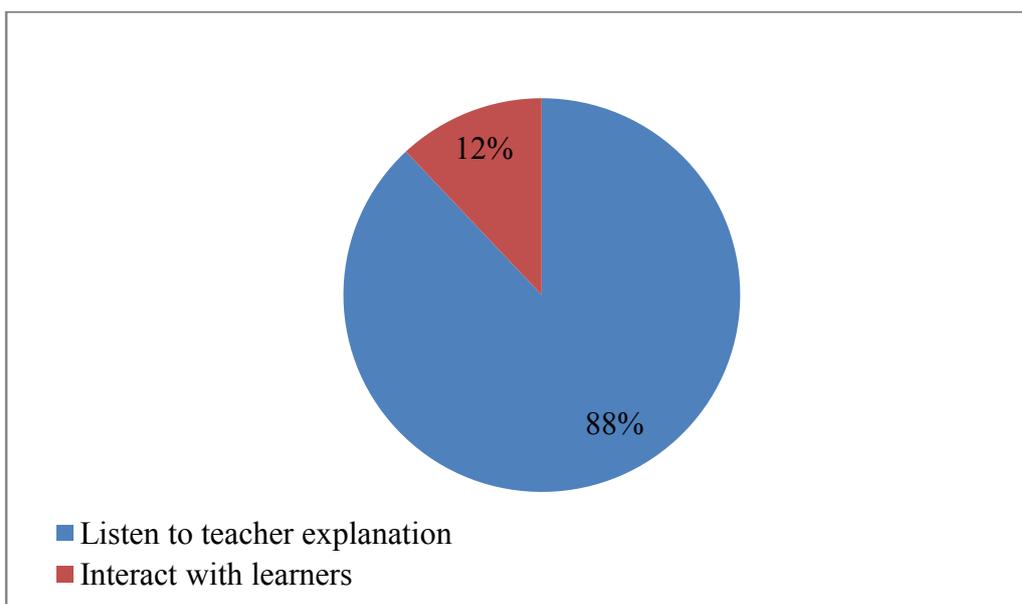
Figure 11: **Learners preference in the classroom**

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

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

a-Yes

b-No

Option	Number	Percentage
a	43	86
b	7	14
Total	50	100

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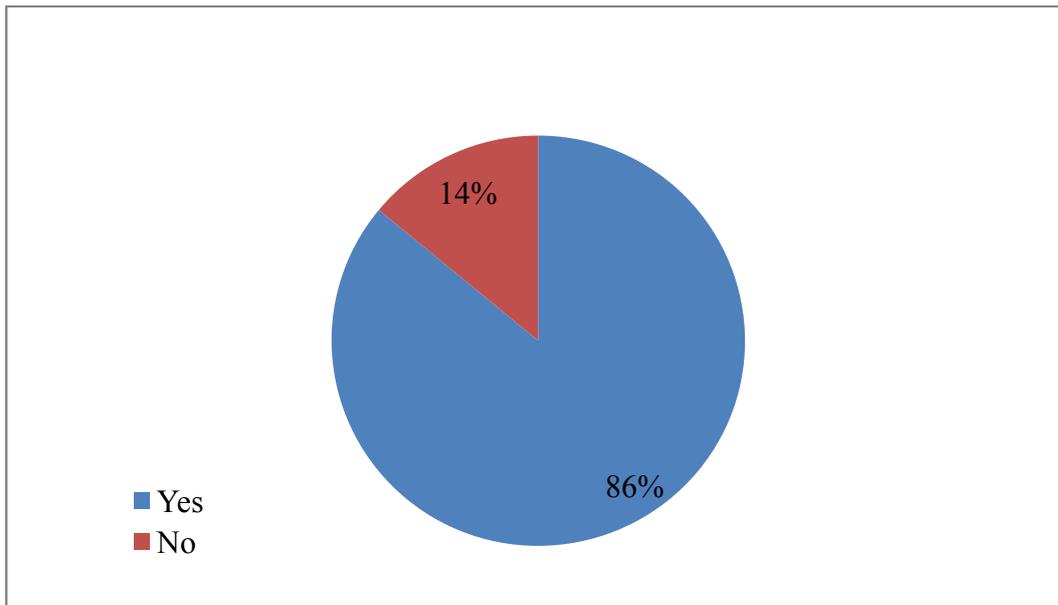
Figure 12: Students' opinions towards correlation between interaction and improving speaking skill

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

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

a-Difficult

b-Easy

Option	Number	Percentage
a	11	22
b	39	78
Total	50	100

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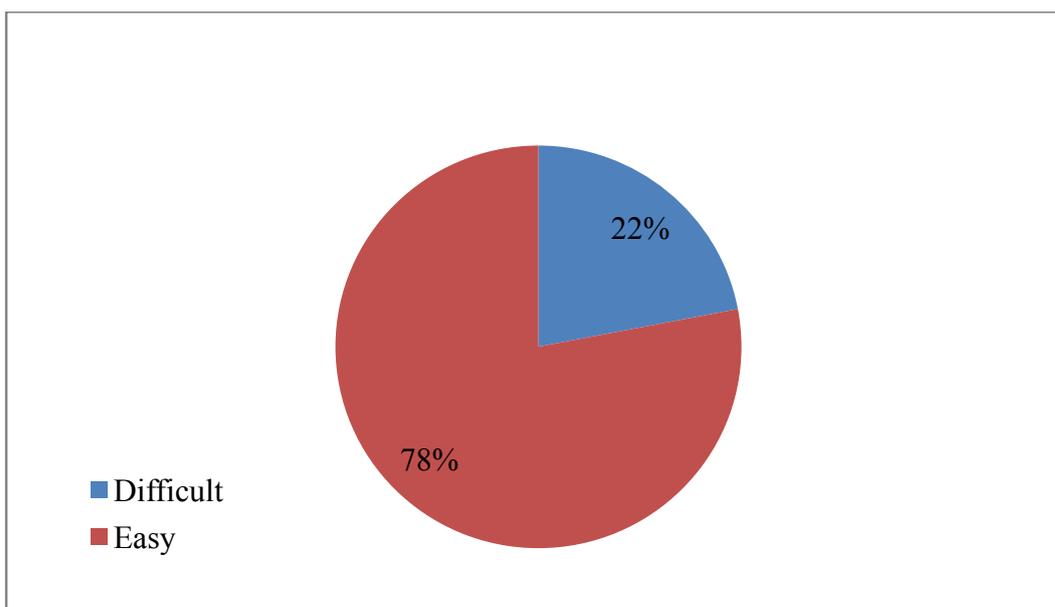
Figure 13: Students' opinions towards the easiness or difficulty of interaction with their classmates

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

If difficult, say why?

Justification:

From those who said difficult (22%) justify their answers as follows:

-Feeling of shyness while interacting with classmates.

-They have higher level.

-The use of the mother tongue.

-Poor vocabulary and different accents

-They prefer to work alone and not to share their opinions with others.

Question item 14: Do you yhink that yourr motivation will increase when you interact with your classmates?

a-Yes
b-No

Option	Number	Percentage
a	44	88
b	6	12
Total	50	100

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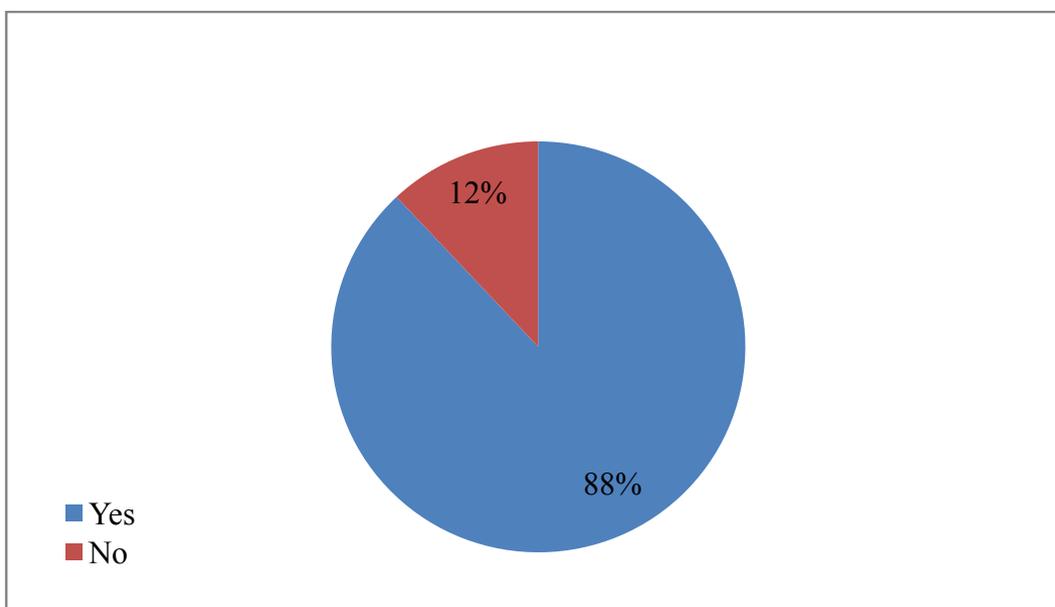
Figure 14: The correlation between motivation and peer interaction

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

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

a-Yes
b-No

Option	Number	Percentage
a	42	84
b	8	16
Total	50	100

Table 15: Students' evaluation of interaction
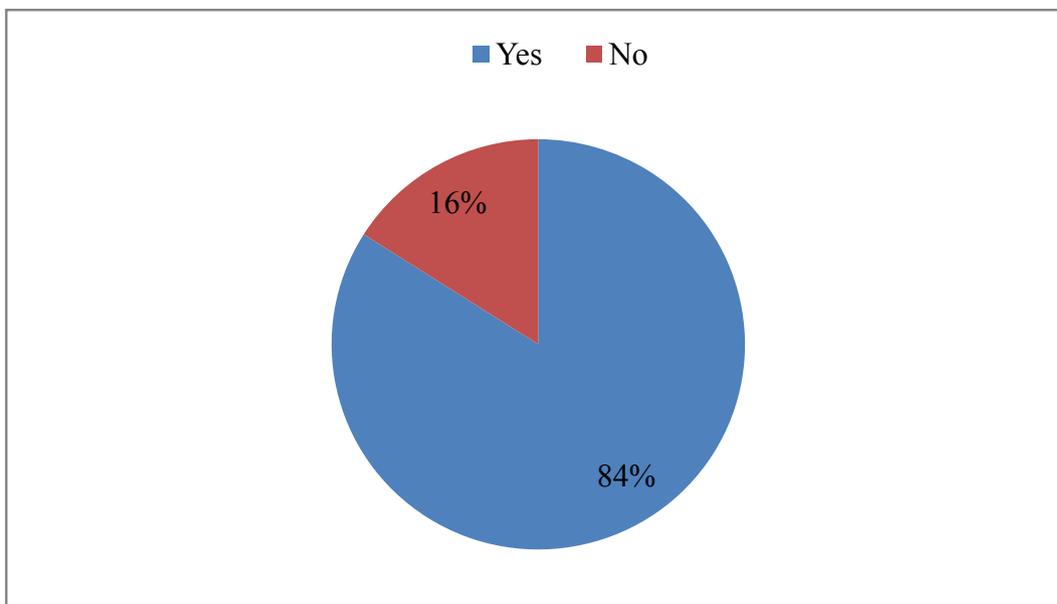
Figure 15: Students' evaluation of interaction

Depending on the results above, we notice that (84%) of the students confirm that interaction helps them to communicate with others. Besides, only (16%) think that interaction has no benefits on students' communication.

If yes, how?

Justification

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

-Reducing shyness and anxiety

-Acquiring new vocabulary and sharing ideas .

-Improving speaking skill.

-Increasing motivation.

-Correcting mistakes.

- Give them more confidence.

1.4. Discussion of the Results

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

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

2. Analysis and Interpretation of the Teachers' Questionnaire

2.1. The Sample

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

2.2. Description of the Questionnaire

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

Section One: Aims to gather information about the teacher's background. It consists of three questions: one addresses the teachers' gender, the second is about the teachers' qualifications, and the last one is about the teachers' years of experience.

Section Two: this section contains four (04) closed ended questions and one (01) open ended questions.

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

2.3. Analysis of the Results

Teachers' Questionnaire

Section One: Background Information

Question item 1: Gender

a-Male

b-Female

Option	Number	Percentage
a	1	20
b	4	80
Total	5	100

Table 16: Teachers' gender
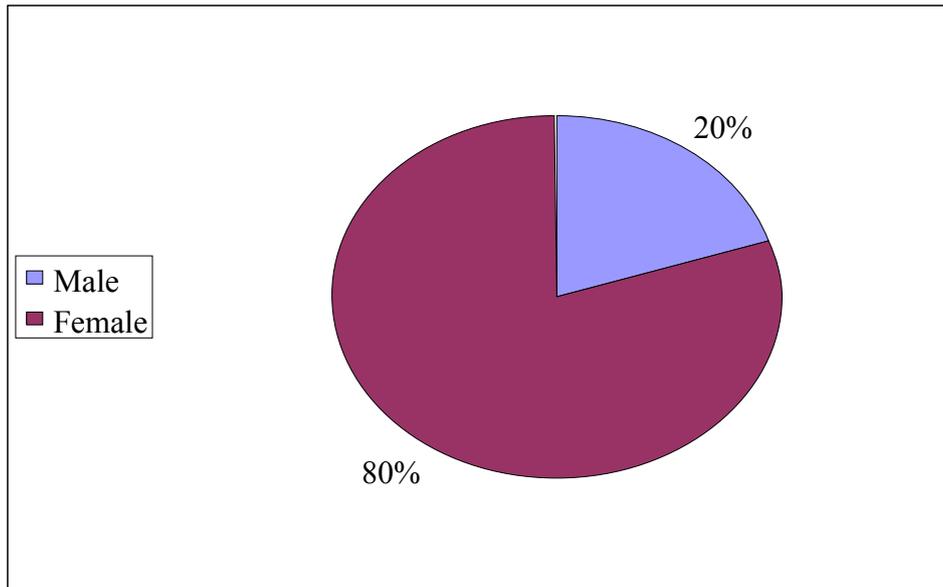
Figure 16: Teachers' gender

The table above indicates that the target population consists of (04) females and (01) one male. Depending on these results, we notice that females are more than males. Thus, teachers' gender does not influence the results of the research.

Question item 2: Degrees and qualifications

 a-Licence

 b- Master

 c- Magister

 d-P.h.D

Option	Number	Percentage
a	0	00
b	0	00
c	4	80
d	1	20
Total	5	100

Table 17: Teachers' qualifications
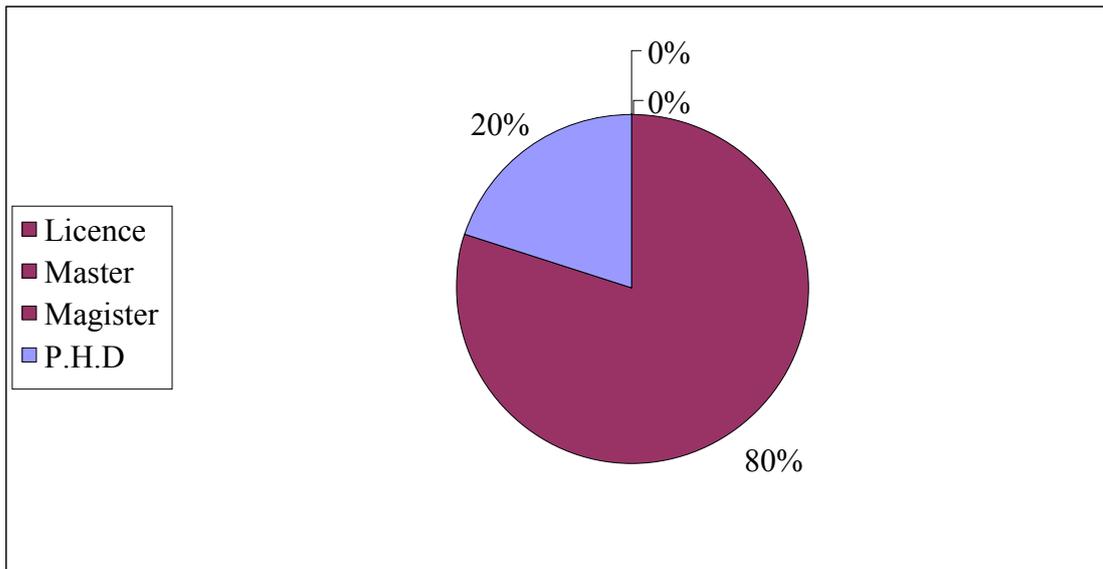
Figure 17: Teachers' qualifications

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

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

a- 0-5 years

b- 5-10 years

c- More than 10 years.

Option	Number	Percentage
a	2	40
b	3	60
c	0	00
Total	5	100

Table 18: Teachers' years of experience of teaching Oral Expression

65
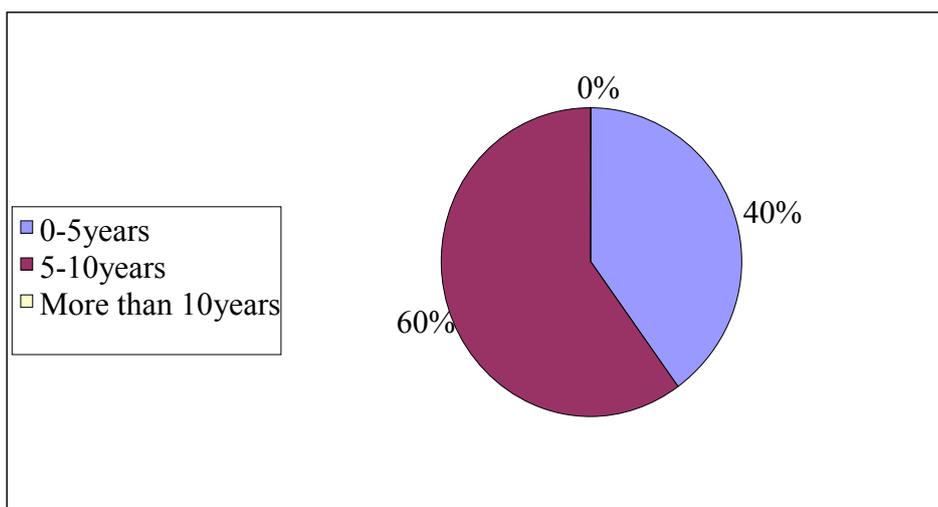
Figure 18: Teachers' years of experience of teaching Oral Expression

The results in the table above shown that (60%) of the teachers have been teaching oral expression from 5 to 10 years, only two(02) teachers have been teaching (40%) between (0-5). Thus, no one teach Oral Expression more than 10 years.

Section Two: Speaking skill

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

a- Presentations and talks

b- Discussions and debates

c- Communication games

d- Roles plays and simulation

Option	Number	Percentage
a	1	20
b	2	40
c	1	20
d	1	20
Total	5	100

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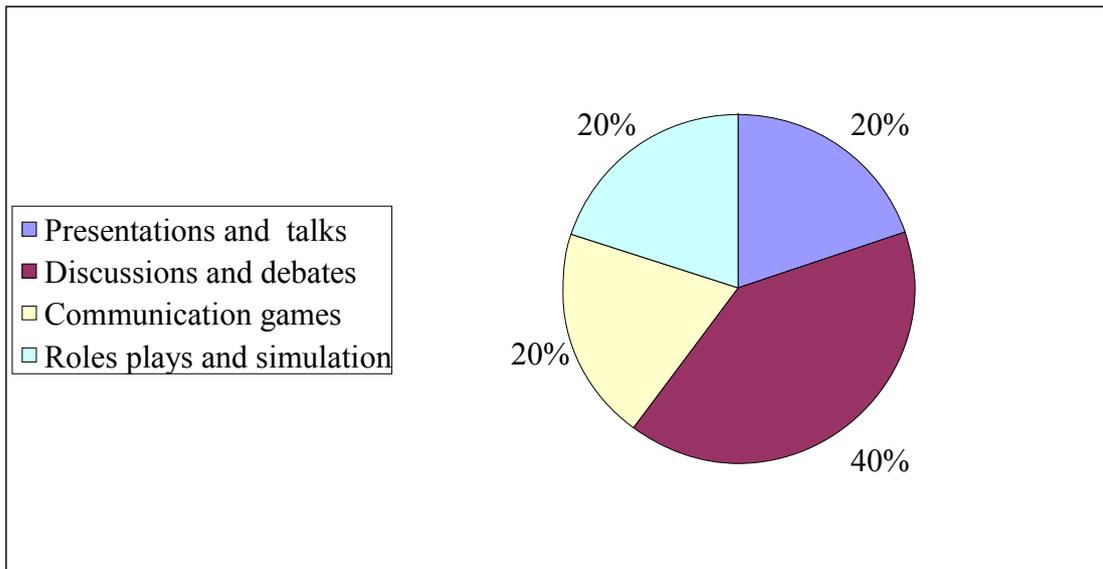
Figure 19: Teachers' use of teaching techniques

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

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

a- Yes
b- No

Option	Number	Percentage
a	3	60
b	2	40
Total	5	100

Table 20: Learners' participation
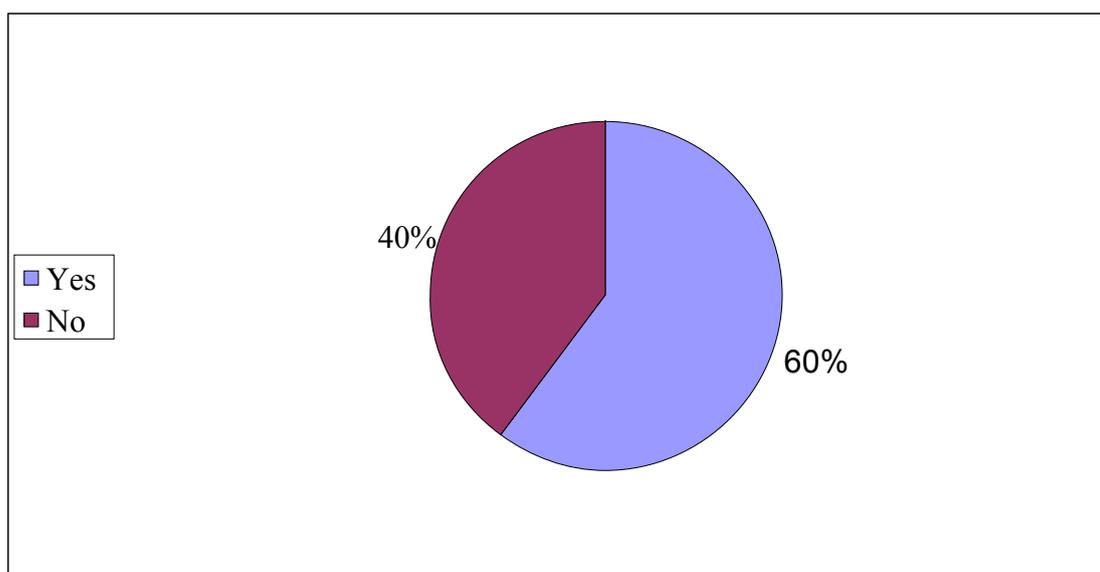
Figure 20: Learners' participation

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

If your answer is "No", it is because of:

   a- The lack of participation.

   b- The lack of confidence.

   c- The lack of interaction.

Justification

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

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

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

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

   - Nothing to say.
   - The use of the mother tongue.
   - Anxiety and stress.
   - Lack of self_confidence.
   - Boredom / demotivation.

- Unfamiliarity with the topic.
- Low participation.
- Poor listening practice.

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

a- prompter

b- participant

 c- Feedback provider

Option	Number	Percentage
a	3	60
b	1	20
c	1	20
Total	5	100

Table 21: The teachers' role
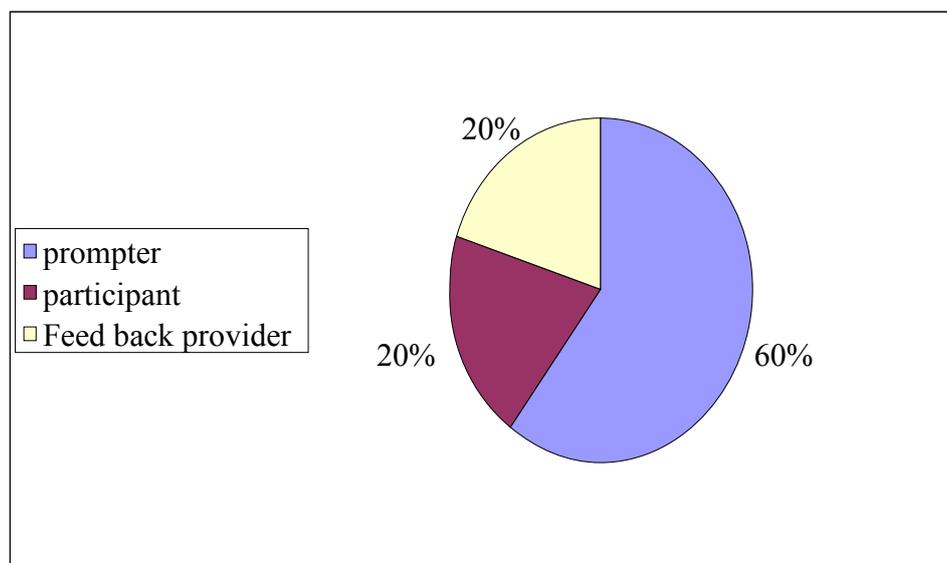
Figure 21: The teachers' role

The results in the table above shows that (60%) of the teachers think that the role of the teacher in the oral expression is a prompter. Some of them (20%) see that the teacher

acts as a participant in the classroom, in addition (20%) of them consider the role of the as feed back provider.

Section Three: Peer Interaction

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

a-Individually

b -In pairs

c- In groups

Option	Number	Percentage
a	1	20
b	3	60
c	1	20
Total	5	100

Table 22: the teachers' perceptions to the way students work in the Oral Expression
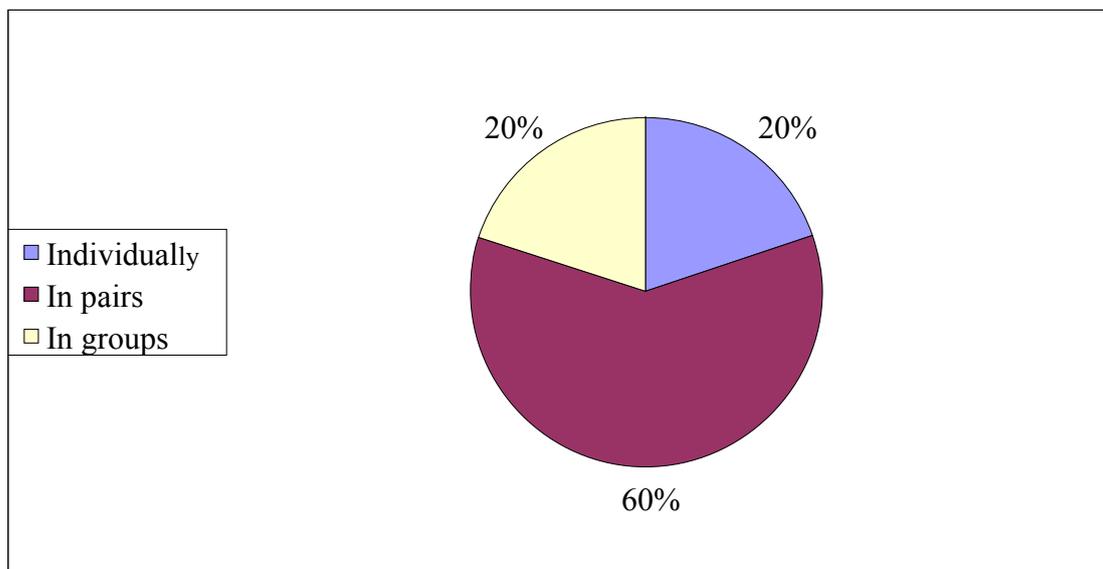
Figure 22: The teachers' perceptions to the way students work in the Oral Expression

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

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

    a- Interested

    b- Motivated

    c- Noisy

Option	Number	Percentage
a	1	20
b	3	60
c	1	20
Total	5	100

Table 23: Teachers' opinions about students when working in pairs
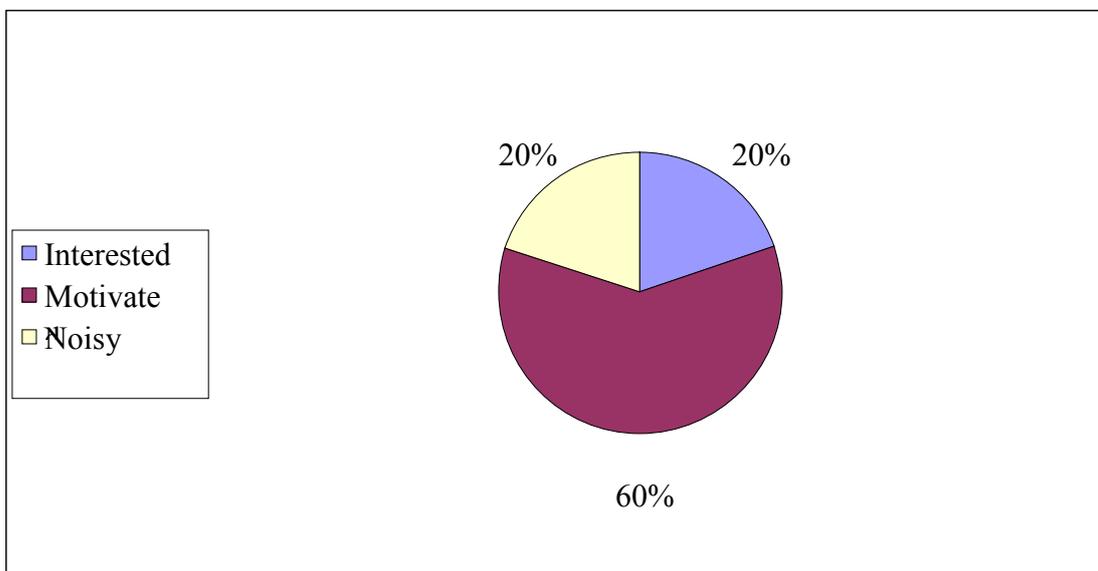
Figure 23: Teachers' opinions about students when working in pairs

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

of them find that students are interested in working in pairs, while others think that students are noisy when they work in pairs.

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

a-Yes

b-No

Option	Number	Percentage
a	5	100
b	0	00
Total	5	100

Table 24: Opinions about peer interaction
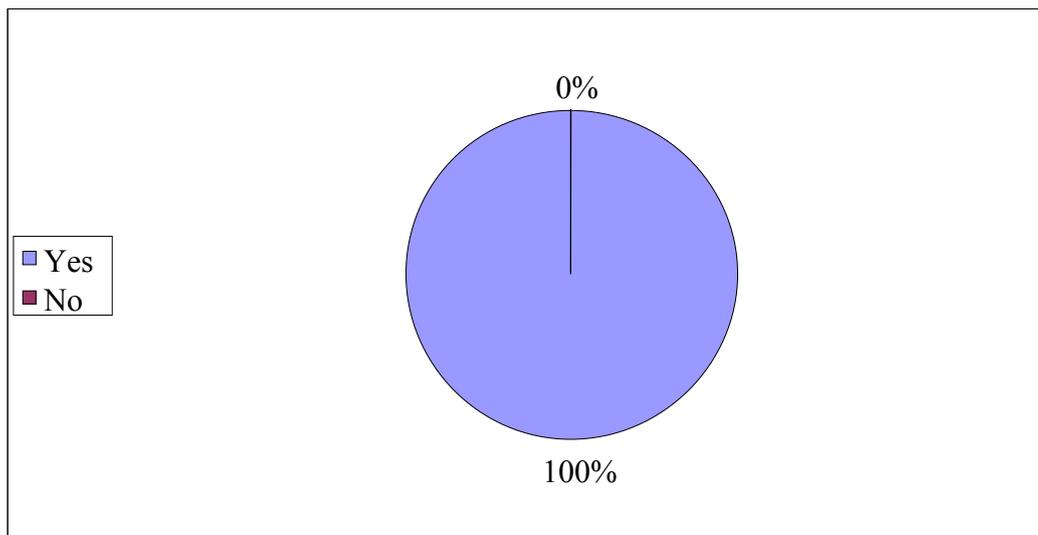
Figure 24: Opinions about peer interaction

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

If your answer is yes, please say why?

Justification

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

- They get to know each other and exchange theirs ideas, they also help each other and build mutual interests.

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- They share theirs ideas and correct their mistakes together.
- Learners can get rid of many psychological barriers which may hinder their participation; they may exchange experiences and ideas to be used for their speaking tasks.
- It helps to reduce anxiety, students are not afraid to make mistakes in front of one another, they feel free to speak.
- They share ideas, ask and answer questions one another, they give feed back to one another and evaluate.
- Students feel comfortable when working and interacting because this may enhance critical thinking, analysis and achievement.

Question item11: How is it effective?

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

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

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

English?

a-Yes
b- No

Option	Number	Percentage
a	5	100
b	0	00
Total	5	100

Table 25: Teachers' evaluation of peer interaction
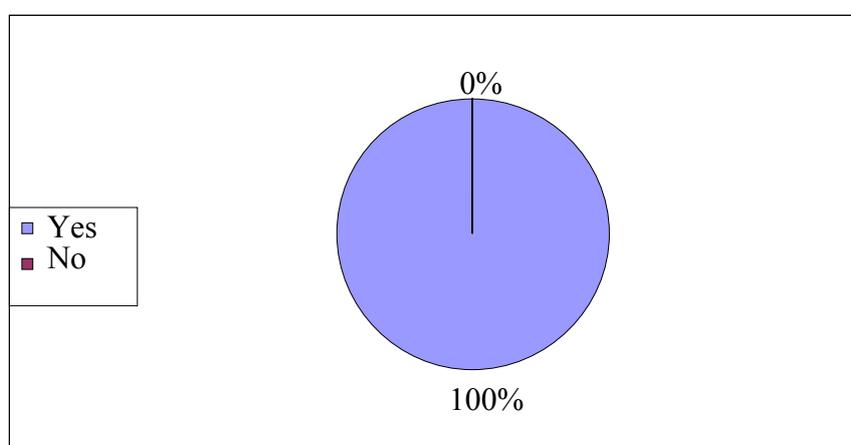
Figure 25: Teachers' evaluation of peer interaction

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

In each case, please say why?

Those who said yes justify their answers as follows:

- It improves the learner's communicative abilities.
- Learners can have a chance to interact with each other using English in small groups (in case of interest students).
- By exchanging ideas and using the language in real life situation in the form of dialogues.
- Peers generally having common interests, so communicating with each other reinforces their oral skills.

Question item 13: Does peer interaction help learners to achieve better level at speaking?

a- Yes

b- No

Option	Number	Percentage
a	5	100
b	0	00
Total	5	100

Table 26: Teachers' perceptions to achievement of speaking skill by peer interaction
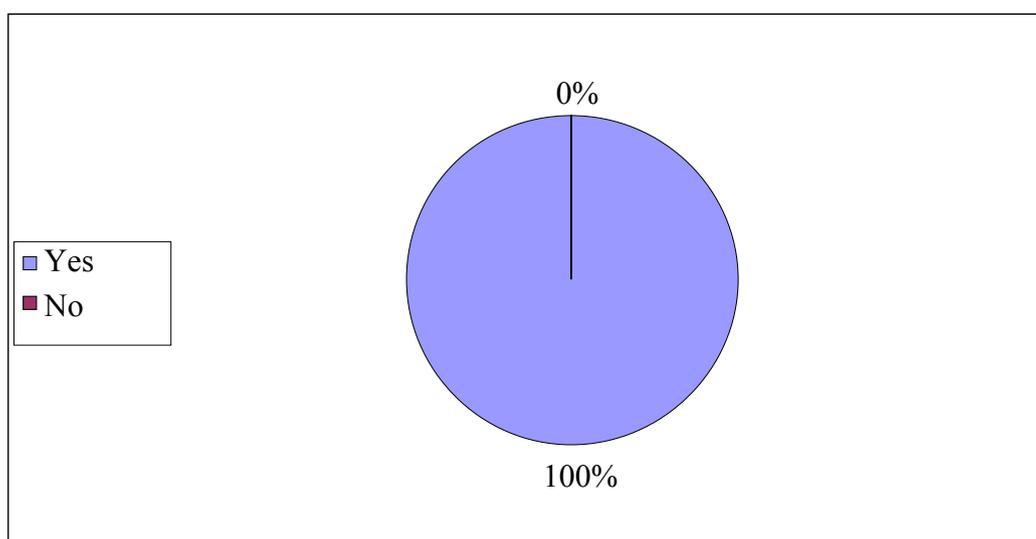
Figure 26: Teachers' perceptions to achievement of speaking skill by peer interaction

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

In each case, please say why?

Those who said yes justify their answers as follows:

- Speaking can be enhanced when exposing students to direct interaction.
- They develop through small groups
- Interaction is often oral and needs learners to talk to each other for different reasons which develop their speaking skill.

Question item 14: What do you suggest to improve students' speaking skill through peer interaction?

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

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

2.4. Discussion of the Results

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

Conclusion

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

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

Pedagogical Implications

Based on the findings of this research, the following recommendations seem to be appropriate:

- Teachers should give their students' more opportunities to be involved in the learning process in terms of selecting learning objectives, materials, and subjects depending on their weakness.

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

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

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

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

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

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

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

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

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

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

General conclusion

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

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

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

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APPENDICES

Appendix 1: Students' Questionnaire

Appendix 2: Teachers' Questionnaire

APPENDIX 1
STUDENTS' QUESTIONNAIRE

Appendix.I Students' Questionnaire

Dear students,

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

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

Section One: General Information

1. Gender :

a- Male ☐

b- Female ☐

2. Age :

a-20-25 ☐

b- 25-30 ☐

c-More than 30 ☐

3. Your choice to study English is :

a- Personal choice ☐

b-Imposed ☐

4. How do you assess your present level at English ?

a- Good ☐

b- Very good ☐

c- Average ☐

d- Low ☐

Section Two: Speaking Skill

5. How do you find Speaking ?

  a- Easy

  b- Difficult

6. How often do you participate in the classroom ?

  a-Always

  b- Sometimes

  c-Never

  d- Rarely

7. which of the following language skills is the most important ?

  a- Speaking

  b- Listening

  c- Reading

  d- writing

8. Do you think that your weakness in the speaking is due to the lack of :

  a- vocabulary

  b-Pronounciation (phonolgy)

  c- Grammar

9. In the classroom, you are :

  a- Silent

  b- Talkative

Section Three: Peer Interaction

10. Do you prefer working in :

a- Groups ☐

b- individual ☐

c- Pairs ☐

11. In your opinion, do you prefer to :

a-Listen to teacher explanation ☐

b- Interact with learners ☐

12. Do you think that when you interact with your partner you can improve your speaking abilities ?

a- Yes ☐

b- No ☐

13 How do you find your interaction with your classmates ?

a-Difficult ☐

b- Easy ☐

If difficult, say why ?

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14.Do you think that your motivation will increase when you interact with your classmates?

a- Yes ☐

b- No ☐

15.Do you think that interaction with your classmates helps you to communicate in English?

a- Yes

b- No

If yes, how ?

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APPENDIX 2
TEACHERS' QUESTIONNAIRE

Appendix. II   Teachers' Questionnaire

Dear teachers,

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

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

Section One: General Information

1. Gender :

   a- Male

   b-Female

2. Degrees and qualification

   a- License

   b- Master

   c-Magister

   d-P.h.d.D

3. How long have you been teaching Oral Expression?

   a-0-5 years

   b- 5-10 years

   c- More than10 years

Section Two: Speaking skill

4. Which of the following do you often use in the classroom?

a- Presentatios and talks ☐

b-Discussions and debates ☐

c- Communication games ☐

d-Roles play and simulations ☐

5. Do all your students participate in the classroom?

a- Yes ☐

b- No ☐

If your answer is (No) is it because of:

a- The lack of participation ☐

b-The lack of confidence ☐

c-The lack of interaction ☐

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

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7. Do you think that the role of the teacher in the Oral Expression is:

a- Prompter ☐

b- Participant ☐

c- Feedback provider ☐

Section Three: Peer Interaction

8. How do your students work in the Oral Expression?

   a-Individually　　　　　　　▭

   b- In pairs　　　　　　　　▭

   c- In groups　　　　　　　▭

9. How do you find your students when working in pairs?

   a-Interested　　　　　　　▭

   b-Motivated　　　　　　　▭

   c- Noisy　　　　　　　　　▭

10. Do you think that peer interaction is beneficial ?

   a-Yes　　　　　　　　　　▭

   b- No　　　　　　　　　　▭

If yes, please say why?

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11. How is it effective?

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12. Do you think that peer interaction help learners to communicate in English?

a-Yes ☐

b-No ☐

In each case, please say why ?

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13. Does peer interaction help EFL learners to achieve better level at speaking?

a- Yes ☐

b- No ☐

In each case, please say why?

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

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ملخص

الهدف من هذه الدراسة هو تسليط الضوء على أهمية التفاعل بين الطلبة لتطوير المهارة الكلامية لطلاب اللغة الانجليزية. فمعظم طلبة اللغة الإنجليزية يواجهون مصاعب حقيقية في محادثاتهم وهذا يعود أساسا إلى انعدام التفاعل بين الطلبة من جهة والى تبني أساتذة التعبير الشفوي لطرائق كلاسيكية من جهة أخرى . فالغرض من بحثنا هذا هو إظهار الأثر الايجابي لاستخدام تفاعل الأقران كتقنية من اجل تحسين المستوى الشفوي لدى الطلبة.وهكذا فان الفرضية التي ينبغي تطبيقها وتبنيها خلال هذه الدراسة هي أن التفاعل بين الطلبة فعلا يساهم في تطوير الأداء الشفوي لطلبة اللغة الإنجليزية. لإثبات فرضيتنا اعتمدنا على استبيانين الأول موجه لطلبة اللغة الإنجليزية سنة الثالثة ال.ام.دي ,والثاني إلى أساتذة التعبير الشفوي .في الأخير النتائج المستخلصة من هذه الدراسة أكدت صحة فرضيتنا القائمة على اهمية التفاعل بين الطلبة كتقنية تعليمية لتطوير الكفاءة الكلامية .