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Developing EFL Students' Speaking Fluency through Pair Interaction

A case study of second year LMD students of English at Mohamed Kheider University of Biskra

Research Project Submitted in the Partial Fulfillment of the Requirements for the Master Degree in Sciences of Language

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Dedication

I dedicate this modest dissertation to

The memory of my sister *INES*,

My parents: *MABROUK and DALILA*

My Brothers: *ADEL, AYOUB, and MOHAMMED IYADE.*

To all my friends

To all students who love the English Language

Acknowledgements

Abstract

For second language learners, speaking English as a foreign language mostly is factual problem especially when there is no real contact with native speakers. Thus, learning the speaking skill and achieving the level of a fluent speaker will take a long period of time. In fact, this is not only the problem behind the lack of practice and interaction among learners. The present study attempts to accentuate the main difficulties that face English as foreign language learners in the speaking process, and how teachers can handle such obstacles using pair interaction technique. The goal of this study is to enable English as foreign language learners to ameliorate their speaking fluency using pair interaction technique inside the classroom. To achieve the present aim, we selected the descriptive method, and collected data through two means, a students' questionnaire and a classroom observation. The researcher submitted the questionnaire to the second year students of the English branch at Mohamed Kheider University of Biskra mainly 55 students. The questionnaire tries to explore the impact of using pair interaction in developing speaking fluency. The classroom observation tries to find data concerning both teachers' and students' attitudes and behavior during pair work. Furthermore, the study attempts to test the hypothesis that if learners interact with their peers, appropriately they will develop their oral fluency. The main findings of this research demonstrate that pair interaction is a useful technique that helps in enhancing the students' oral fluency through minimizing shyness and increasing self confidence. Besides, the results reveal that teachers of oral expression have to take into consideration that mixing students with different capacities can be more effective in developing oral fluency. Overall, Pair work activities are less used in the classroom. So, by creating more pair work activities, learners can expand vocabulary, show an excitement toward the language, and increase speaking time.

Key Terms: Speaking Fluency, Pair Interaction, Oral Expression Sessions, Pair Work, and Pair activities.

List of Abbreviations

EFL: English Foreign Language

CLT: Communicative Language Teaching

CL: Cooperative Learning

L2: Second Language

N: Number

%: Percentage

LMD: License-Master-Doctorate (education)

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GENERAL INTRODUCTION

It is important in learning any language to be able to communicate and convey clear messages to the person you communicate with. Speaking English as a Foreign Language inside the classroom for some students is an appropriate situation for spontaneous communication. In contrast, there are other students who may find it uncomfortable environment to practice speaking skill. The problem highlighted is that in English Foreign language classes we may find that some teachers spend much time on working with few students while other students do not practice speaking. In other word, they do not interact in the class and this is due to several problems such as limited time, students do not have the same capacity for receiving the input or it can be psychological problem (shyness, anxiety, lack of self-esteem). The latter may prevent learners practicing language in the classroom. Thus, learners may not be able to interact and they will have a weak performance in speaking the language. When it comes to oral expression sessions teachers have different methods and strategies they use in order to make students use the language effectively. For example, role play, group work and so on. But, the crucial thing is to make students interact with others in such activities like conversation, filling the gap, discussion. Moreover, there are certain activities that do not require more than three students. In short, working in pairs is an effective strategy to facilitate the interaction among learners. The main aim of this study is to increase students' awareness of interaction among each other during oral expression sessions. In this study we will shed light on some obstacles which face students in their learning process. It will be an attempt to study the effects of pair interaction on students' speaking fluency.

1. Statement of the Problem

Foreign language learners in most of Algerian Universities face difficulties in speaking especially inside the classroom which is considered to be the only environment for exposure and interaction to the target language which is English. Speaking English as a foreign language is still a matter in EFL classes. We have noticed that some students have the fear of attending oral expression courses due to the various speaking problems they face. For example, lack of confidence, anxiety, and the lack of interaction. Teaching learners how to interact with each other especially in pairs, may enrich peer assistance even outside the classroom. That is to say, if students are encouraged to work in pairs, they may help each other in certain tasks like, answering lessons' activities, and revising for

exams. Students may also help each other to practice more the English language in pairs which may lead to a better level of speaking fluency.

2. Aims of the Study

This study aims at enhancing EFL learners' speaking ability through pair interaction. Learners may suffer when dealing with speaking inside the classroom because of the lack of interaction among them. The objective behind this research is to show how students can work better in pairs and how they can positively influence each other. It also aims at shedding the light on how pair work can increase students' speaking time to express themselves and to practice more the language. In addition the study attempts to show how working in pairs can motivate students to speak more in the classroom, therefore, develop their speaking fluency.

3. Significance of the Study

The present study is an attempt to solve EFL learners' speaking problems that encounter them in oral expression courses. One of the most problematic aspects is the lack of interaction among learners. The teachers' role is to develop students' speaking fluency through using different strategies. For instance, teachers may encourage their learners to work with their peers in pairs as a strategy. So, working in pairs is significant to both teachers and students. On the one hand, working in pairs can encourage students to talk freely in the classroom and it reduces their fear of making mistakes. On the other hand, working in pairs can facilitate the process of evaluation and classroom management for teachers.

4. Research Questions

❖ What is the effect of pair interaction on students' speaking fluency?

❖ Does pair interaction reinforce students' motivation to speak more in the classroom?

❖ To what extent can pair interaction technique help EFL learners to achieve a better communicative level?

❖ Can pair interaction help EFL learners to develop their speaking fluency?

5. Hypothesis

We hypothesize that :

❖ If teachers of oral expression use the pair work technique, the students' speaking fluency will significantly enhance.

6. Research Methodology

In this research we used the descriptive method which we believe that is appropriate for our research to analyze the data that was collected by means of a classroom observation and a questionnaire which was distributed to second year students in order to know their opinions regarding the use of pair interaction inside the classroom in developing oral fluency. The subjects of our study are second year LMD students at Mohamed Kheider University they are 343 students. We have opted for a sample that consists of 55 students. Also, we are interested in observing second year students and teachers behavior inside the classroom to attain precise and accurate information.

7. Structure of the Study

This research has mainly three chapters, the first part is about general overview of speaking fluency and how learners can reach to be fluent speaker, it includes the definition of speaking, speaking difficulties, main features of successful task, and classroom speaking activities as well as we provided with a concise description of fluency, tasks based on promoting students' speaking fluency, teachers' role and correction. In the second chapter emphasize on pair interaction mainly definitions of cooperative learning, interaction, types of classroom interaction, the definition of pair interaction and its types , the teachers' strategies, advantages of pair interaction, seating arrangements during pair interaction, and ways of correction, and conclusion. The third chapter is devoted to discussion and analyses of both data gathering tools, a students' questionnaire and a classroom observation.

CHAPTER ONE

OVERVIEW OF THE SPEAKING FLUENCY

CHAPTER ONE

OVERVIEW OF THE SPEAKING FLUENCY

Introduction

The basic aim of learning a foreign language is to use the language accurately and fluently, that is to say, to be able to communicate with others effectively, and addressing meaningful messages. Teachers' role is involving learners to speak English without hesitation and breaking down the speech, and this is not restricted only to speaking skill .It is also achieved by getting students accustomed to listening comprehension as well as having students exposed to other skills (reading and listening). From what we have mentioned above, speaking is considered as one of the fundamental skills that should be enhanced.

In this chapter, we are going to highlight the following two parts: the first part is an overview about speaking performance: definition of speaking, characteristics of successful speaking activity, speaking difficulty, functions of speaking, and classroom speaking activities. The second part is about speaking fluency: definition of fluency, classroom activities that promote speaking fluency, the role of the teacher during speaking task, types of errors, teachers' evaluation, and techniques to promote oral fluency, the conclusion.

1.1 Definition of Speaking

Speaking is a common human nature activity that used to fulfill human requirement. According to Thornbury (2005), "speaking is so much a part of daily life that we take it for granted" (p.1) that is, we acquire the first language effortlessly, a person can speak their language automatically while a foreign language learner speaks a language mostly by learning it.

Speaking is a matter of communication between the sender and the receiver, and is the process in which human can ask for a request, express opinion and shares experience for Turk (2003), "speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation'' (p.9). Also, transmitting messages to others can be verbal through language and non-verbal by using body language such as gestures, eye contact, and movement.

For Bygate (1987, cited in Carter & Nunan ,2001), speaking is a mutual habit that involves two people a speaker who starts open the discussion and the hearer who receives it and begins interpreting speaker's intentions.

Channey (1998) states that speaking is a skill that enables us to communicate, exchange ideas, and exemplify meaning whether by using verbal language or by using body movement in a different situation.

1.2 Characteristics of Successful Speaking Activities

Classroom activities should focus mainly on learners' interest and their concerns that enable them to communicate and use the language appropriately. The task should be unstressed and less anxious to make students feel confident to speak. The following are some characteristics of a successful speaking task suggested by Ur (1996).

1.2.1 Talking Amount

The allocated time of the activity should put less emphasis on teachers' amount of talk and more on learner's talk. Although, often most time is occupied by teacher talk or pauses.

1.2.2 Participation

Teacher should give the opportunity to all students to involve in the task without only focusing on the talkative students. So, the contribution should be fairly distributed among learners.

1.2.3 Motivation

When learners are motivated in the task, they will engage in the topic easily and speak confidently. Also, they will have new things to perform.

1.2.4 Students' level

Students use meaningful sentences that are familiar by each other. As a result, students can easily understand each other.

1.3 Speaking Difficulties

English foreign language learners seek to communicate effectively, but they confront a lot of difficulties that hinders them which makes acquiring speaking skill takes a long period of time. Brown (2000) identifies main difficulties that face learners when practice speaking skill.

1.3.1 Clustering

Speaking a language demand uttering linking utterances together without tending to make pauses and hesitation, since some of the second language learners have difficulties when they speak, one of the most problems is clustering that confront learners to perform successful speech act.

1.3.2 Redundancy

The spoken language is redundant in terms of practicing and repeating the task during oral performance which it offers the chance for more understanding.

1 .3.3 Reduced Forms

Is another difficulty that encounter second language learners in which full forms of words become shorten, such as reduced vowels, elision, and other form of language. For learners unknowing such rules hinder them whether to transmit messages or understand native speaker.

1.3.4 Performance Variables

In each language there are phenomena of hesitation and pauses, in the way how the language utters. There is difference between native and non native speaker of language in their hesitation phenomena. So, learners can be taught how to pause and hesitate.

1.3.5 Colloquial Language

Students should be familiar with the words, phrases, word order and idioms of the colloquial language. Second language learners face this kind of language because they used to communicate with academic language for teacher it is very essential to get students achieve communicative ability.

1.3.6 Rate of Delivery

Rate of delivery is one of the features of being a fluent speaker; at the beginning students may tackle with it until they achieve an acceptable speed delivery.

1.3.7 Stress, Rhythm, and Intonation

For students knowing all this characteristic of pronunciation, and how to use it in any conversation it prevents them from misunderstanding messages.

1 3.8 Interaction

Teachers have to raise student's awareness concerning the importance of interaction among students, because it is useful for second language learners in order to facilitate understanding, swapping thoughts, and learning together.

1.4 Functions of Speaking

In teaching a foreign language it is crucial to spot the various functions of speaking performance and for what the purposes can students need the speaking skill. A number of attempts have categorized the function of speaking in human interaction. Brown &Yule (1983, cited in Richards, 2008), make a distinction between interactional and transactional functions of speaking. Richards (2008) maintains that speaking has three functions which are:

1.4.1 Interaction

Interaction describes the role of "conversation'' within human and his social environment which serves functions in the course of interaction, people can greet each other, engage in talks, and share experience and other utilities. For the reason that people would like to create a kind of friendship, and to establish a comfortable zone of interaction with others, the center of attention is more given to the speakers in order to introduce themselves to each other than the message itself. The major characteristics of talk as interaction can be summarized as follow:

- ➢ Has a primarily social function.
- ➢ Reflects speaker's identity
- ➢ May be formal or casual.
- ➢ Uses conversational conventions.

- ➢ Reflect degrees of politeness.
- ➢ Employs many generic words.
- ➢ Uses conversational register.

To master the art of talk as interaction is something very hard especially for some students who feel that they cannot introduce themselves in such conversation.

1.4.2 Transaction

This type of speaking refers to the context where the emphasis is more on what is said, that is, the message should be clearly illustrated and less emphasis on the speaker and how they interact socially among others. Burns (1988, cited in Richards, 2008) affirms that there are two kind of transaction; the first type focuses on giving and receiving knowledge while the second type is paying attention on obtaining things. Two examples of these kinds of speaking are:

1- Class activities such as: group discussions and problem solving.
2- Class activities in which students design a poster.

The main features of speaking as transaction are:

- ➢ It has a primarily information focus.
- ➢ The main focus is the message and not the participants
- ➢ Participants employ communication strategies to make themselves understood.
- ➢ There may be frequent questions, repetitions, and comprehension checks.

1.4.3 Performance

The third type is speaking as performance that refers to public speaking which transmits information before an audience, for instance, speeches, and public announcements. This kind tends to be in the figure of monologue rather than dialogue and it is assess in terms of the effectiveness on the speaker. Two examples of talk as performance are:

1- Giving a lecture.
2- Conducting a class debate.

The main features of speaking as performance

- ➢ There is a focus on both message and audience

- ➢ Form and accuracy is important
- ➢ Language is more like written language

1.5 Classroom Speaking Activities

Classroom activities are the most salient component in language teaching courses since it is the means that teachers can facilitate the comprehensible input through it. The ultimate goal in planning activities is eliminate student's fear and raising their self-esteem to produce speech.

1.5.1 Role Play and Simulation

1.5.1.1 Role Play

According to Scrivener (2005), the role play is the task in which teacher gives the instruction on topic printed on role cards, students meet together to prepare the role using the illustration from the role cards, and adding their own touch to the scene at last they are going to perform in front of the teacher and classmate. Ur (1991) points out that role play is used to refer to whole sorts of activities where learners imagine themselves in a situation outside the classroom.

1.5.1.2 Simulations

Scrivener (2005) points out that simulation is a large scope of role play. Role cards as normally used as well as other printed and recorded background information for instance graphs, articles, and news flashes while Ur (1991) sees that simulation allows students to participate speaking in which the task given is an imaginary one it is the activity where students attempt to perform acting someone else although this kind of activities is not well used by teacher, because students may feel embarrass to act someone else.

1.5.1.3 Acting from a Script

This activity involves from students to perform roles play or dialogues typically from their own writings acting in the front of the class. This sort of activity requires preparation and practice from students before they are asked to act them. For teachers it is very important to draw attention to appropriate stress, intonation and speed by giving students practice in their things before the final performance. Harmer (2001)

1.5.2 Presentation and Talks

According to Thornbury (2005), these activities allow students to practice speaking through presentation or talks in real classroom situation. In other words, students talk about a topic after well preparation .In front of their classmates each student has its own turn to present something. It is an activity that enables students to show creativity and their hidden potential.

1.5.3 Problem Solving Activities

This activity involves from students to discover solution to different problems as an example puzzles. Students work in pair or group work and have to make suggestions, opinion, and reasons. For Willis (1996) "problem solving tasks make demands upon people's intellectual and reasoning powers, and through challenging they are engaging and often satisfying to solve''(p.27). Klippel (1983) indicates fourteen types of problem solving here we are going to mention four types.

1.5.3.1 Everyday Problems

This type of task does not require preparation in advance. It is done between ten to fifteen minutes begin by giving the floor to each student to describe a situation he faced such as not being able to remember other's name. Then, the teacher and the rest of students discuss together in order to suggest ways to solve this problem. The objectives behind this task are letting students speak at a certain period of time, furthermore, increase the listening comprehension. This activity is less demanding in the classroom, since there are students who dislike sharing their personal issues.

1.5.3.2 Problem Page Q

It can be organized into pairs or group works and done between twenty to thirty minutes. This activity starts with the teacher who distribute handout that consist problems described in a letter, students receive the handout together they split into pairs or groups each of them opt for a problem from the letter, and propose ways for solving it . Moreover, problem page Q can be present in this way half of groups receive the letters and they have to predict answers and the other half get the answers to guess what the problem is like. Problem pages can be found in many women's and teenager's magazines.

1.5.3.3 Baker Street

Baker Street activity arranged for the whole class and it takes time approximately from five to fifteen minutes. The teacher provides students with handout usually cut into strips for adequate students' numbers. The activity comprises information about people living in that street. The aim is to find information about each person for instance names, is he/she married, does he/she own pets and other features. After, students gather information and share what they knew they fill in the table each person's characteristic.

1.5.3.4 Fire

The fire activity progress fosters once individuals work alone. It is set about five to ten minutes. Firstly, the teacher describes a situation, For example, a fire has burned the place where someone lives. The instruction states that each student has to choose belongings he/she would like to rescue from the fire. Next, once student writes the things that he/she would to procure then he/she has to explain why he/she selects things from others.

1.5.4 Discussion and Debates

They offer the occasion in which student be able to express opinions regarding a disagreement. In addition, students can share personal experiences. Sometimes teachers perceive that some students escape from intervening in discussion, because they do not have things to say or they feel shy. That is why, Harmer (2001) recommends Buzz group as one solution to such problems. In this converse, Harmer defines Buzz group as "students have a chance for quick discussions in small groups before any of them are asked in public'' (p.272). Through Buzz group students can think of ideas to express them before being asked to talk in front of the whole class. Whilst Thornbury (2005) states that "Many teachers would agree that the best discussions in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate'' (p.102). Here are three formats of discussion and debate which proposed by Thornbury (2005).

1.5.4.1 Discussion Cards

In this activity, teacher prepares a set of cards on the form of statements which are related to a certain topic, for example, fashion. Then, students organize themselves into sub groups, in each group one student takes the first card, read it aloud, and starts discussing it

until the sub group end. Groups who have finished early can prepare a summary of the main points of the cards. The teachers should make a decision at what point to stop the activity although there are statements did not discuss.

5-4-2 Warm-up Discussions

Warm-up Discussion refers to lead-in task where teacher introduce a topic generally associated with set of questions that target knowledge about certain topic. The goals of warm-up are to facilitate the comprehension of a topic, moreover, to recognize to what extent students have information about that topic. In short, this activity prepares students to read or listen to text.

1.5.4.3 Pyramid (Consensus Debate)

This format based on the idea that in the whole class, each individuals work in pairs to have the same opinion on an issue and then these pairs attempt to persuade other pairs in order to shape groups of four members and so on. According to Scrivener (2005), pyramid discussion stand for "an organizational technique that works particularly well with simple problem-based discussions and especially with items - selection tasks'' (P.154)

1.5.5 Information Gap-Activities

Richards (2006) views an information gap-activity in which the class is divided into a-b pairs .The teacher copies two sets of pictures for each pair; the distinction is that both pictures are slightly different. Students sit together and ask questions to try to establish how many differences points in those pictures. The information gap-activity refer to "the fact that in real communication, people normally communicate in order to get information they do not possess'' (ibid, p.18), that is, through interaction people can learn and acquire things which they do not know. Bygate (1987) claims that information gap task is presents in the form of pictures or note form on the speakers' paper, and is interacts either when asking a partner or because a partner has not the same information that the speaker has.

1.5.6 Questionnaires

Questionnaires are effective practice, when they are related to topics that were prepared in advance. Questionnaires allow both the questioner and the respondent to say something to each other. As they do so, the teacher can act as provider through encourages learners to

do so. The outcomes behind the questionnaires can be the basis for written works, discussion or prepared conversation. (Harmer, 2001)

1.5.8 Communication Games

Communication games are designed to develop communication between students usually involves two students discuss together in order to solve difficult questions, classify things in exact order, or compare between pictures to discover similarities and differences. (ibid).In communication games there are a set of sample activities described by Bygate (1987) as follows:

1- Describe and Draw activities stand for that students describe a picture and the other draw it.
2- Describe and Arrange, one student describes a structure, for instance, match sticks or simple objects and the other reconstruct it without seeing the original object.
3- Find the Difference, two students each of them has pictures one slightly different from the other.
4- Ask the Right Question, a student takes a card on which a word is printed. He/she has to elicit just that word from the others by asking as few questions as possible.

2.1 Definition of fluency

According to Jones (2007), fluency does not exactly mean speaking rapidly without stuttering. It is being able to express ideas despite the mistakes, lack of knowledge, and terminology.

Generally speaking, a fluent speaker is someone who is able to use the language freely, and at ease. According to Oxford dictionary (2016), fluency is "the ability to speak or write a particular foreign language easily and accurately". From the above definition to be fluent speaker is not concern only with speaking it relates to the four skills (reading, listening, writing, and speaking)

Richards (2006) describes fluency as the use of language in normal situation where the interlocutor is involved in mutual communication and carries on a continuous speaking despite the deficiency in his or her language, for instance, when the speaker does not know others 'culture, norms.

Enhancing students' speaking fluency is likely putting learners in the task that they can talk in certain period of time, to develop their speaking gradually, which is, starting speaking by hesitating, pausing at every single utterance, until they reach speeding up. As state by Sàrosdy et al., (2006) "fluency is helped by having students say phrases and sentences as quickly as possible, starting slowly and then speeding up"(p .81)

Koponen (1995, cited in Luoma, 2004) views fluency refer to flow or softness, amount of speaking, few pausing and hesitation signals, extent speech, and connectedness.

Goh & Burns (2012) point out that fluency permit students to express meaning with little pauses and hesitation even though students make grammatical mistakes.

2.2 Classroom Activities that Promote Oral Fluency

The majority of the learners have difficulties in producing fluent speech, due to insufficient vocabulary, grammar rules, and mispronunciation of words and other reasons. This clarifies the importance of fluency speaking activities. These activities are created to provoke learners to speak at length as possible, as suggested by Lackman (2010).

2.2.1 Topic Selecting

The teacher selects a topic that students have an idea about. After that he/she tells them the topic, for example, it could be to describe their homes, to talk about their families. Once teacher puts them in pairs one of each pairs is going to speak at length usually two or three minutes about certain topic. On the other side, the other pair is going to listen to his classmate. The latter is supposed to answer some questions about what his partners have said, and then have them repeat the task vice versa.

2.2.2 Short Presentation

In this task , teacher gets students to speak for specific amount of time usually one or three minutes on a topic that familiar to them, either by writing a number of various topics on cards or list topics on the broad. Students are going to present something in front of whole class and it's better to begin with strong student. Afterward, give them a command on their fluency either by an overall assessment or counting the number of hesitation.

2.2.3 *Selling Objects*

This is an amusing activity where students can practice speaking, to illustrate more, provide a daily objects to some students, for instance, note book, paper clip. Those students are going to sell these objects to each other. Teacher explains that every student in the class has to buy one object. After that, give students some time to think and pair them up. One pair will act as buyer and the other pair act as seller. This kind of activity creates competition between students, that is to say, observing which object is the one that most students want to buy.

2.2.4 *Random Chain Story*

Random chain story is an interesting task in which the teacher puts students in small groups and gives them chain story about motivating topics. Then, he/she gives them the beginning of the story. Once teacher gives the starting line of the story the first student begins talking and he must continue to speak unless there is a pause or hesitation, another student can jump and continue the story.

2.2.5 *Cued Chain Story*

This activity is helpful for students to speak without significant hesitation it can be practiced with the whole class or just small groups. Initially, the teacher provides them with a topic for the chain story to start with, and then the students finish it. Once a student starts the story, the other student can carry on telling the story, but if student gets no takers then he/she needs to extend the story and do it without pauses. The process continues like this until the teacher decides to stop it.

2.2.6 *Board Games*

This activity encourages students to speak on various topics in a funny way. To Start with, teacher needs to prepare simple board game on a piece of paper and then photocopy it for each group usually between three to five students. He writes various topics on the square on the board and assigns time for each topic, students are supposed to speak on topic they like more.

2.2.7 Telling Jokes

This activity is a good way to encourage fluent production. The teacher organizes his /her student in pairs and gives each pair a paper which contains short joke or anecdote. The teacher makes sure that students understood the meaning of joke, and this activity implements like this, each students without their papers practice telling the jokes. When teacher decides to stop this activity, he/she can ask some students what joke/anecdote they liked the best and have the student who told it, tell it again.

Another type of activities that contribute for building students' speaking fluency to produce language quickly and automatically proposes by Hedge (2000), there are three basic types of activities:

2.2.8 Free Discussion

Free discussion activity gives the students opportunities to involve in talking about a range of topics that enable them to compare ideas, state their preferences, and share arguments for negotiating meaning. This type of activity is useful for students in using techniques which are required in interpersonal communication, for example, when students can take the turn to talk, how they interrupt other's speaking and how they can move to another topic. Teachers sometimes recognize that there is problem concerning free discussion activity; for instance, student's anxiety in giving their opinions on a topic that may be unfamiliar to them, or they have nothing to speak about it. For these reasons, comes the duty of the teachers in making students sustain talking easily and that through only providing them with some kinds of supports. The supports comes from the teachers themselves by illustrating the topic of discussion, for example, using materials such as pictures, quotation in order for students can generate ideas to talk about it. Furthermore, when the teachers establish objectives behind such discussion it provides students with motivation to speak and communicate successfully.

2.2.9 Role Play

Larsen-Freeman (2000) argues that role play has significant role in cooperative learning teaching since it gives students to practice speaking in various social situations. Hedge (2000) mentions that teachers use the concept of role-play to refer to "a number of different activities, ranging from simple dialogues prompted by specific information on role cards to more complex simulation which pass through a number of stages'' (p.278). It

is better for role play to perform in pairs or groups rather than acting in front of the class, because acting in pairs increase the amount of speaking. Using role play as a fluency activity has a number of benefits:

  ➢ Role play encourages participation from a large number of students.
  ➢ Some learners find role play easier than free discussions.
  ➢ It enhances the art of acting.
  ➢ It gives a clear goal and direction to the discussion.
  ➢ It increases both competition and co-operation among students.

2.2.10 Gap Activities

This activity is done either in pairs or groups, each learner should possess information that the other one does not have, and this information must be shared to gain results. Doughty &Pica (1986, cited in Hedge, 2000) state a hypothesis that if learners put in pairs within an activity that is based on exchange information the learners will be able to negotiate meaning rather than other activities. This hypothesis is based on the assumption that working in pairs is less threat, students working together to give explanation when there is confusion in any pairs. For example, pairs assist the other by clarification requests, confirmation checks, and more repetitions. This hypothesis illustrates the effectiveness of Pair work information gap activities for language acquisition. This activity produces motivation by bridging the information gap to solve a problem. According to Harmer (2007), "an information gap is where two speakers have different bits of information, and they can only complete the whole pictures by sharing the information –because they have different information, there is gap between them'' (p.129). This activity requires for both students to work together to observe the distinctions between two pictures to complete the gaps in the pictures.

2.3 The Role of the Teacher during Speaking Task

An effective teacher who overlaps the roles of teaching, when the teacher starts teaching he/she takes into consideration students' differences and attempts to facilitate the learning process through adopting a variety of roles. The teachers' roles maintained in creating learning environment to take place, and getting learners confidence to speak fluently, however, it is not an easy task for teachers to perform. Here, Harmer (2001) suggests three main roles for teacher that can implement in order to provoke students to speak fluently.

2.3.1 *Prompter*

Within a speaking task there are students who may get lost and cannot continue speaking, or in some other way they lose the fluency .Here comes the role of the teacher as a prompter which involves leaving students attempt to carry the speech . Also, the teachers can solve such situation in smooth way avoiding learners get frustrated.

2.3.2 *Participant*

The teachers take the role of participant in any activity of the lesson they participate to introduce new information, to simplify the instruction, and to ensure students continues engagement, All this to create suitable atmosphere for learning. The teachers should not exaggerate in participation

2.3.3 *Feedback Provider*

The teachers as feedback provider means that they are acting within the activity to give feedback whether correct mistakes or assess student level. On one hand, when the teachers provide learners with feedback they should take into consideration that over correction hinders students to practice speaking. On other hand, when the teachers are supportive and correct the mistakes gently, students will feel confident.

2.4 Types of Errors

According to Hedge (2000), there are two different kinds of errors.

2.4.1 Systematic Errors versus Mistakes

English language learners at the beginning of their learning they encounter systematic errors which are mainly the result of deficient back ground of language. On the other side, mistakes are those certain performance problems that make the learner fails when applying the rules.

2.4.2 Global Errors versus Local Errors

These kinds of errors have relationships with communication. In other words, global errors lead to misinterpretation to the listener, while local errors concerning to what the hearer can comprehend from an utterance.

2.5 Teachers' Evaluation of an Oral Fluency Performance

A successful teacher is the one who takes into account his /her student's weakness, and corrects their mistakes. Teachers' main objective during oral fluency is making students use the language freely and fluently to be a good communicator as well as to reach these goal teachers have to encourage more fluency in the classroom. There are two ways of correction that teachers can employ inside the classroom.

The teacher should not start correcting students' mistakes during the task immediately; unless the mistakes affect the communication since over correction can lead students feel disappointed and frustrated. Consequently, Harmer (1991, cited in Sàrosdy et al., 2006), suggests that the teacher correction should be gentle which means that the teacher does not intervene and spoil the pair work activity all the time, that is to say, the teacher have to correct mistakes smoothly and indirect way through just indicating student's mistake and giving correct form without spending too much time on it. Whereas Edge (1990, cited in Sàrosdy et al., 2006), indicates that the teacher correction and guidance can be given during the activity, only afterwards he suggests the techniques which are called delayed correction that refers to while students are involved in oral task whether in pairs or in small groups the teachers' role is observing their students performance through taking notes of the mistakes and errors. After the activity is finished the teacher can correct mistakes but if the mistakes were common mistakes by many students, the teacher writes student's mistakes on the black board and corrects them orally or he may give them more practice on it.

According to Larsen-Freeman (2000), "errors of form are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills'' (p. 132). The teacher can correct the errors of the learners during fluency activity simply through noting the errors and return to correct them later with an accuracy-based activity. Broadly speaking, Student's mistakes can be grammatical, spelling words, and other types. The teachers can apply strategies for correction. According to Broughton et al., (1980), students should be taught how to listen carefully to mistakes and discuss them together with the teacher. Ensuring listening to errors is an effective strategy that makes all students listen to analyze the errors.

Scrivener (2005) states that there are a correcting technique which are used by many teachers when dealing with speaking fluency activity that involves listening to errors

discreetly and collect the main used errors, later on, the teacher use the list providing each error by illustrate example in order to discuss and to set an exercise about it. The teachers' goal when providing learners with feedback is improving accuracy.

2.6 Techniques for Promoting Oral Fluency

Nation &Newton (2009) suggest some techniques that encourage the students' oral fluency.

2.6.1 The Best Recording Technique

Is an effective technique that requires a tape or digital recorder in which learner speaks onto tape speaking about an experience or describing pictures, then the learner listens to the recording noting the mistakes and tries to make his speech better through re-recording the talk at each time continue this technique until the learner feel satisfied with his/her recording. This technique involves planning and it encourages repetition via the setting of a quality-based goal.

2.6.2 The Ask and Answer Technique

It is a follow- up to read and it is performed before the learners do their own class presentation. First, learners read a text prepared by the teacher with a list of questions, and make sure that learners get a high level of comprehension, and then they work in pairs with one learner questioning the other about the text. The answers of these questions give ideas regarding the text. The main objective of this technique is for learners to practice the asking and questioning in front of the whole class at acceptable level of fluency, thus each pair practice speaking their presentation easily.

2.6.3 Rehearsal Talks Technique

In this technique learners have to prepare a talk individually it can be dialogue or speech, rehearsing the speech with another partner, practicing it in a small group and finally perform it to the whole class. This technique assist learners specially those who have difficulties whatever they practice speaking their oral fluency improve.

Conclusion

In this chapter, we have discussed some obstacles that encounter second language learners speaking skill which takes a long period for them to reach the fluency that all learners seek for. Also, we have seen that to be a fluent speaker does not depend on how much learners hesitate and make mistakes ,but the way the speaker can carrying on communication and transmitting meaning without breaking down the speech. There are activities that we have presented which provoke learners to speak fluently and raise their confidence as well as planning interesting activities stimulate students' motivation to practice speaking more in the classroom. The next chapter will stress the significance of pair interaction and its role on active students' speaking fluency.

CHAPTER TWO

PAIR INTERACTION

CHAPTER TWO

PAIR INTERACTION

Introduction

Interaction is a necessary component in foreign language teaching since it helps to create teamwork among students. It constructs a good relationship between students, compensate their learning deficiency, and it likely leads to higher achievements. This interaction can take a range of forms, it may occur within the whole class, from teacher to student and student to student. In foreign language classroom, we observe that there are students who lack practicing speaking skill; we offer pair interaction as a teaching strategy to deliver a fluent speech.

In this chapter, we shed lights on pair interaction mainly on: definition of cooperative learning, definition of interaction, types of classroom interaction, definition of pair interaction and its types, the teachers' strategies during pair interaction task, advantages of pair interaction, seating arrangement during pair work, communicative activities, pair correction and the conclusion.

2.1 Definition of Cooperative Learning

Cooperative learning requires learning assistance between groups of students in which they engage in a task working together to reach fruitful outcomes. According to McCafferty, Jacobs ,& Iddings (2006), "Cooperative learning related to the amount of group support and to the degree to which each individual member of group needs to learn and to exhibit his or her accomplishments''(P.4). Cooperative learning has profitable pros in learning second language in which it maintains the interaction among learners.

Dunlap &Weisman (2006) point out that cooperative learning is considered as a technique in which team of students exchange aids , provide explanations in which they have the opportunity to rehearsal the language, to hear an essence of language and enlarge by more fluent peers, and to contribute through the total number of student **.**

Seifert &Sutton (2009) argue that cooperative learning and collaborative learning sometimes used interchangeably "In this approach, students work on a task in groups and often are rewarded either partially or completely for the success of the group as a whole''

(P. 195). This illustrates, that cooperative learning facilitates the evaluation of student's performance within the entire group or individually.

Schwarz, Dreyfus, & Hershkowitz (2009) view cooperative learning as a constant action that takes place among students in which they can use language successful within collaborative situation, that is, students can participate actively in such activity using their own exertion.

According to Hill & Flynn (2006), cooperative learning strategy gives students the occasion to interact and to work collectively within groups to facilitate their learning process.

As states by Cooper (2011), cooperative learning is a task plan that involves students' engagement to accomplish prosperous results through the work of each members of that group. So, working cooperatively is the context where the teachers grouping up learners usually between four learners or more, the ultimate goal of this cooperation is reaching the success of the task.

McKeown (2011) explains cooperative learning as instructional procedure that involves small groups of learners who learn together for the sake of increasing their own learning achievement.

2.2 Definition of Interaction

The term interaction refers to reciprocal relationships between two or more persons whereby they can negotiate meaning, share new conception, and exchange customs. According to Brown (2000), "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (P.165). Interaction occurs between members of peoples who communicate in order to get ideas, information, or requirement.

Sàrosdy et al., (2006) look at the notion "interaction" as, a mutual connection between the teacher and students which means acting upon each other, for instance, when the teacher sets a lesson plan involves exercises, students will attempt to answer those questions depends on teacher illustration thus, teacher turns to give feedback on their actions.

For Scarino & Liddicoat (2009) "Interactions are seen as occurring naturally and organically in the classroom learning process and are therefore viewed as spontaneous and responsive to learner input, and are thus not easily planned in advance'' (P.7), that is, interaction is a process which takes place normally in the classroom and happens naturally without forward preparation, and through sustaining interaction among learners the input will be easier understood.

Robinson (1994) defines the concept of interaction as sharing interaction between two people and this can be seen verbal and non verbal. The former appears when the speaker uses spoken or written words while the latter maintains also in using body language such as gesture, facial expression, and posture. According to Robinson the term of interaction is partially has the same meaning with the word dialogue.

Rubin, Bukowski & Parker (1998) argue that "Interaction refers to the social exchange of some duration between two individuals" (P. 576), this means that interaction is a social phenomenon that occurs between persons.

2.3 Types of Classroom Interaction

Dagarin (n.d.) divides participants in the classroom setting into four categories.

2.3.1 Teacher- Learners

This form of interaction emerges when the teacher takes his/her usual role in the classroom, that is, when he/she talks to the whole class at the same time in both cases acting as a leader and a controller for what happens inside the classroom, for instance, practicing language roles, repeating grammar structures with the teacher, this called as rehearsal of drills.

2.3.2 Learner-Learner

This type of classroom interaction is named as pair work. In pair work activity students pair up to fulfill an assignment. Here, the role of the teacher is advice students when necessary after the activity, the teacher puts the pairs into a whole group and each pair states on their work.

2.3.3 Learners-Learners

Learners-learners interaction is called group work where a number of students work collectively on a task. The teacher's role is to consult the reaction of the groups in which they engage and report on their work.

2.3.4 Teacher-Learner

In this kind of interaction, the teacher refers to the whole class, but there is an exception that only one learners or a group of students take part to solve the activity. It also used for assessing students individually, for example, to lead students into a less controlled of the activity.

2.4 Definition of Pair Interaction

Lobatón (2011) states that the concept of pair interaction understood as linking of roles and relationship between students in the classroom setting and it occurs when they undertake different kinds of activity. Teachers' roles are controlling the arrangement of the classroom and how students organize themselves to reach the core of a specific activity.

Philp, Adams & Iwashita (2014) pair interaction means interactive activity between learners in which they can communicate with each other, where the teacher is just a guide without giving constant participation from him.

Hinkel et al., (2010) see pair interaction as a crucial element in language learning since it gives the opportunity to negotiate meaning through interactions and producing comprehensible language, moreover, pair interaction is the best for supporting language.

2.5 Types of Pair Interaction

Good & Brophy (2008) point out that students usually enjoy tasks that allow them to interact with peers. Teachers can build pair interaction into whole class activities through implementing such activities such as discussion, debate. Pair interaction activities are likely to be helpful. First, it has valuable in learning experience. Second, every student has a substantive role to perform in functioning the groups' mission. According to Philp Adams & Iwashita (2014), there are some types of Pair interaction:

2.5.1 Pair Modeling

Pair modeling occurs when heritage learners, who have been exposed to the target language in home environment in which they master language, are attach with second language learners who have been exposed to the target language use only in the classroom setting.

2.5.2 Pair Tutoring

Pair tutoring is a familiar form that related more on peer assisting learning in which one peer supposes himself / herself in the state of being a teacher or a tutor standing in black board in order to assist the other in some way. This type of pair interaction usually involves a proficient learner with a less proficient learner. That is, through pair tutoring learners who have difficulties in understanding the teacher' explanation, they can understand more when peers explain to them. This process is effective for students, the one who acts as tutor and the other who act as student. This clarifies more on Exley & Dennick (2004) they argue on evidence "that such peer tutoring is not only helpful for the students who get help but also helpful for student tutor who gains a greater depth of understanding through the process of teaching'' (P.63). Forman & Cazden (1985, cited in Falchikov, 2001) argue that pair tutoring happens when there is a difference between the two persons, the knowledgeable individual who acts as a tutor and the other individual who is the less knowledgeable.

2.5.3 Pair Review-Editing

This is often related to writing process in which students correct each others' mistakes. Sachs & Parsell (2014) state that pair reviews is the process of collaborating that works with teaching colleagues through noticing each others' paper, sharing ideas about strategies, teaching activities and developmental activities such as writing. Moreover, Brookhart (2008) argues that "Peer editing of writing or peer review of projects or assignments can be fun for all and a great source of second opinions, or it can be a waste of time." (p.70) to illustrate more, pair review is considered as amusing and useful technique when the teacher applies it in a certain degrees without exaggerate in using it because the over use of pair review-editing will seem as wasting time.

2.5.4 Pair Instruction

It aims at answering some of the questions which suggests by the teacher and this can be done in pairs or groups. According to Bruff (2009), pair instruction involves giving questions and having students to solve it whether in pairs or small groups before submitting their answers.

2.6 Teachers' strategies during Pair Interaction Task

The teacher duty begins once he/she initiates an activity. These strategies are employed in both cases when students work within the groups or pairs. Directly after the teacher gives the task instruction, he/she has to check to make sure that all students have understood the task questions or not ,and whether they are doing the activity that teacher asks them to do it or not . To do this, teacher has to make an overlook around the room, listen briefly to students' whispers and checking many groups. The major goal is to gain students the opportunity to work on their own, speaking fluently and trying to do things without constant interference and correction as soon as the teacher noticing that students are engaging in the task correctly, he/she might be the source of language items provider, a supporter, or an adviser. These options reflect teachers' strategies from being a monitor, participator or vanish. The next strategies proposed by Scrivener (2005).

2.6.1 Discreet Monitor

Discreet monitoring takes place when the teacher attends in the classroom but does not overly provide help or interfere he/she just perceive students reaction by watching and listening to them. The teacher object is to make students feel that he/she present without being all the time helper unless there is a significant problem, the teacher can assist but swiftly and effectively, and then come back to the discreet monitoring role. The benefit of acting as monitor discreetly is to let students use their own resource and being reliance.

2.6.2 Vanish

There are some positions when the teacher presence can be affect negatively on the usefulness of the task especially when the teacher gives so much attention to the task. The term to vanish means to disappear, but in that context indicates that teacher have to go into a corner of the room and sits silently this does not mean that the role of the teacher is not needed however he/she has to take a break from being a teacher for a period of time for example:

1. Reading something while sitting, in order to avoid him/her self from worrying about how students are doing the task.
2. The teacher needs to keep a small percentage of attention on the room, in order to know that the activity is ended up.

3. Sometimes leaving the classroom for a few seconds may be a great choice in which letting students work without teacher help.

2.6.3 Monitor Actively

Monitor actively is contrast in meaning with the first strategy which is monitor discreetly. In actively monitor teacher is visible, he/she just offers learners with correction, help, and interferes when they ask for it. The teacher can be an active monitor through:

1. Moving around the classroom.
2. Listen to different groups' discussion.
3. Offer advice and correction
4. Respond to students' questions

2.6.4 Participator

Teacher participation in the classroom implies from him/her to take a sit and join a group and part as if one of the group and when he/she finishes working with the first group quietly moves to another group. The teacher participates can be through:

1. Offer new ideas.
2. Help in solving difficult questions.
3. Join in discussion.

2.7 Advantages of Pair Interaction

Pair work is a strategy used by the teachers which requires two students to interact together in giving answers for an activity, this interaction called Pair Interaction. Teacher utilizes this technique for its benefit on both teacher and student. According Watcyn-Jones (2002) pair work strategy comprises various advantages:

o working in pairs provides every single student with the opportunity to speak in a cozy atmosphere this means that, students work with peers who close to them rather than working in front of teacher or in front of the whole class. This strategy untangles student's classroom restraints and allow to them to progress normally.

o Pair work-based task are student-centred rather than teacher -centred. This implies that the role of the teacher is just a guide. Students can talk more than the teacher himself or herself and they going to be self-reliance which means that through pair-

work activities, students will be able to recognize the level of their communicative ability. Harmer (2007) confirms that pair work allows students to work independently without relying so much on the teacher, thus promoting learners' autonomy.

- o Pair work somehow lessen teacher's role during this sort of classroom activity as a result, students can depend on themselves rather than on the teacher all the time. Through pairing up students they can deliver a natural and real speech. Also, pair work makes things for the students easier to remember.

- o Pair work technique enhances assistance between students such as working together by aiding each other in order to accomplish a task effectively. In other side, pair interaction builds a dynamic learning environment in the class. In addition, it directs students feeling stress-free of making mistakes and construct students' self-esteem as they establish that they can achieve a task without permanent help from the teacher.

- o Enormous pair -work activities make students introducing themselves, expressing their personalities in a natural and less worried way. It is also contributes to create a warm learning atmosphere in the class plus promoting a positive group feeling.

- o Many pair-work activities are very entertaining to practice than traditional activities. When students enjoy what they do they learn faster than those who find the work uninterested.

- o Pair work is lively and dynamic. When students are active and interest in involved activity learning process can really take place. Pair work techniques remain students active to learn.

- o Pair work makes teachers feel relax from being the spot light they just have to stand back, listen, and prepare strategies for helping students increase their confidence and information.

For Harmer (2007), pair interaction increases speaking time because it makes the possibility to each member to practice speaking. According to Richards & Lockhart (1996), interaction among pair or group works can give students the chance to build their linguistics competence and acquiring this competence help students to accomplish different type of activities in a friendly atmosphere. Furthermore, Long (cited in, Richards &Lockhart, 1996) argue that using activities based on pair work can help learners obtain "comprehensible input''. That is, pair work maintains interaction by negotiate meaning,

asking for more clarification, and this interaction facilitate the comprehension of the input and make it easy to acquire. Mcleod, Fisher & Hoover (2003) point out that "students working in pairs have an opportunity for input from a peer without the need for the higher-level social skills required in small groups" (P.164). In other words, Pair work can be useful and foster tool for acquiring information than putting students in groups.

2.8 Setting Arrangements during Pair Interaction

Seifert & Sutton (2009) point out that "learning is facilitated if the furniture and space allow you to see all students and to interact with them from a comfortable distance" (P.137). For each classroom activity arranging the furniture have to be dynamism, teachers should not stick only on the traditional seating structure. Hence, taking into consideration the setting arrangement can create a suitable environment for better learning achievement. Regarding to Dörnyei & Murphey (2003) classroom furniture has different structures.

2.8.1 Traditional Teacher-Fronted Seating Structure

This seating form is organized in the way that columns and rows of desks and chairs face the teacher. It is worth when the teacher plans communication with students such as, formal presentation. This seat work is an effective when the purpose is to make students pay attention to the presenter, but this kind of arrangement does not give any environment support for pair interaction. Maxom (2009) states that traditional layout is appropriate when the teacher plans for exams or tests it is less likely to fell relax.

2.8.2 Semi – Circular Seating Structure

Semi–circular structure is a common arrangement setting for small groups which requires that the teacher sits in the middle of the open end of the U-shape and students surround him/her as creating semi-circle. This arrangement allows students to have immediate interaction and visual contact with each other in order to increase communication. Garrett (2014) maintains that U-shaped arrangement is very effective for students' speaking to face each other as well as it allows for collaborative knowledge construction between pairs of students.

2.8.3 Ad hoc Clusters of Chairs /Desks

It is useful to create learners' autonomy and build their reliability. It uses when teacher organizes the classroom furniture in small groups of chairs/desks such as, games activity,

role play performance which there is spaces to move easily. The big advantage of this arrangement is that teacher is not intervening students' primary communication.

2.8.4 Circular Seating Structure

This arrangement has no predetermined leadership position as it physically includes the teacher in the group. One advantage of sitting in a circle is to build quick relationships among students and it fosters attraction and involvement. Ehraman & Dornyei(1998 cited in Dornyei & Murphey ,2003), report on studies that they have found students who sit in circle groups seem friendlier than students who sit in other arrangement, and that circular arrangement resulted in shorter pauses in conversation.

Pair interaction most of times is less worried rather than individual work. So, arrange students during pair work strategy has a lots of procedures; the setting should be flexible and relax. Jones (2007) perceives classroom setting can take array of shapes during pair work activity. For example, students would have swivel chairs on wheels, so that they can change their places rapidly to face each other, turn around asking for clarification from a different pair or they can turn to face the teacher when there is any kind of confusion. For Pair work, students may sit side-by-side to face each other. Also, Baines et al., (2008) state that "Pair work –best when seated in pairs / rows or as small groups where working partners sit next to/ across from each other''(p.14). According to Garrett (2014), when students working together they are likely constructing new knowledge. He states that arranging students into pairs has multiple advantages and disadvantage:

Advantages

- It is simplify for the teacher the way to move around and participate with individual or with pairs.
- Through organizing students into pairs, teachers can predict that all students will look at them when he/she are talking.
- While the teacher recognizes all students' faces, he/she can monitor easily the behavior and understanding.
- Pair work strategy gives the chance to students to form groups of four easily, by having one pair turn around their chairs around to join the group behind them.

Drawbacks

- When a student doing individual work, a partner who is next him may create distraction.
- During pair work students cannot see each other such as a group discussion.
- Students who sit in the back often cannot listen to students in the front, who are facing toward the teacher.

The following diagram proposed by Garrett (2014) in which exhibits some arrangement of physical design of the classroom.
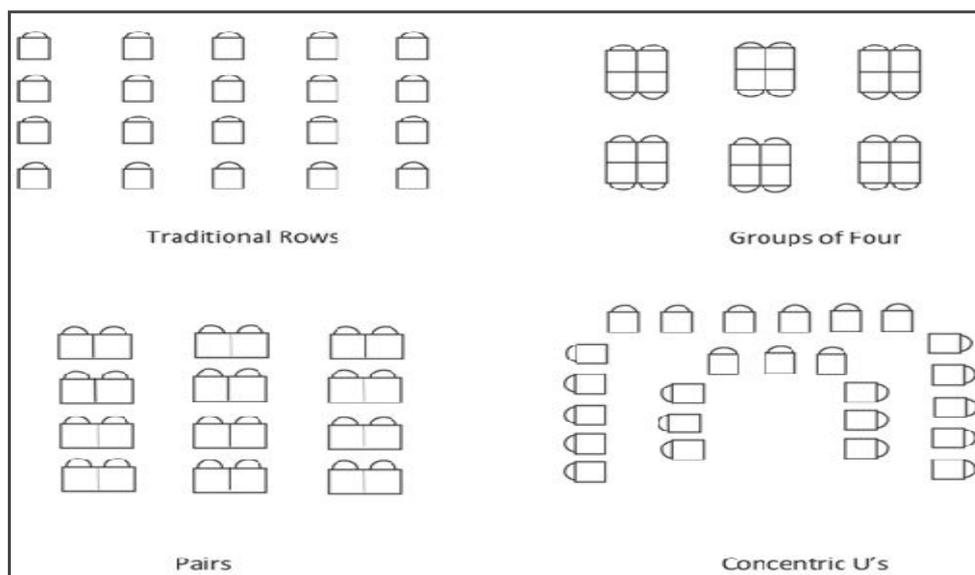
Figure 1: Desk arrangements

2.9 Communicative Activities and Pair Interaction

The main concern in communicative language teaching is to develop the interaction among students, two main types of activities are suggested by (Littlewood, 1981), which is functional communication activities and social interaction activities:

2.9.1 Functional Communication Activities

This kind of activities deals with making learners more aware of using language as means of communication for the sake of conveying meaning effectively in a specific context. Functional communication activities help learners to comprehend three abilities which are:

1) The ability to understand linguistic structures and vocabulary.

2) Knowledge of potential communicative function of linguistic forms.

3) The ability to connect both the linguistic forms and non linguistic knowledge, in order to clarify the functional meaning.

According to Littlewood (1981), the goal of this activity is getting learners use language that they know in order to obtain meaning without concentrate if language is specific or grammatically accurate. Littlewood (1981) states that the functional communication activity has four kinds:

2.9.1.1 Sharing Information with Restricted Cooperation

This kind of communicative activity is considered as easiest pattern of interaction. It can be employed with two students or more students in which one student knows information that have to find it by the other(s). This interaction is type of questionnaire; the knower is not allow giving answers or participates only to respond with appropriate cues through saying "yes" or "no" to the given cues. There are various types of this activity for instance, identifying pictures, and discovering sequences.

2.9.1.2 Sharing Information with Unrestricted Cooperation

This activity deals with developing patterns of communication through decreasing the conventions that restrict the cooperation between learners. Increasing interaction among learners appears through permitting those learners to use the language for the sake of asking for clarification. Examples of this activity are pictures and communicating patterns, discovering differences.

2.9.1.3 Sharing and Processing Information

Sharing and processing information means to share knowledge among learners, discuss and evaluate information and this is for solving problems. The objectives behind this activity are:

1) To create a sense of thinking deeply for going beyond the surface meaning through analyze, explain and, evaluate.

2) Through sharing information, learners can express ideas that they have not been prepared.

2.10.1.4 Processing Information

This is the last type of functional communication activity that requires from learners to communicate by discuss and evaluate facts, in pairs or groups in order to discover solution to a problem it is similar to a problem solving tasks.

2.9.2 Social Interaction Activities

Social interaction activities are not just focuses on the functional aspect of language as well as these activities emphasis on the social context where learners use language outside the classroom not as functional instrument. This kind of communicative activities based on interaction among students. Littlewood states that there are procedures that help teachers in engaging learners to practice language in different social context.

2.9.2.1 The classroom as a social context

Classroom setting is considered as 'artificial environment', it is real place for students to learn how to use a foreign language. It reflects the relationships that exist between the teachers and their learners. Here are approaches of classroom as social context:

1. Using the foreign language for classroom management

It requires not only planning for classroom activities, but also to organize classroom layout, the courses, as a result, it provides a sources of communication that foreign language classrooms require.

2. Using foreign language as a teaching medium

Learners express themselves when there is high motivation, they will be able to communicate.

3. Conversation or discussion sessions

Both conversation and discussion help students to improve their communicative level so, it is essential to provide conversation and discussion in the classroom.

4. Basing dialogues and role plays on school experience

Classroom dialogues and role plays assist learners to understand what surround them and confront problems.

2.10 Correction during Pair Interaction

2.10.1 Pair Correction

Pair correction is a procedure that used rarely in the classroom to evoke the interaction between learners. According to Maxom (2009), Pair correction applies basically with two students when they switch assignment paper to each other to be corrected. Pair interaction has several benefits:

1) It minimizes the stress on the students, who made the mistake, especially when the teacher considers that self correction is not allowed.
2) Pair correction engages all the students to practice the activity.

In the other hand, Edge (1989) argues that the concept of pair interaction is very positive during pair and group work; it gets students correct each other mistakes in an encouraging way. For example, when students working on a sentence by sentence exercise, they can comment on each other' sentences. In fluency activities learners have not be interrupt each other, they ought to listen to their peers. The teacher function here is making notes or can use some of students as observer to listen to each other's errors. In promoting pair correction in the classroom, the teacher takes the role of monitor, that is to say, he/she is free from correction. Larsen-Freeman (2000) illustrates that pair correction is likely take place once a student help another student, he /she deals with difficulty. To supply assistance is a matter of cooperation between students, not for the purpose of competition.

2.10.2 Teacher correction

Edge (1989) states that teacher often use pair work tasks to enhance the amount of practice. The teacher cannot hear all students' mistake he/she can offer a kind of freedom to correct.

2.10.2.1 Steps for correction

1) The teacher can walk around and make an observation to the work of students.
2) He/she uses a checklist to write down mistakes.
3) The teacher may stop the task when he/she notes that all students out of the subject, this can be solve through stop the whole class and ask one pair to repeat again the instruction of the task.

These simple steps help the teacher to correct mistakes easily and this starts when the activity end up, then the teacher asks one student to answer the questions of the task in which he/she can hear the mistakes twice in order to provide correction by writing them on the board.

2.11 The relationships between Pair Interaction and Speaking Fluency

In terms of the effectiveness of pair interaction among learners in increasing speaking fluency, numerous studies proved that pair interaction has essential roles. Concerning Lightbown & Spada (2014, cited in Achamd & Yusuf, 2014), learners get the opportunity to engage in conversational interaction when put them in groups or pairs the ability to speak fluently arise and communicate more successfully in a second language, these interaction focuses on meaning and attempt to imitate natural communication in conversational interaction. Additionally, Richards, Hull & Proctor (1996) affirm that selecting a partner is a useful way to develop learners' speaking fluency in which pair work gives more opportunities to practice English in the classroom.

Conclusion

To conclude, sustain interaction among learners plays a great value in learning second or foreign language. It includes participation in various manners, from both the teacher and the learners. One patterns of classroom interaction is called pair interaction that helps learners in their educational process. In this chapter, we have shown that classroom interaction happen regard to the physical arrangements, that is, how setting effect learning achievement. Moreover, working in pairs has different ways and advantages in which students can benefit from each other as well as improving their communicative level.

CHAPTER THREE

FIELD WORK

CHAPTER THREE

FIELD WORK

Introduction

In the previous chapters, we have presented various researchers' perception about our field of interest. The next chapter represents students' different views on pair interaction strategy and how implementing it in the classroom can help students improving their speaking fluency. In this chapter, we started our practical chapter (the students' questionnaire) in which we may recognize students' main issues in speaking that impede them during oral expression sessions and (classroom observation) through observing teachers' attitudes, students' performance and behaviors.

In this chapter, we clarified the research design (students' questionnaire and classroom observation) in terms of the aim, the description, the administration, interpretation and analyzes.

1. Aim of the Questionnaire

The aim behind this questionnaire is to gather information about students' opinions towards the benefits of working with peers to provoke students' ability to speak more and fluently during oral expression courses. Furthermore, it aims at establishing the main issues that prevent students from producing a fluent speech, and how implements pair work technique as suggesting solution to deals with that issue.

2. Administration the Questionnaire

We have administered the questionnaire to second year LMD students of Biskra University for the academic year 2015/2016. It was administered in a friendly and comfortable environment within classroom courses. The questionnaire took from students' time nearly thirteen minutes. The total of questionnaires was "60" copies which be given to three selected groups of second year English students, "55" copies were handed back concerning the left "5" students did not answer.

3. Description of the Questionnaire

The questionnaire comprise fifteen (15) questions which divided into three main sections, those questions are either closed questions which require from the learners to select "yes" or " no" answers , or giving answers to justify their options in the space provided.

Section One (questions 1.3)

This section is construct to get general insights about students' information concerning English option, motivation to study and their current level in order to know how Second language learners deals with language.

Section Two (questions 4.9)

The second section focuses on how students perceive speaking skill and what are the obstacles that make acquiring speaking fluency very hard for some of second language learners and what are the reasons that come back to it.

Section Three (questions 10.15)

The last section concerns the students' opinions towards working with peers in the classroom and how they evaluate the effectiveness of pair interaction in developing their speaking time.

3. Analysis of the Results

Students' Questionnaire

Section One: General Information

Question 1: Studying English as foreign language is

a- Personal option
b- Imposed option

Table1: Students' Choice of Learning English

Option	Number	Percentage
a	46	83.63%

b	9	16.36%
Total	55	100%

Figure1: Students' Choice of Learning English
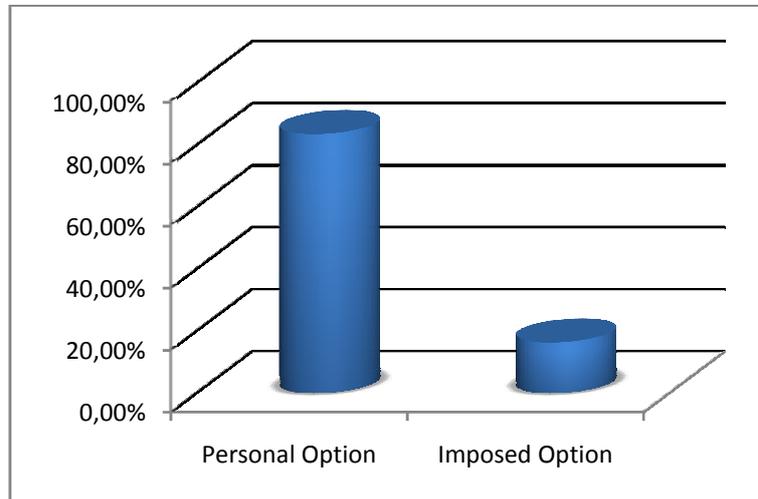
The results show that (83.63%) of the selected population choose to study English as their personal options, this indicates that most of English language learners opt for learning English because they like this language and find it interesting to learn whereas only (16.36%) who were obliged to choose English, and this may be due to parents' desire for them to study English, the administrations' decision, or perhaps they do not find a good branch to study. Frequently, the improper choice to study any branch can have a bad effect on students' achievement.

Question 2: Are you motivated to study English?

a- Yes

b- No

Table 2: Students'Motivation to Learn English

Option	Number	Percentage
a	50	90.90%
b	5	9.09%
Total	55	100%

Figure 2: Students' Motivation to Learn English
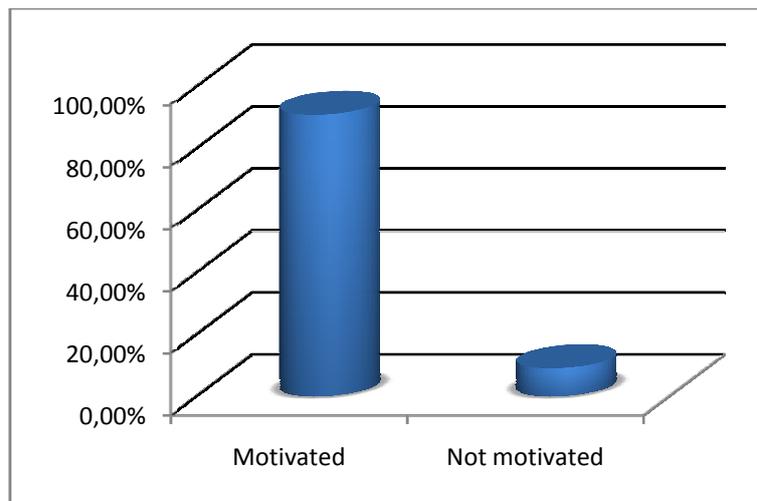
The results demonstrate students' willingness toward English language. A high rate of the students (90.90%) are motivated to study English basically because they are interested to the language while a few percentage (9.09%) are not motivated, it is simply because they were forced to choose English language or they had previous thoughts that learning English is very easy, hence, they confront many learning difficulties and they get discouraged.

Question 3: How do you consider your current level in English?

- a- Good
- b- Average
- **c-** Low

Table3: Students' Level in English

Option	Number	Percentage
a	16	29.09%
b	37	67.27%
c	2	3.63%
Total	55	100%

Figure 3: Students' Level in English
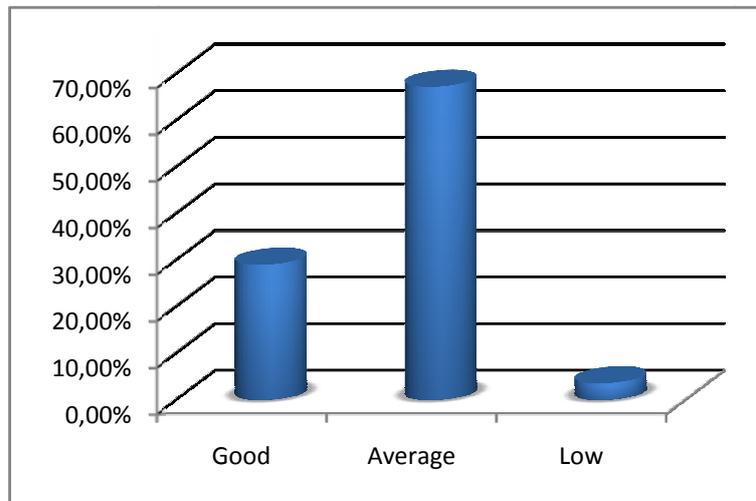
The results show that the highest degree (67.27%) goes to students who deem that their level in English is an average .However, (29.09%) of students think are good at English. Only few of them (3.63%) who consider their level as low. These results reveal that the level of second year English students generally is average perhaps students are exposed to English only inside the classroom or they do not have a rich background knowledge concerning the language. Consequently, those who have an average and low level need to be more exposed to the English language.

Section Two: Speaking Fluency

Question 4: How do you perceive speaking in the classroom?

   a- An easy task
   b- Hard task

Table 4: Students' Perception of the Speaking Task

Option	Number	Percentage
a	38	69.09%
b	17	30.90%
Total	55	100%

Figure 4**:** Students' Perception of the Speaking Task
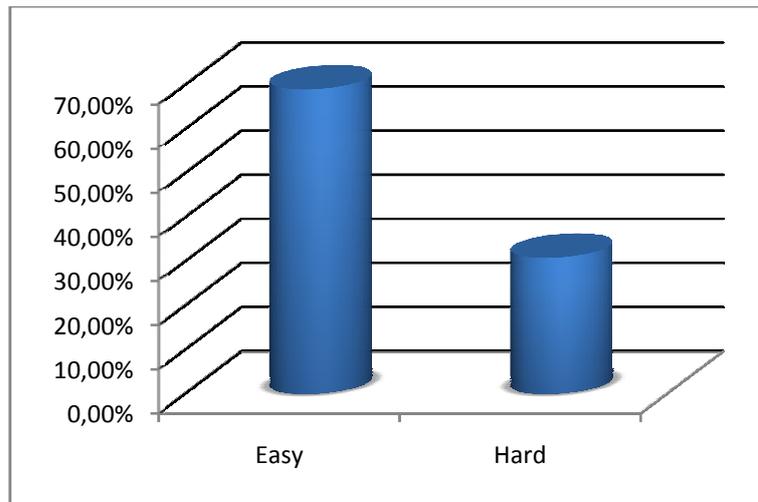
The results indicate that (69.09%) of the students argue that speaking English is an easy task on the one hand. On the other hand, (30.90%) of them consider speaking as a difficult task to perform this associated with the poor level of students and lack of practice. Generally speaking, speaking English is an easy task for those who practice the language permanently.

Question 5: How often do you practice speaking?

a- Always

b- Sometimes

c- Never

d- Rarely

Table 5: Classroom Speaking Involvement

Option	Number	Percentage
a	9	16.36%
b	37	67.27%
c	0	0%
d	9	16.36%
Total	55	100%

Figure 5**:** Classroom Speaking Involvement
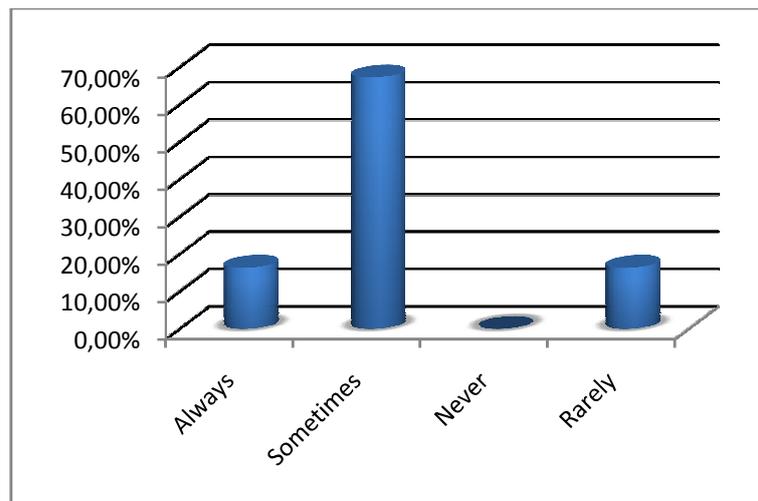
The results show that students' participation take different direction, those who say they "never "participate are (0%) which denote that students' participation has different range of variety. The majority of the students answer with "sometimes" (67.27%) which implies that second English language learners' participation in speaking task is not extremely high since students do not interact so much or because in high school the focus was more on listening not on speaking. Also, it could the large number of students. Unlikely (16.36%) of students are always involved in the classroom as a results they have a good level at English or they are highly motivated. The remaining (16.36%) of students respond with "rarely", and they justified their answers as follows:

- ✓ Inadequate vocabulary, most of students suffering with vocabulary mainly because of lack of reading(books, dictionary, articles)
- ✓ Shyness that appears due to lack of self-esteem, that is, some learners underrates themselves
- ✓ Over hesitation because of fear of making mistakes.

Question 6: Do you speak English fluently?

a- Yes

b- No

Table 6: Students' Speaking English

Option	Number	Percentage
a	23	41.81%
b	32	58.18%
Total	55	100%

Figure 6: Students 'Speaking English
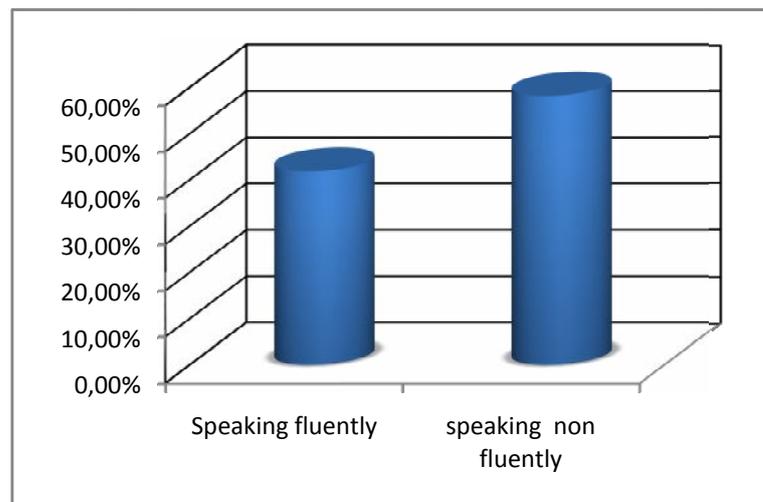
The results obtained denote that (41.81%) of students speak English fluently they may be make more effort to practice speaking outside the classroom and are more confidence and motivated, but most of them do not speak fluently (58.18%) according to students who respond with "no" this is due to several problems that encounter them. Those problems are:

✓ They affirm that the influence of the mother language "Arabic" on speaking English language as an example, when students think in Arabic and translate expressions to English.

✓ They have the fear of making mistakes when they speak especially grammar mistakes, misspelling some words which students thought that those mistakes put them under stress.

✓ They state that they need to practice more the English language because they do not use it in their daily life.

✓ They have problems with pronunciation and hesitation which makes them feel bad speakers.

- ✓ They believe that the obstacles that hinder them to produce a fluent speech are mainly shyness, lack of confidence as well as deficient vocabulary these reasons lead students always doubt about whether their speech is correct or not.
- ✓ Some of students insist that the allocated phonetic sessions is not enough to improve their pronunciation.
- ✓ They are afraid from the critical of teacher and the students on their speaking performance and they need from teacher to be more motivated in the classroom.
- ✓ They consider that they cannot practice speaking due to no mutual interaction to communicate and develop speaking.

Question 7: Do you think that students cannot produce fluent speech because:

- a- The allocated time for practice speaking is insufficient
- b- Sometimes students do not have information about certain topic
- c- Students have problem with mispronunciation
- d- Students lack of confidence

Table 7: Reasons that Prohibit Students' Speaking Fluently

Option	Number	Percentage
a	2	3.63%
b	24	43.63%
c	13	23.63%
d	16	29.09%
Total	55	100%

Figure 7: Reasons that Prohibit Students' Speaking Fluently
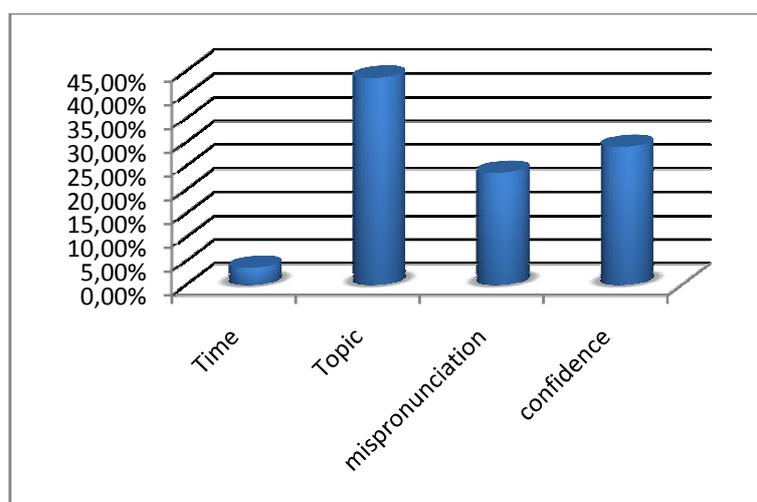
The answers to this questions shows that a few students (3.63%) claim that the allocated time for speaking is not really huge issue to produce fluent speech in contrast with students who view that they do not have enough knowledge about a topic they are extremely high percentage (43.63%) and this could be due to inappropriate topics, students sometimes do not like to speak about certain topics because they dislike it, or may have not sufficient knowledge about it or they prefer to select a topic according to their wishes and desire not forced to speak about a topic that suggested all time by the teacher .(23.63%) of the students say that mispronunciation tackle them to speak fluently and this might be due to the lack of listening techniques in the class or they do not listen to English outside . The remaining of students (29.09%) answer that lack of confidence prevents them to speak fluently. Thereupon, confidence plays a great influence on student's achievements because most of students who are able to speak we find them more confidence instead of those who does not feel self-esteem, for example, students lack confidence because they dislike other's critics.

Question 8: During speaking activity do you like when the teacher gives you the correction immediately?

a- Yes
b- No

Table 8: Students' Attitude towards the Teachers' Correction

Option	Number	Percentage
a	39	70.90 %
b	16	29.09 %
Total	55	100%

Figure 8: Students' Attitude towards the Teachers' Correction
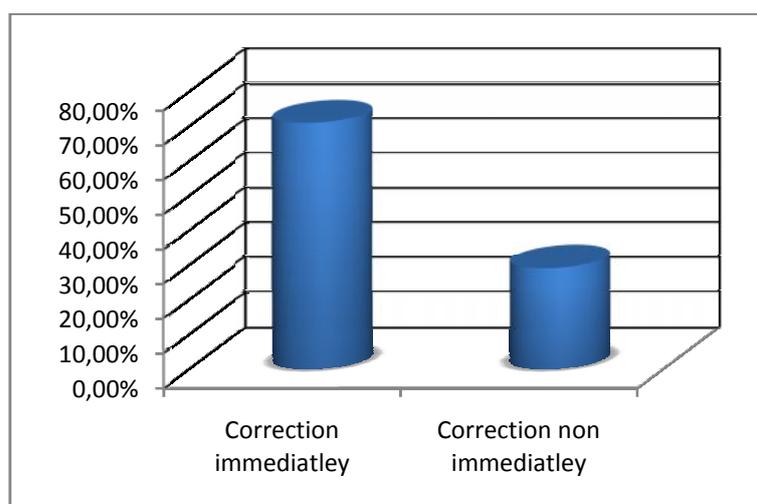
The results denote that students' positive attitude for immediate correction is dramatically high (70.90 %). This result reveals that those students prefer to correct mistakes within the task comparatively with the rest of students (29.09 %) they like better to speak without interrupting from the teacher because they lose concentration and confidence to carry out their performance. Therefore, students start hesitating, forgetting words. In their opinions the correction on their accuracy comes later on when they finish speaking.

Question 9: To which degree you think that oral expression courses can help you to raise your oral fluency?

Table 9: The Effectiveness of Oral Expression Sessions in Promoting Fluency

Option	Number	Percentage
It helps	44	80%
Not help	5	9.09%

No answers	6	10.90%
Total	55	100%

Figure 9: The Effectiveness of Oral Expression Sessions in Promoting Fluency
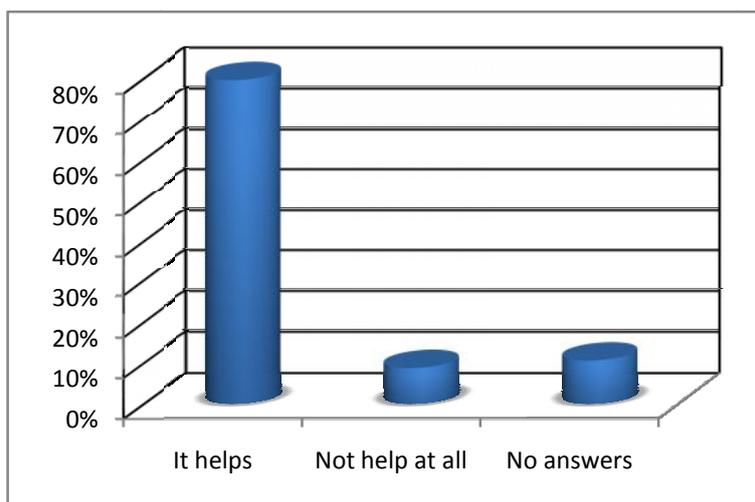
The results clearly demonstrate the significance of oral expression courses in raising students' speaking fluency as it is shown in this figure that nearly the majority of students (80%) assert that oral expression sessions are very beneficial to develop students' speaking fluency. Students justify their answers as follows:

✓ Oral expression sessions give the students the chance to speak and to express ideas without being afraid.

✓ It helps to high degree especially when the teacher has a good pronunciation and he motivates his/her students.

✓ Oral expression sessions help students more than other modules because it gives them the opportunity to speak freely and make mistakes to correct them.

✓ Students confirm that oral sessions make them learn lots of things and reduce shyness.

✓ It improves our speaking fluency through provides us with opportunity to obtain new vocabulary.

✓ It helps students a lot because they do not practice speaking outside so this is the only way to express their thoughts.

✓ It is the only session in which students practice speaking to improve pronunciation.

✓ It can help to increasing students' confidence.

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While (9.09%) of students outlook that oral expression sessions does not help them to develop their speaking fluency. They justify their answers as:

- ✓ They do not gain any benefits from oral expression courses.
- ✓ It helps if the teacher be helpful and uses strategies during the session.
- ✓ The teacher of this year could not help us at all.
- ✓ Listening to English and correcting mistakes by themselves.
- ✓ It helps but it depends on the teacher if he/she gives the chance to speak.

Section Three: Pair Interaction

Question 10: Do you prefer to work in:

- a- Groups
- b- Pairs
- c- Individually

Table 10: Students' Preference to work with Others

Option	Number	Percentage
a	27	49.09%
b	15	27.27%
c	13	23.63%
Total	55	100%

Figure 10: Students' Preference to work with Others
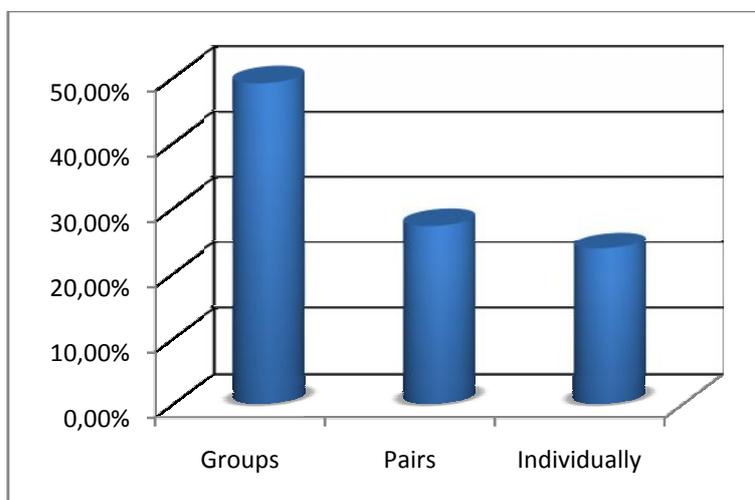
As it apparent that most of the students (49.09%) prefer to work in groups and pairs which are the (27.27%) this might be owing to their personal preference, they like interaction among them or the choice of the teacher. (23.63%) of students prefer to work individually since:

✓ They do not like to share their knowledge with others.
✓ They prefer to be self-reliant.
✓ They like to show their capacities and their personal touch.

Question 11: Do you work in pairs in oral expression sessions?

a- Yes
b- No

Table 11: Pair Work in Oral Expression Sessions

Option	Number	Percentage
a	35	63.63%
b	20	36.36%
Total	55	100 %

Figure 11: Pair Work in Oral Expression Sessions
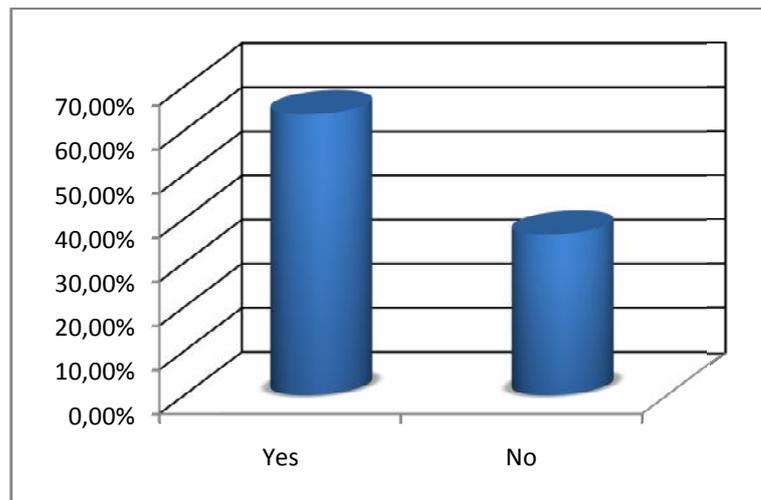
The results clarify that the majority of the participants are willing to work in pairs which are obviously shown in figure (11). (63.63%) they form pair work when participating in oral expression courses. In other respect, the remaining students (36.36%) they do not participate using pair work in oral expression it might be because of:

✓ Students' choice to work individually or in groups or it might be the teacher does not give a great attention to use pair work.

Question 12: During a speaking activity do you like to work with:

a- Partner who has the same level as yours

b- Partner who has a higher level than yours

Table 12: Students' Preference to their Peer Level

Option	Number	Percentage
a	22	40%
b	33	60%
Total	55	100%

Figure 12: Students' Preference to their Peer Level
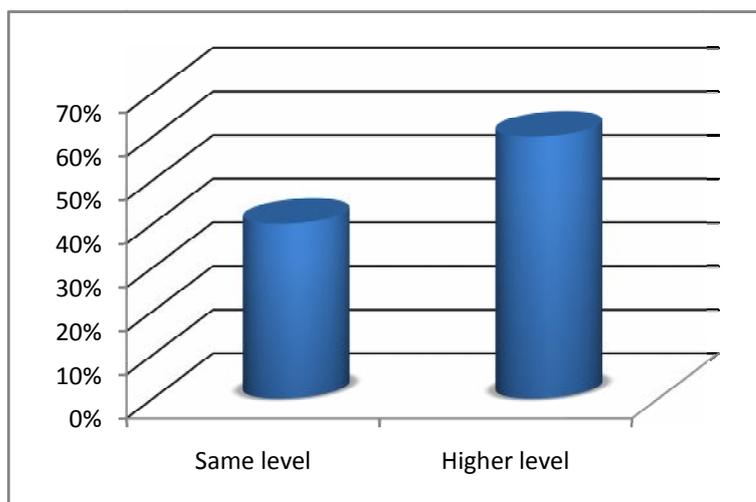
The results illustrate that students like to work with those who have a higher level and this clarifies in the degree of (60%) which indicates that second language learners feel that they can work better when interacting with advance partner consequently, they take an advantage in working with those peers, and an advance student help his partner who has low level. Despite to those answers, there are some students who answer that they enjoy working with a partner who they share the same level of knowledge (40%) this could be

the reason that they may feel at easy when working with classmate which have the similar level or they have the way of understanding each other.

Question 13: Do you think that interacting with your peers can increase your speaking amount?

   a- Yes
   b- No

Table 13: Pair Interaction Impact on Students' Speaking Fluency

Option	Number	Percentage
a	52	94.54%
b	3	5.45%
Total	55	100%

Figure 13: Pair Interaction Impact on Students' Speaking Fluency
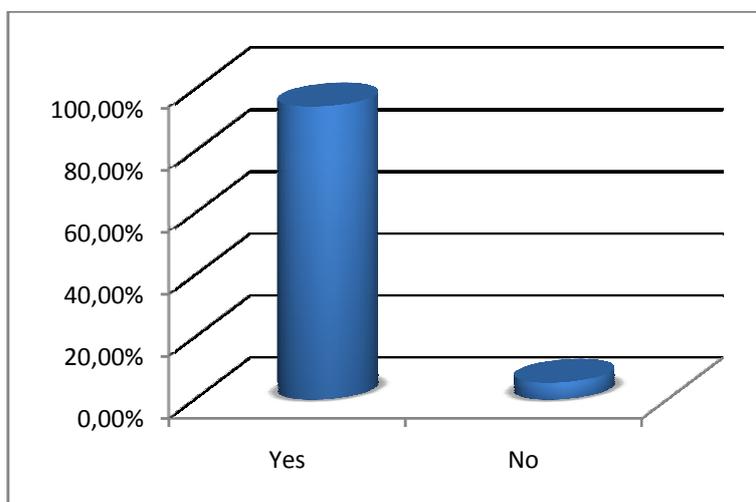
The main aim of this question is to determine students' main thoughts for the sake of discovering whether implementing pair work can grow students' speaking quantity or not. Depending on the consequences which are presented above appears that (94.54%) of students answer with "Yes" those who work in pairs and the minority of students (5.45%) answer with "No" perhaps they like to work alone.

Question 14: Do you think that using pair work technique can motivate you to speak more in the classroom?

a- Yes

b- No

Table14: Raising Students' Motivation through Pair Work Technique

Option	Number	Percentage
a	50	90.90%
b	5	9.09%
Total	55	100%

Figure 14: Raising Students' Motivation through Pair Work Technique
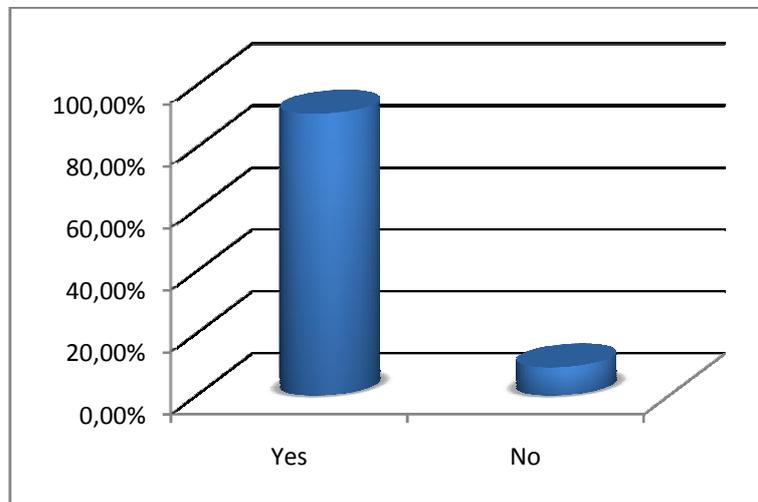
Most of the findings presented above ensure that pair work strategy motivates students to practice speaking and this appears in the percentage of (90.90%), which is a high rate when it is compared with those who disaffirm that pair work motivates them. Consequently, pair work motivates students since it reduces the fear.

Question 15: Do you feel more self-confident when you are interacting in pairs with your classmates in English?

a- Yes

b- No

Explain why please!

Table 15: Maintaining self-confidence Using Pair Work Technique

Option	Number	Percentage
a	52	94.54%
b	3	5.45%
Total	55	100%

Figure 15: Maintaining self-confidence Using Pair Work Technique
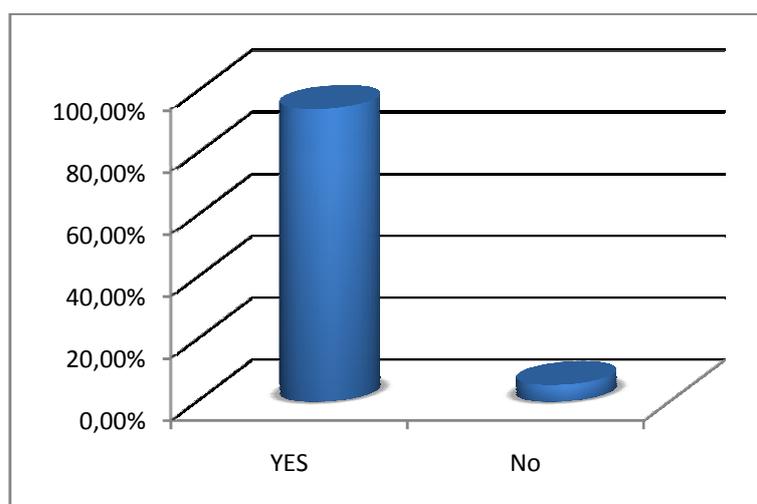
The results demonstrate that interacting in pair with classmates in English make students feel more self-esteem that is why approximately all students (94.54%) affirm that pairs influence each other positively. In the other side, just a few (5.45%) of students who consider that pair work has an insignificant use to boost students' confidence. Here students' justification for their answers:

Those who reply with "Yes" as follow:

✓ Most of students argue on the point that, they get help from each other when making mistakes in which one peer gives the ability to the other one to speak and sharing information.

✓ Students do not feel afraid of doing anything because they are not alone.

✓ Interacting with pairs is useful to raise students' confidence because it reduces shyness and anxiety.

✓ Pair work increases the competition between students to work better and try harder to be in the same level as others.

- ✓ Three of Students state that working with their peers maximizes confidence because they feel comfortable around classmates.
- ✓ Other students believe that pairs in English are helper because he/she boasts our capacities while learning and being active and confidence.
- ✓ A student thinks that pairs assist each other when speaking due to the fact that they feel more comfortable rather than a lone they fulfill the gaps and push up each other to speak whether in conversation or dialogue. Also, he/she gives so much time to flashback thought.
- ✓ Other students claim that working in pairs make the stress disappear and helping each other to ovoid the hesitation.

Those who reply with "No" justified their answers as follows:

- ✓ A student state that he/she is originally confident and does not need other classmate to encourage him/ her.
- ✓ Other one says that does not feel more confidence when he is interacting with their partner because he/she prefer to work always alone, "introvert student''

5. Summary of the Results and Discussion

After interpreting the students' questionnaire the following step is the discussion of the results. All in all, the majority of Foreign Language Learners study English as their own choice and this reveals the high degree of motivation they have. It is clear that students' level at English is an average level and few of them who consider their level as good. We can assume that EFL learners did not before expose to English very well. In section two students' opinion toward speaking task varied. There are students who see that speaking in the classroom is an easy and the rest of them see that it is a difficult. When learners were asked to assess their practice in speaking task their answers where mainly "sometimes" this results indicates that there is an issue that face learners to practice speaking. This may be due to psychological problems (shyness, lack of confidence, and fear) or it could be students do not feel comfortable when speaking in front of their classmates. Inadequate practice of speaking lead to many obstacles that unable student to reach fluency this outcome is clearly stated in students' respond that the most of students cannot produce a fluent speech because of multiple problems for example, lack of confidence, mispronunciation, insufficient time, and lack of knowledge about certain topic. When we asked students about how oral expression sessions can develop their speaking fluency,

generally they responded that it helps so much in the development of speaking fluency because they practice speaking more in oral sessions. Section Three was about students' preference to work and how work with peers can be motivated and increases confidence to provoke students to produce fluency. Concerning students' preference was based on both pairs and groups because they can interact easily and covers their weakness. Students' attitude about if pair interaction reinforce students' motivation to speak more is clearly stated in the Q14 and Q15, therefore, pair work technique is valuable to increase motivation and self-confidence. In the Q13 we confirmed our hypothesis which is "if teachers of oral expression use the pair work technique, the students' speaking fluency will significantly enhance". It is useful to increase students' time because it gives the occasion to practice more English.

1.2 Classroom observation

The classroom observation was attended with three groups of second year English classes with three different teachers of oral expressions. The researcher has held seven sessions, but just five sessions was observed because of less used of pair work technique in the classroom setting.

1.2.1 Analysis and Discussion

Classroom observation has been taken as a strategy which is used by a variety of researchers since it gives the occasion to the researcher to see what is going on in real situation which is the classroom environment. The objectives behind conducting a classroom observation are: to spot the light on both students and teachers attitudes and how students behave when interacting with their peers in English. Furthermore, we seek to figure out if pair work technique is supplementary utilized and if so, how it affects on increasing students amount of speaking in the classroom. The classroom observation was held with second year classes mainly with three teachers who are using pair work technique in teaching oral expression courses. Since this strategy is semi-used by teachers we have found just a few of them which they employ it within their oral expression sessions. The classroom observation took almost eight sessions which is nine hours period. But, we had only observed five sessions and the other three sessions was focused on individual work which is not our field of interest. In order to get enough information we have chosen note-taking procedure which is considered a suitable tool to analyze and to perceive students' behavior. During the classroom observation in different oral expression

sessions and with different teachers and learners we have observed many things concerning both the teachers and the learners. First of all, teachers differ in terms of the ways how he/she explains the activity, they started their lectures as follows:

The teacher has started the session giving some remarks about the previous home work which was planning for performing role play, for example, the teacher took into account who is the first student to start performing and the way they will perform therefore, to make a competition among their learners. Another teacher who started her lecture by explaining the task, for instance, she gave examples from real life situation to illustrate the topic then she asked students to form groups or pairs for the discussion. We noticed that the teacher gave the opportunity to students to work whether in groups or pairs she did not force them they chose their classmates according to their options in other words; they had the freedom to play their performance. We expected to see activities basically based only on pair work such as filling gap, problem solving activities and other activities. Unfortunately these kinds of activities did not used.

Another remarkable point the teachers' correction within oral expression toward pair or group work activity, we have observed that the way the teachers correct mistakes differ from one to another there are who did not interrupt the students unless they finished the task designed, that is to say, there is no immediate correction the teacher corrects some mistakes after they finished through giving general advice or recommendation on their speech. Others seemed to correct mistakes in another way through given feedback about spelling errors and grammatical mistakes from time to time in a smooth manner. Thereupon, we can say that immediate correction sometimes leads students to get frustrated, afraid from attending oral expression since it makes them all the time fear from making mistakes and losing focus. Another remark that some teachers often use Arabic and French words to facilitate the meaning of words, written in the board were also another remarkable point for teacher to give feedback and using short stories as a tool to illustrate an over view that lead students to fresh their ideas. The way that teachers gave feed back to students was successfully whether immediately or later on.

This is about uncommon observation remarks in all the sessions with different teachers' attitudes on one hand. On the other hand, when it comes to time managing most of the teachers did not allocate specific time for the activity designed whether in pairs or groups. Managing time is important for both the teacher and student because when we give each

student the specific time to practice speaking, we will help those who have psychological problems, for example, talkative students took more time when we compare them with students who practice speaking sometimes. As a matter of fact, organizing time makes the teacher feel at easy from being unfair.

Moreover, teachers used motivated words such as, "good", "well done", and "you have done a great job" these praising expressions make students more interest in the session and arise their confidence.

Regard to setting arrangement we perceived that no significant given to the classroom setting whether pair or group work, it is almost traditional setting. Using different arrangements gives the opportunity to students to speak comfortable and relaxed, move easily, also it makes students face each other, and hence they will get accustom to speak in front of the public.

After the teachers illustrated the task, the next step was role of learners to perform their oral tasks which this latter includes oral presentation, role plays, discussions, and debates through observing students these techniques were useful on developing their oral fluency.

During classroom observation we noticed many students who work in pair. For instance discussion activity, students paired up together they were generating ideas and written them down on piece of paper before the task began. Through observing them we notice the use of the dictionary mobile to check meaning of such words, they interact using the mother tongue to generate ideas which is a negative remark. The teacher decided to stop generating ideas to begin the discussion. Therefore, each pair explained his/her opinion to whole class and another pair engaged and ask questions to first one the former tried to convince the other as much as possible relying from time to time on the notes that he/she have written even the teacher asked questions during the task so, students could generate more ideas to talked about. The teacher intervening was clear she made the class atmosphere warm the results were that almost students have talked. Beside the discussion activity, oral presentation were observed in terms of the use of the black board as way to write and stick pictures to exemplify the topic also the use of video projector to show hints, videos, pictures. Also, the body language (gestures) it is remarked in all sessions. Which those latter minimize the fear to face students. In debate and role play, students acted role plays using traditional clothes to perform which made the session more enjoyable to watch on the other side, debate created friendly conflict among the pairs. We

have noticed such easiness when pairs work together in debate or role plays the confidence were obvious shown.

Relying on the classroom observation' results, the main tips that we have got concerning the effect of pair interaction on developing students' speaking fluency. Indeed, it affects positively in reducing shyness, fear and rising confidence, motivation. On the other respect, pairs who have advanced level they practice speaking fluently and easily more than other pairs who share the same level, we observed hesitation and pauses. For that reasons, teachers have to mix-up students for more learning cooperation, to illustrate more, to join an advanced student level with a less advanced ones to compensate students' learning deficiency. It is also observed that pair work is not widely used as group work since the most of teachers do not prepare more activities based on pair work from the above findings. Above all, the teachers have to supply more activities in which English language learners can overcome the issues that hinder them to producing a fluent speech for instance, shyness, deficient vocabulary, and mother language interference in an attempt to get a new vocabulary, ideas, and enhance students' speaking fluency.

Conclusion

To conclude, this final chapter elucidates the significance of using pair interaction in promoting foreign language learners' speaking fluency. In this study we have discovered that pair interaction increases students' speaking fluency and it also beneficial for those students who had psychological problems. Pair interaction can reduce the fear, shyness, and help students with a low-level to compensate their learning weakness through interacting with each other.

General Conclusion

From the present research we can deduce that most of English as foreign language learners at Mohamed Kheider University of Biskra possess an average level because of the lack of practicing English language inside and outside the classroom. Regarding to the practice of speaking skill, learners have multiple shortcomings that inhibit them to speak confidently and effortlessly, for instance, psychological and linguistics problems. Building learners' speaking fluency takes time, it is not a matter of high-speed, but it is the way a speaker can express thoughts and introduce ones meaningfully. Building fluency requires from teachers to be patient about the students' mistakes and to attempt to use enjoyable activities in which learners can interact and practice on using the language. Based on these considerations, pair interaction is one of the suggested solutions that play essential role in improving students' speaking fluency. After analyzing the students' questionnaire and classroom observation, we come to the point that using pair interaction activities facilitates the comprehension and assimilation. Moreover, learners prefer to work with each other to compensate learning deficiency such as vocabulary, grammar, pronunciation and other learning difficulties as well as applying pair work activities will ameliorate learners' speaking amount. Definitely, it increases motivation and confidence especially for those students who feel ashamed to practice speaking in front of the teacher and classmates .From the answers of learners' questionnaire and classroom observation, we found that by using interesting pair activities, learners will greatly enhance their speaking fluency. Additionally, pair work is helpful when there are a large number of students; it is the way that teachers can engage more learners in the task. As a matter of fact, overcrowded classrooms make few possibilities for students to practice English language because the more students practice the more they speak. Depending on the results of classroom and learners' questionnaire, we reached that the majority of learners prefer a direct correction from the teacher mainly to develop their accuracy. Moreover, creating enjoyable learning atmosphere make students excited more to speak fluently. That is why; constructing a good layout for pair work or another learning cooperation facilitates the comprehension. We recommend further research using pair interaction as an effective strategy to apply in writing production to accumulate more vocabulary, ideas, and expressions. As far as the English language is concerned, writing expression has an essential role beside oral expression in developing the language.

Recommendations

The researcher recommends the following suggestions in order to enhance students' speaking fluency:

- ✓ Teachers should take into consideration time management for the task design in order to give enough time to each student to perform his/her task.
- ✓ Teachers should select attractive activities that are mainly based on pair work for the sake of involving students to practice speaking more.
- ✓ Teachers should give the space to students to choose their topics because sometimes teachers select topics that make students get bored. So, teachers opting for appropriate topics make students more motivated in performing the task.
- ✓ Teachers sometimes should mix- up students in cooperative learning especially pair work activities to develop students' level.
- ✓ Teachers have to take into account the main difficulties that impede students to practice speaking whether psychological or linguistics problems and trying to deal with those them.
- ✓ For students using authentic materials when working in pairs stimulate them to speak more.
- ✓ Each student must select a classmate to speak with outside the classroom.

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APPENDICES

APPENDIX.1

Students' Questionnaire

Dear students,

I would be thankful if you answer the following questions that mainly deal with developing EFL learners speaking fluency through using pair work technique. The purpose of this study is encouraging students to work with their peers mostly to develop their speaking fluency.

You are gently requested to answer the following questions by ticking ( ) the appropriate box or giving full answer in the space provided.

Section one: General Information

1. Studying English as Foreign Language is

   a- Personal option ☐

   b- Imposed option ☐

2. Are you motivated to study English?

   a- Yes ☐

   b- No ☐

3. How do you consider your current level in English?

   a- Good ☐

   b- Average ☐

   c- Low ☐

Section Two: Speaking Fluency

4. How do you perceive speaking in the classroom?

   a-An easy task ☐

   b- Hard task ☐

5. How often do you practice speaking?

a -Always ☐

b- Sometimes ☐

c- Never ☐

d- Rarely ☐

If rarely, do you think that this because of,

a-Shyness ☐

b- Lack of motivation ☐

c- Hesitation ☐

d- Deficient vocabulary ☐

6. Do you speak English Fluently?

a- Yes ☐

b-No ☐

If "No", explain why?

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7. Do you think that students cannot produce fluent speech because?

a-The allocated time for practice speaking is insufficient ☐

b- Sometimes students do not have information about certain topic ☐

c- Students have problem with mispronunciation ☐

d- Students lack confidence ☐

8. During speaking activity do you like when the teacher gives you the correction immediately?

a- Yes ☐   b-No ☐

9. To which degree you think that oral expression courses can help you to raise your oral fluency?

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Section Three: Pair Interaction

10. Do you prefer to work in:

a- Groups ☐

b- Pairs ☐

c- Individually ☐

11. Do you work in pairs in oral expression sessions?

a-Yes ☐

b-No ☐

12. During classroom activity do you like to work with?

a- Partner who has the same level as yours ☐

b- Partner who has a higher level than yours ☐

13. Do you think that interacting with your peers can increase your speaking amount?

a- Yes ☐

b-No ☐

14. Do you think that using pair work technique can motivate you to speak more in the classroom?

a- Yes ☐

b-No ☐

15. Do you feel more self-confident when you are interacting in pair with your classmate in English?

a- Yes ☐

b-No ☐

Explain why please!

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Thank you

APPENDIX.2

Classroom Observation note-taking

Teacher: Mrs. Mebarki Amina Zohra	Group N: 4
Time: 9:30	Day: Sunday
Session N: 1	Activity: role play

Topic/ students introduce themselves

Teacher's observation:

- The teacher started her lesson by remind students about the previous home work.
- The teacher took into consideration some criteria for evaluation (Pronunciation, confident, and effort).
- Detect students' level individually.
- Teacher did not interrupt students speaking.
- The teacher gave feedback after students finish in terms of general recommendation to correct grammatical mistakes.
- The teacher took into account students who acted as a helper because it considered as additional work.
- Teacher used praising words as a reward on students' performance.

Students' observation:

- Students who worked in pairs, they started introduce themselves.
- They used simple language (vocabulary, pronunciation).
- They interacted normally exchange discussion together.
- They looked comfortable that is, they did not show anxious.
- They used body language (hands).
- Concerning their speaking, they are average students.

Teacher: Dr. Rezig Nadia	Group N:3
Time: 9:40/11:10	Day: Thursday
Session N:2	Activity: Oral presentation

Topic/ TV show

Teacher's observation:

- The teacher asked students to get ready for the oral presentation.
- The teacher corrected from time to time, spelling errors, grammatical mistakes in a smooth way during the oral task.
- The teacher used motivated words such as well done, good.
- The teacher gave the opportunity to all students to discuss together.
- The teacher during the oral presentation asked some questions for more clarification.
- The teacher asserted that all students have understood classmate's topics.

Students' observation:

- Students used the black board to write down their topic.
- Students used various pictures to illustrate the topic.
- Students used the data show procedure.
- Students read from the paper.
- Students used gestures.
- Students asked questions to each other.

Teacher: Dr. Rezig Nadia	Group N:02
Time: 8:00/9:30	Day: 2016/3/2
Session N:3	Activity: Classroom discussion

Topic/ Students expectation for their future occupation

Teacher's observation:

- The teacher first explained the task.
- The teacher gave examples from real life. For example, establish a farmer as future project.
- The teacher gave the opportunity to students to work whether in groups, pairs, or individually.
- The teacher intervened to illustrate difficult words.
- The teacher wrote in the board to facilitate meaning.
- The teacher provided time for students to discuss together.
- The teacher often used Arabic terms.
- The teacher used short story to illustrate an idea.

Students' observation:

- Students discussed together.
- They used mother tongue to generate ideas.
- They used cell phone to check for meaning.
- They wrote ideas on their copybook before the task begin.
- Students discussed in pairs and with the teacher.
- Students sat in traditional arrangement.
- Students sometimes hesitate and stutter.
- Students' level was a little bit weak. So, teacher talked more than students.
- Each member tried to convince the other, for example, the importance of building private schools in Algeria.
- Students relied on the notes.

Teacher: Cheriet Asma	Group N: 5
Time: 08:00/ 9:30	Day:5/4/2016
Session N: 4	Activity: Debate

Topic/ Are you with or against the war?

Teacher's observation:

- The teacher asked students to get ready for their task.
- The teacher did not interrupt the peers.
- The teacher did not give direct feedback.
- The teacher corrected mistakes after the debate end up.
- The teacher did not offer a specific time for the debate.
- The teacher gave the freedom to students to perform their performance.
- The teacher praised students on their efforts.

Students' observation:

- Students sat face to face.
- Students acted as one support the war and the other against it.
- They affirmed their choice by giving arguments, in the form of asking questions and respond to each question.
- The conflict was friendly through hands.
- Students showed self confidence.
- Some students spoke English fluently.
- There were a few hesitation and pauses.

The teacher: Cheriet Asma	Group N:5
Time:08:00/9:30	Day: 26/4/16
Session N: 5	Activity: Oral presentation

Topic/ Blood donation

Teacher's observation:

- Teacher helped students how use the data show.
- Teacher asked questions during the task for more clarification on confuse things.
- Teacher corrected mispronunciation during the task.
- No organization to time.
- Teacher engagement during oral task.
- Teacher used motivated words.

Students' observation:

- Students performed using the data show.
- Students showed videos to give more interesting on the topic.
- The remaining students interact from time to time and asked questions to the pairs in turns they respond to the questions.
- Students explained through using gestures.

في غالب الأحيان نجد أن دارسي اللغة الانجليزية يجدون صعوبة كبيرة في عملية التواصل بطلاقة و فصاح

العوائق التي تواجههم نذكر منه انعدام التواصل مع أشخاص الذين يتحدثون اللغة الانجليزية كاللغة

أجنبية قلة ممارسة المهارة الكلامية و التفاعل من جهة .فالغرض من هذا البحث هو تسليط الضوء عل أهم

الصعوبات و كيفية ومعالجتها بواسطة التفاعل بين الأقران كتقنية تعليمية و ذالك يبرز من خلال تسهيل وتحسين

في هذا البحث اتبعنا الطريقة الوصفية من خلال اعتماد على طريقتين الأولى استبيان موزع على عينة .

55 طالب لسنة الثانية لغة انجليزية و الثانية هي الملاحظة الميدانية النتائج المستخلصة من هذه الدراسة

فرضية المطروحة أن مهم جدا في تطوير المحادثة بطريقة فصيحة و يبرز من خلال التقليل من

الخجل و زيادة الثقة بالنفس. فخلاصة القول أن من المستحسن على أساتذة التعبير الشفوي المبادرة في جعل الطلاب

ذوي كفاءة عالية من الاندماج مع آخرين ذو كفاءة قليلة وهدف هو تطوير القدرة الشفوية أكثر لد ى طلاب السنة الثانية

يضد . .