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Investigating Foreign Language Teachers' and Students' Attitudes towards Classroom Peer Interaction
Case Study of Master One Students English Department Guelma University

A Dissertation Submitted to the Department of English in the Partial Fulfilment of the Requirements for Master Degree in Anglophone language, Literatures and Civilizations

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Dedication

I would like to dedicate this dissertation to,

My lovely father for his faith on me, and for his unfailing support.

My tender mother who encouraged me and aided me all along my studying carrier.

My brother and sisters: Samir, Asma and Randa.

My dear nephew and my niece: Djawad Mohammed Amine and Mira Jury.

My partner, classmate and friend Loulou Moldi who helped and assisted me during the two

years that we spent together.

My dear friends: Amine, Skander, Akrem, Amir, Fares, Halima and Nesrin.

My kung fu trainer: Chakron Hssen.

Finally, I would like to dedicate this work to all people who helped me directly or indirectly

in completing our dissertation.

Hadroug abdenour.

Dedication

 I dedicate this research to my lovely father, to whom i wish immediate recovery, and to my tender mother from whom I receive too much support, help and encouragement. I offer this piece of study to my brothers: Rochdi, Mouhsen, and Fouzi; and to my sisters, and my dearest friends: Lotfi, Rafik, Malek, Rahim, Taki… etc

Loulou Mouldi.

ABSTRACT

This research is conducted to clarify, explicate and investigate the degree of importance and role that peer interaction, as a technique of teaching and learning, may play in the process of foreign language learning. Peer interaction turns to be debatable; hence, it has been found worth to work on. Thus, the study aims to investigate teachers and students' attitudes towards this technique; so, two questionnaires were used as data collection tools; one is structured for teachers; whereas, the other questionnaire is for Master One students in department of English in University of 08 May 1945, Guelma. To conduct this research, the descriptive method was used. What has been inferred and reached from this investigation is that both teachers and students agree on the point that PI plays a key part in the FLL and the teaching process. This opinion is justified by its role in developing students' fluency, accuracy, autonomy, self confidence, and more than that it ameliorates the students' way of thinking and dealing with problems encountered in learning. By the end, we highly recommend the future studies to address the areas that could not be covered in this research; these areas are Peer Feedback and the Approaches of Peer Interaction.

LIST OF ABBREVIATIONS

As: Autonomy, Awareness, Action.

EFL: English as Foreign Language.

ESA: Engage Study Activate.

FL: Foreign Language.

FLL: Foreign Language Learning.

L1: First Language

L2: Second Language

LAD: Language Acquisition Device

LLP: Language Learning Process.

MT: Mother Tongue.

NNS: Non Native Speaker

NS: Native Speaker

NOH: Natural Order Hypothesis.

PI: Peer Interaction.

SLA: Second Language Acquisition.

TL: Target Language.

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General Introduction

General Introduction

1. Statement of the Problem

The purpose of teaching a foreign language is to bring fundamental changes in the learner. Success or failure of the FLL process is highly related to the chosen teaching strategies used in the FL classroom. However, the different types of learners make it impossible to choose only one or a particular teaching technique.

PI is one of the FLL techniques used in FL classroom. Yet, its effectiveness turns to be questionable and doubtable. This research tries to inquire about the effectiveness of PI.

2. Aims of the Study

The research aims first at investigating the FL teachers and students' attitudes towards the effectiveness of PI in the FL classroom. Secondly, it aims at knowing on which basis its effectiveness can be judged. Finally, it seeks to provide detailed explanation to PI.

3. Research Questions

Our research is intended to answer the following questions:
1- Are teachers and students aware of the importance/role of PI?
2- Do teachers/students consider PI effective?

4. Significance of the Study

FLL occupies a prominent place in pedagogical fields. A FL needs particular and suitable techniques to be successfully learned. PI is one of the techniques that try to facilitate the FLL process. Yet, its use remains questionable among both students and teachers.

The present study tries to clarify many facts related to FLL process. First of all, it starts with expounding on FLL. Then, it moves to a discussion of PI as a way of FLL, its acceptance or refusal and the reasons behind the various attitudes.

5. The Research Methodology

Since this research is about investigating facts, the descriptive method is the most appropriate method to depend on in conducting this piece of research. The case study focuses on Master One students in the department of English at Guelma University. The sample has been chosen randomly and the data was gathered throughout students' and teachers' questionnaires.

6. Structure of the Dissertation

The present dissertation consists of four main chapters. The first two chapters, which are theoretical, include the literature review. The first chapter is devoted to FLL in which it contains some definitions of the process of FLL. This chapter, also, discusses the four stages which contribute to FLL process in addition to the aims of FLL. Then it moves to the elements that are necessary for a successful LL in the classroom. Furthermore, it mentions the learning aims, strategies, styles, and theories. Finally, it includes the relationship between the three decisive aspects of L2 (Input, interaction and Output). The second chapter deals with PI, its definitions, aspects, types, activities. Moreover, it consults the role and the responsibilities of both the students and teachers' on the light of PI. Then, it deals with the roles of communicative activities. In addition, it differentiates between 'interaction analysis' and 'interactional analysis'. Finally, it displays both the advantages and disadvantages of PI.

The third chapter deals with analysis and interpretation of students and teachers' questionnaire. Furthermore, the forth chapter provides some pedagogical implications and recommendations for both teachers and students.

Chapter One:
Foreign Language Learning

Chapter One
Foreign language learning

Introduction:

FLL process is the major concern of this chapter. The latter seeks to clarify what is meant by learning through several definitions; then it moves to the four stages which contribute to LL process in addition to the aims of FLL. Since the FLL process is the main key point, it is worth to take into account the elements that are necessary for successful LL in the classroom. FLL process goes side by side with strategies and styles. Thus, they are tackled. Furthermore, it deals with the productive theories of FLL. The chapter closes by mentioning three central parts of FLL.

1.1 What Is Learning?

Learning is a complex process which requires not only mental capacities, but also it goes beyond that to embrace other factors. It is about receiving and storing the information and instructions. There are several sources from which the learning process can take place. According to Richard and Schmidt (2002, p: 328), learning is the process that takes place when a change in behavior, knowledge and skills occurs, and this can be done merely through practice, instruction or experience.

Lindsay and knight (2006), state that "learning can take place both inside and outside the classroom. It can be an informal process- picking up words from the TV, magazines, books, or friends; or it can be a formal process- attending lessons and taking part in classroom activities where language and skills are introduced and practiced." In other words, formal and informal learning are distinguished; they consider the classroom as the mere and the most appropriate setting in which formal learning can occur; whereas informal learning is about learning outside the classroom. In addition, Lindsay and knight have made a distinction between what they call conscious and unconscious learning; in which the former is when the learner is aware of what he/she is learning, while the latter is when the learner is ignorant of the learning process.

Contemporary Dictionaries have argued that "learning is acquiring or getting knowledge of a subject or a skill by study, experience, or instruction."(as cited in Brown, 2007, p.7). According to Oxford (2003), "foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted". In few words, it is a language that is being studied in an area where it is not the everyday spoken language, and people of that area do not have enough knowledge of it.

1.2 The Language Learning Process:

Lindsay and knight (2006) believe that the language learning process is built up through four main stages.

The first stage, input, represents all the linguistic knowledge to which foreign language learners are exposed. It can be formal when the teacher is a source of information in the classroom. It can be also informal when the learner is exposed to knowledge coming from outside the classroom such as newspaper, Tv, radio…

The second stage, noticing, during his/her exposure to language, a FL learner will 'notice' some of that language; some of this is already known and some is not yet because of being new, and this will cause 'a gap in learning'. This fact can be illustrated in the following example; when the teacher realizes that his/her learners start to 'notice' that there are some verbs with 'ed' ending, s/he will be ready to provide them with past tense lessons.

The third stage, recognizing patterns and rule making, a FL learner recognizes that the pattern of 'ed' ending verbs is in the past and they will be able to make rules to talk about actions that occurred in the past. The teacher in the classroom can provide his/her learners with rules and they are supposed to bring examples about those rules or vice-versa.

The last stage, use and role modification, after having known the rule and being able to use it; a FL learner has no idea about its limitations. S/he, thus, will over-generalize the rule when using irregular verbs. The teacher is supposed to correct them and modify the rule.

1.3 Foreign language learning aims:

Lindsay and knight (2006) stress the importance of learning goals and highlight them in four notions.

Fluency, in order to maintain the path of communication, the FL learner is supposed to choose a comprehensible language; a message that can be conveyed and understood. Consequently, fluency is the ability to speak a given/particular foreign language freely, easily and smoothly without any kind of hesitation. In addition, it is one of the main concerns of teaching/learning process.

Accuracy, the FL learner should produce an exact and approximate message to be understood; not 100% exact message. For further explanation, accuracy is about the extent to which FL learners' language is correct, exact and precise. It comprises grammar, the choice of vocabulary and pronunciation.

Complexity, the teacher ought to make a balance between what the learner has learned and how to use the language appropriately. In other words, it is to make coherence between the already learned knowledge and 'the ability to use the language reasonably, fluently and accurately'. The teacher should develop, ameliorate and enhance what learners already have (prior knowledge) in order to enable them to reach an appropriate language use.

Appropriacy, a FL learners' choice of language should be appropriate with the situation. The learner is supposed to use relevant and suitable language which fits both the topic and the context of the discussion. Thus, FLL seeks to attain relevance.

According to Byram, as cited in Harrison (1990,p.77) inspectors state that the process of FLL aims at enhancing the "social competence" in order to encourage good relationships with other 'countries and peoples' and to rise the concern about the other 'countries' and their living ways.

1.4 The Elements that are Necessary for Successful Language Learning in Classrooms

Harmer (1998) views that effective FLL can only take a part in the classroom, when three essential elements are tackled. These elements are the so-called 'ESA' or 'Engage, Study and Activate'.

Firstly, engage, Harmer (1998) regards that the task of foreign language learning would be more effective and successful when the FLL is involved. It is a teacher's responsibility to urge, push and emotionally make the learner 'engaged'. This can take the form of songs; games…etc. A foreign language learner will be, by such techniques, more motivated and familiar with the task of FLL. Thus, a better learning would occur.

Secondly, study, Harmer (1998) states that this element is highly concerned with the construction of the language. It sheds light on the information, and how it is built and constructed. At this stage, the learner studies, practices and focuses on how the information or language is constructed. To exemplify this, 'the study and practice of a paragraph organization' as a whole picture which is built up through: a topic sentence, development, and a conclusion".

Thirdly, activate, Harmer (1998) believes that Activate is the description of exercises and activities that are designed to urge and put the learner in the heart of real language use or communication. Unlike the previous stage, learners' aim is to emphasize the relevant language use in real world. At this stage, the learner is given an immense chance to use the language in real world through the selected exercises and activities like 'role plays, debate and discussion…

1.5 Learning Styles:

A learning style is the way a learner wants and prefers to use when s/he learns. It is personal, in which everyone has his/her own special learning style(s). keefe (1979), defines learning styles as the "composite of characteristic cognitive, affective, and psychological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment". In other words, learning styles are the combination of a set of features (cognitive, affective and psychological factors) which influence the way the

learner interacts with his/her learning environment. Unlike Keefe, Stewart and Felicetti (1992) define them as those "educational conditions under which a student is most likely to learn". In few words, learning styles are concerned with the circumstances by which a learner wants to learn.

Ehrman and Oxford (1990) outline nine major style dimensions relevant to L2 learning, but there are four dimensions of learning styles that are concerned with the L2 learning:

1.5.1 Sensory Preferences:

Sensory preferences refer to physical and perceptual learning under which the student feels comfortable and ready to learn. They are broken down into three major areas:

a. Visual learners: They are learners who think that the visual aids are the most appropriate way for learning. Lectures, conversations and discussions without visual aids can be problematic.

b. Auditory learners: Unlike visual students, auditory ones believe that learning can take place successfully, only through listening. They prefer conversations, discussion and oral directions. They feel delightful when they deal with classroom interaction activities such as role-plays.

c. Kinesthetic and Tactile Learners: This type of learners, prefer movements and motions during the learning process. They enjoy working with touchable objects such as flashcards.

1.5.2 Personality Types:

Is another style aspect which has a considerable role in L2 learning. It includes four kinds of learners:

a. Extroverted Vs Introverted: the former type of learners, have a strong relationship with the external world from which they get their knowledge; they usually like interaction and tend to develop their speaking and listening skill. Whereas, the latter are usually shy, silent and have no willingness to speak in the classroom.

b. Intuitive-Random Vs Sensing-Sequential: On one hand, Intuitive-Random learners are usually self-dependent, curious, smart and logical thinkers; they understand rapidly. On the other hand, Sensing Sequential learners are those learners who totally depend on their teacher; they prefer facts rather than theories.

c. Thinking Vs feeling: Thinking learners are those ones who tend to say what they think openly without caring about others' feelings. They want to be seen competent; they do not reveal what they really feel. In contrast, Feeling learners are not logical, but emotional judge and tend to take into account the other(s) emotions.

d. Closure-Oriented VS Open/Perceiving: Closure-Oriented learners are serious and hard workers; they are very eager, curious to reach facts rapidly and overcome ambiguities. Moreover, they prefer to be given written information and tasks with deadlines (Ehrman & Oxford, 1990). While, Open/Perceiving learners are tolerant of other(s) differences and would adapt to fit into whatever the situation necessitates; they accept things that do not fit with their ideologies.

1.5.3 Desired Degree of Generality: This strand distinguishes between global or holistic students and Analytic students. The former, concentrates only on the main ideas; they are usually socially interactive and engaged. They have social skills and experiences; in addition, they tend to ignore details. Whereas, Analytic learners focus on the details rather than the whole idea; they have no problem with incomplete information and details. Besides, they avoid 'free- flowing' communicative activities.

1.5.4 Biological Differences: This dimension of learning styles deals with the time and location when and where the learners feel ready to learn. Some learners prefer to study in the morning period, others want to study in the evening. Furthermore, learners are influenced by the nature of environment; temperature, light, sound and some other factors. In addition,

sustenance- need for food or drink while learning- is involved in this dimension. Learners, here, are divided into learners who prefer sustenance, and who do not.

1.6 Strategies:

Brown (2007) has reported that unlike learning styles which are the specific ways that each individual prefers to use inside or outside the classroom, strategies are considered as those specific techniques that an individual resorts when a problem is encountered during the process of FLL. Cited in Brown (2007, p.132), Chamot (2005, p.112) considers the strategies as specific techniques that help to make the learning task easier, and they are conscious and 'goal driven'.

1.6.1 Learning Strategies:

According to Scarcella and Oxford (1992,p.63), "specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning". In other words, learning strategies are those ways that are utilized to deal with language problem in the learning process. Ehrman & Oxford (1990) has provided six major groups of L2 learning strategies:

1.6.1.1 Cognitive Strategies:

They are the mental processes and specific methods (such as thinking, repetition, visualization, summarizing…etc) that a foreign language learner uses to deal with a particular language-problem. For instance, a learner remembers new terms through visualizing them represented in a memorable situation. This facilitates the learning by recalling them easily.

1.6.1.2 Meta-Cognitive Strategies:

They refer to methods and techniques (such as plan and organize, monitor and direct one's own learning, and self reflect) that are used to aid learners in comprehending the way they learn. It is thinking about thinking process. Ehrman & Oxford (1990) has argued that meta-

cognitive strategies have a great impact on cognitive strategy use in task planning and formation.

1.6.1.3 Memory-Related Strategies:

They are techniques used to store information (such as arranging things in order, making associations which must be personally meaningful to the learner). These strategies enable the learner to store items in order to recall them when they are needed. In few words, they are all the techniques the learner uses to recall and to retrieve information.

1.6.1.4 Compensatory Strategies:

These strategies help learners in comprehending the target language, especially when they have insufficient knowledge of it. These strategies cover up for the deficiency in grammar and vocabulary. Besides, these strategies include guessing from the context in listening and reading to comprehend, using synonyms, selecting a topic for discussion, using gestures, and coining words to communicate.

1.6.1.5 Affective Strategies:

They are techniques related to the learners' emotional needs such as identifying one's mood and anxiety level, talking about emotions, self-rewarding for well-dome performances, and utilizing deep breathing or positive self-talk. In other words, the learner needs to be in a good affective situation because it is highly linked to the L2 learning process. Thus, the learner uses particular ways to keep himself/herself in a good emotional situation.

1.6.1.6 Social Strategies:

They are methods (like asking questions for getting verification, asking for explanation of ambiguous notions and demanding aid when doing a language task) that assist learner to work with others and comprehend the target culture.

1.7 Theories and Methods of Second/Foreign Language Learning:

This dissertation focuses on the FL production. Thus, the research is based only on the productive theories of language learning/teaching.

1.7.1 Behaviourist Learning Theory:

Rod Ellis in 1997(31-32), states that the 1950's and 1960's were dominated by behaviorism learning theory. This theory views LL as a habit formation process. After responding to some stimuli and receiving reinforcement, the habits will be formed. Thus, a habit is the combination of the stimuli and responses. It focuses on "input" or visible behaviors, which is interpreted in terms of habits. Thus, the learners receive positive reinforcement when they are right, and negative one when they are wrong. This theory stresses the importance of environment and totally marginalized the role of mind in the process of SLA.

1.7.2 The cognitive theory of learning:

The theory regards learning as "an active mental process of acquiring, remembering and using knowledge" Woolfolk (2004:236). Including many 'mental processes', learning is considered as a complex activity according to this view, it believes that learning is a set of mental processes which are listed as follows: thinking and getting knowledge; then storing and recalling it in order to produce the language.

1.7.3 Communicative Language Teaching:

Communicative language teaching is a productive theory which encourages and supports communication and interaction through the use of real-life situations. According to Berns (1984, p.5), language is seen as interaction; it is 'interpersonal' activity and social tool. In this context language study has to consider the functions of language. The Communicative Approach is firmly grounded into two main versions, a weak version and a strong version. Using English for communicative purposes and designing activities for the same purpose is the first version. The strong version is based on the acquisition of the FL by its direct use. According to

Howatt (1984) in Richards and Rodgers (1986: 66) "If the former could be described as 'learning to use' English, the latter entails 'using English to learn it."

The main characteristics of CLT are summarized in the following points:

1. Language is a system for the expression of meaning.

2. The primary function of language is for interaction and communication.

3. The structure of language reflects its functional and communicative uses.

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

(Richards and Rodgers, 1986: 71).

1.7.4 The Silent Way

The silent way is based on Benjamin Franklin's words which say:

"Tell me and I forget, teach and I remember, involve me and I learn"

(Richards and Rodgers 1986: 100)

In other words, the concept of this theory is that making learners work more than the teacher. Therefore, a learner-centered emphasis means that the learner should be encouraged to use the FL as much as possible by involving him in solving problems. However, the teacher should be silent as much as possible and his role should be limited to a guide. Hence, learners are supposed to be independent, autonomous and responsible.

This method is grounded on the idea which says that:

- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

- Learning is facilitated by accompanying (mediating) physical objects.

- Learning is facilitated by problem solving involving the material to be learned.

(Richards and Rodgers, 1986: 99)

1.7.5 Interaction Hypothesis:

The Interaction Hypothesis is a SLA theory, which emphasizes the input as a primary factor in the FLL process. For Long (1985), language input cannot be grasped by learners, unless it is modified and simplified through negotiation of meaning (decoding the ambiguous expressions through rewording) by which the Comprehensible Input can take place. To learn a given language, the learner is supposed to be an active member who negotiates the input s/he receives, rather than merely being a passive learner. This hypothesis is backed up by Gass (1997), who claims that the effects of interaction can be apparent, only after enough period of time. Gass, Mackey, & Pica, (1998), in their empirical work, have provided an example on this hypothesis (Interaction Hypothesis):

NS: There's there's a a pair of reading glasses above the plant.

NNS: A what?

NS: Glasses reading glasses to see the newspaper?

NNS: Glassi?

NS: You wear them to see with, if you can't see. Reading glasses.

NNS: Ahh ahh glasses glasses to read you say reading glasses.

NS: Yeah.

FLL process is based on three main notions as keys which pave the way for its processing. By exposure to the target language knowledge, learning can take place and the learner would be able to produce the language; as a result communication or interaction can occur.

1.8 Input, Interaction and Output:

According to Zhang (2009), the input, output and interaction are the central part of second language acquisition process. Input significantly plays a considerable role for L2 acquisition. Besides, the output is given high concentration. Furthermore, interaction is highly emphasized in the process of L2 acquisition. They are regarded as key points behind effective FLL.

1.8.1. Input:

In LLP, input represents all the data of language to which the learner is exposed. It is proved that FLL can take place only with the presence of two essential elements that are: "L2 input available to the learners and a set of internal mechanism to account for how L2 data are processed" Ellis (1985), as cited in Zhang (2009). In few terms, with the help of learners input and LAD, the task of L2 data processing will be easier and no more complex.

Krashen's Input Hypothesis (1985), as cited in Zhang (2009) is the most crucial concept in SLA. This hypothesis views that comprehending language Input (this input includes grammatical forms which are "I+1" i.e. one level beyond the learner's current level) enables the learners to acquire L2. He supplies his point with the argument that the target level can be achieved 'automatically' when the speaker is able to accomplish effective communication. Krashen claims that the teacher's role is to confirm whether the learner gets access to 'Comprehensible Input' by offering him/her both 'listening and reading materials'.

Corder (1967), as cited in Zhang (2009) makes a distinction between "Input" and "Intake"; the former is defined as what is accessible to the learners, while the latter is defined as what is grasped and stored by learners. Despite the fact that input holds much prominence, it cannot stand alone.

1.8.2 Interaction:

Gass & Selinker (2001), as cited in Zhang (2009). Interaction is considered as a process of transmitting and receiving a message in which some of its points are not clear enough; and the interlocutors must reword those ambiguous points in order to make a comprehensible conversation.

Allwright (1984:156), as cited in Zhang (2009) sees interaction as the "fundamental fact of classroom pedagogy" because all things occurring inside the classroom occurs through a

process of live face to face interaction. Responding to this point of view, Zhang believes that during a conversation some of learners output serve as input to others.

According to Hedge (2001), as cited in Zhang (2009), the feedback that learners receive from their peers and teachers urges them "to test their hypothesis and refine their development knowledge of the language system" (Hedge: 2000). Thus, that feedback plays the role of a simplifier of 'language development'. Interaction makes the FLL an easier process. Interaction and Input may enhance the progression of L2 learning.

1.8.3 Output:

Zhang (2009) thinks that output refers to the language produced by the learner. Swain (1985), as cited in Zhang (2009), reports that comprehensible input's role is meaningless when standing alone; instead it should go hand in hand with comprehensible output. According to her, output helps to judge the degree of knowledge.

Gass in (2001), as cited in Zhang (2009), summarizes four major functions of output:

a- Testing hypothesis is about the structure and meanings of L2.

b- Those hypothesizes can be checked merely when the feedback is received.

c- Forcing a shift from more meaning-based processing of second language to a more syntactic mode.

d- It enhances the fluency and 'automaticity' (which is the ability to carry out an activity or to process information without efforts or attention) in 'interlanguage production'.

Zhang (2009) believes that the fourth function is the heart or the essence of SLA process.

FLL achievements turn to be debatable because the process of learning deals with several factors which have a great influence on those achievements. In other words, the success or failure of language learning is determined by many requirements. The technique of teaching/learning that is used in the classroom is the major one; and peer interaction is one of

the useful techniques in the FLL classroom, which is going to be discussed in details, in the next chapter.

Conclusion:

To conclude, FLL is a mental process which seems to be simple but in the fact, it requires several requisites which may contribute to its processing. This chapter shed light on several definitions of learning and FLL; and its stages and aims. Then it moved to the elements that are necessary for successful LL in the classroom. Furthermore, it dealt with the learning strategies, styles, theories of SLA. Finally, it included the relationship between the three decisive aspects of L2 (Input, interaction and Output).

Chapter Two:
Peer Interaction in the Classroom

Chapter Two:

Peer interaction in the classroom

Introduction:

FLL is a difficult if not complex process, and since PI has a huge importance, the chapter is devoted to discuss it (PI). It seeks to discuss different definitions of the concept. The three aspects of interaction are tackled in this chapter. The light, also, is shed on the different types of PI. Furthermore, it includes communication activities and their relationship with PI. Since PI has a link with classroom management, the teachers' and learners' roles and responsibilities are explained. This chapter, also, brings to light communicative activities' roles, and distinguishes between 'interaction analysis' and 'interactional analysis'. By the end, the chapter closes by discussing the main advantages and disadvantages of PI.

2.1. Definitions:

Peer interaction became a new technique in the FL classroom, by which students are grouped in small sets which, generally, consist of pairs with their varied level of thinking, comprehension, and cultural knowledge. The teacher's main role is to ensure peer learning as much as possible. Kagan (1994) considers peer interaction as the arrangement of peers into small sets which include varied abilities where peers work together to attain a joint objective. Moreover, he argues that peer interaction raises their level of confidence, motivates them, and enhances their self-esteem. Furthermore, Moon (2002:53) defines it as a: "strategy to organize them [students] in ways that will maximize opportunities for learning". In other words, it is a technique used to create more chances for peers to take advantage of learning hand in hand. For Richards and Schmidt (2002), peer interaction is a learning strategy that presupposes and necessitates learners to work into sets which enables them to ameliorate their communicative abilities and performance. Nunan (2003:55) reports that peer interaction is utilized to increase

the amount of time where peers can get the chance to speak, to argue with their peers and share ideas with each other. Zourou (2009), states that peer interaction is dividing peers in small sets in an equal context where the learners learn from each other.

Philp Jenefer, et al. (2014) define it as "any communicative activity carried out *between learners*, where there is minimal or no participation from the teacher." That it is to say, it is all the conversations and discussions among the learners that happen in the classroom without the intervention or the interference of the teacher.

In reviewing the literature to search for a clear definition of "peer interaction", it is found that there are three main aspects of interaction.

2.2 Aspects of Interaction:

Ellis and Barkhuizen (2005:166) shed light on three main aspects of interaction which are the negotiation of meaning, communication strategies and error treatment.

2.2.1 Negotiation of Meaning:

While interaction is taking place, the interlocutor tends to maintain the interaction by some key utterances. This is what is usually referred to as negotiation of meaning. Ellis and Barkhuizen (2005) argue.

The study of negotiating meaning has a closer relationship with Long's Interaction hypothesis which brings to light Hatch's (1978) key insight in which he believes that L2 acquisition process is defined merely in terms of interaction. Both versions (Long's and Hatch's version) consider negotiation of meaning as the essence of interaction; it is viewed as a medium to make the task of L2 acquisition easier.

Mackey (2007: 12) argues that: *"through process of repetition, segmentation, and rewording interaction can serve to draw learners attention to form meaning relationship and provide them with additional time to focus on meaning"*. In other words, the learner or the speaker is supposed to repeat what s/he has said whenever his/her peers face some difficulties in comprehending

his/her output. Moreover, segmentation is so compulsory; raising or falling intonation. Besides, rewording, also, needed i.e. using simple words or vocabulary. Consequently, negotiation of meaning focuses on the form, and helps learners to adjust and modify their output.

2.2.2 Communication Strategies:

Ellis and Barkhuizen (2005) believe that communication strategies are those methods and processes, that FL learner adopts and uses, during communication, 'to compensate for lack of knowledge' or when difficulties are arisen during a conversation. They may take place at all levels of language (phonology, grammar and pragmatics). Conscious transfer is the most appropriate example of this fact; when FL learner literally translates an L1 expression and expresses it in the target language.

Cited in Ellis and Barkhuizen (2005), Faerch and Kasper in 1983; however, consider communication strategies as a phase and a step of the planning stage; they help the speaker in planning during speech production. In addition to the latter account, as cited in Ellis and Barkhuizen (2005), Bialystok in (1990) defines communication strategies in terms of 'knowledge based' or 'control based'. In other words, the knowledge based is when the speaker uses 'the knowledge of concept' in order to regulate or adjust the message content such as a definition or a paraphrase; however, 'control based' is when the speaker keeps the content of the original message as it is.

Discussed in Ellis and Barkhuizen (2005), Poulisse in (1997) looks seriously at the motive behind using one type of strategy rather than another, he explains it through two main 'principles of communication'; the principle of clarity is when the speaker should be explicit and be able to inform, and the principle of economy is when the speaker ought to be precise and concise. Consequently, communication strategies play a very significant role in keeping the flow of interaction.

2.2.3 The Treatment of the Errors:

Ellis and Barkuizen (2005: 173) shed light on three main characteristics of teachers' error correction that are practiced in the classroom:

a. Imprecision: Is when the teacher utilizes merely one behavior such as repetition in order to identify the error and urge the learners to correct it.

b. Inconsistency: The teacher responds to some learners' errors by correction and ignores others.

c. Indirectness: The teacher does not prefer to go directly to the learners' error, but rather s/he corrects it indirectly.

Consequently, in order for the process of interaction to take place inside the classroom, the three main aspects must (negotiation of meaning, communication strategies and the treatment of errors) work together in harmonious way and influence each other. The three aspects of interaction have a strong relation with peer interaction in which they are considered as the core elements of it. To explain more, peers try to maintain the path of interaction using some techniques (communication strategies) such as facial expressions and tone of voice. The teacher should be very careful when dealing with the peers errors.

2.3 Types of Peer Interaction:

For enotes (2015), there are seven types of peer interaction:

2.3.1. Peer Tutoring:

Is a type of interaction in which the learners help each other to learn by taking turns tutoring or drilling each other. It focuses on 'learning contents'; the tutor receives the training instructions by the teacher. Topping (2001), as cited in enotes (2015) claims that effective peer tutoring can take place only when the tutee can get the needed skills; and the tutor benefits from the experience.

In other words, peer tutoring is very significant, and this is evident in the fact that it boosters the students confidence because they do not feel intimated with a peer as they might with a

teacher, and may be less hesitant to ask questions. Furthermore, peer tutoring can be beneficial in terms of contributing to comprehension of academic material for the tutee. In addition, according to saying "to teach is to learn twice", one can understand and comprehend things better when he/she learns and teaches them.

2.3.2 Peer Assistance:

Is a type of peer interaction in which the learner is supposed to give the hand of help to those less competent learners. In other terms, the competent learner is supposed to act as a teacher who ought to help his/her learners to deal with a particular or obstacle, but this help or assistance is for the members of the same group. In addition, peers should aid each other because they feel more comfortable when they deal with each other rather than when they do with the teacher thanks to their relationship with each other, sharing the same age, and the period of time they spend together.

2.3.3 Peer Instruction:

Is a kind of peer interaction in which the teacher gives central points to the learners as a form of lecture. Mazur (1997), as cited in enotes (2015) reports that students are asked to answer a set of questions individually; after that, the answers will be discussed whether in pairs or groups. In other terms, peer instruction is a teaching method that came against the traditional teaching methods in which it emphasizes the role of learner in the learning process (learner-centered approach). It encourages learner to interact and discuss concepts with, and learn from, each other.

2.3.4 Peer Grouping:

Weaver, Robertson & Smith (1999), as cited in enotes (2015) claim that peer grouping is an interaction that enables the learners to investigate whether their writings might affect readers or not. In other words, peer grouping is a type of interaction in which learners are grouped in small sets; they share the same criteria, level, background, characteristics and goals. It mainly aims to

engage the learners and urge them to use and produce the TL. Furthermore, it improves learners' skills in working collaboratively with others. Besides, socially speaking, it develops the communication skills, aids learners in interacting with others, and helps in making social relationships.

2.3.5 Peer Reviewing –Editing:

Karegianes, Pascarella, & Pflaum (1980), as in cited in enotes (2015) believe that the writing process is engaged in which learners or peers are asked to correct each other pieces of writing without the inclusion of the teacher in reading and editing the peers' writings. In other terms, peer reviewing/editing allows learner to make some judgments about the quality of other(s) piece of writings, and paves the way for a diversity of opinions to be brought to the learning atmosphere. Moreover, it promotes learners with a great sense of responsibility because they have a role in the success or failure of their peers. Consequently, peer reviewing technique has a very considerable and significant role in enhancing the learning process.

2.3.6 Peer Questioning:

In this type, peers are given questions to develop high-quality questioning among them. Since peers feel comfortable when they interact with each other, peer questioning aims at improving, enhancing and ameliorating the cognitive skill of the students in which they use thinking, reasoning, analyzing, interpreting…etc. (This questioning technique falls into four main types which are:

a. Strategic Questioning :

King in 2002 (cited in e notes, 2015), claims that strategic questions are given to peers in order to enhance their problem solving skills.

b. Pairs Squared:

King 1995 (cited in e notes, 2015), reports that this kind is about ameliorating, improving and enhancing of the reasoning skills in debate.

c. Guided Reciprocal Peer Questioning:

The teacher forms an interaction where peers use their cognitive abilities in high level.

d. Question Starters:

They are given to peers in the form of formatted questions that promote students thinking during discussion (King: 2002 cited in, enotes: 2015).

2.3.7 Interteaching:

According to (Boyce & Hineline: 2006 cited in, e notes 2015), interteaching is defined as interchangeable 'informing' discussion between two people. The teacher prepares and hands out guides which instruct the learners. These guides contain some questions about "factual knowledge and others emphasizing application and synthesis". Learners pair together and try to figure out answers for the given questions. The teacher acts as a mentor, clarifying questions, evaluating student understanding, and supporting the students in this interactive process [Saville, Zinn, & Elliott (2005); Boyce and Hineline (2002) cited in, e notes (2015)].

In other words, Peer Interteaching is a method that is based on empirical evidence which process its authenticity and credibility to be unitized, used and implemented in the classroom. It allows the students to spend more time working on instruction and more time interacting with their peers under the teacher guidance and direction which in turn plays a very crucial role in accomplishing a successful learning process. Furthermore, it aids the teacher to get the students' feedback while they are discussing with each other, which in turn would make it easier and simpler because to ask some students (introverts) in front of their peers could be very challenging.

As Buskist and Saville (2004) noted, "rapport" refers to "a positive emotional connection among students, teacher, and subject matter that emerges from the manner in which the teacher constructs the learning environment" (p. 152).

In few words, with Peer Interteaching, the teacher creates a very comforting and satisfactory atmosphere inside the classroom among learners which would probably reflect improvements in the learners' performance, entertainment and academic achievements.

Another type of peer interaction is provided by Philip et al (2014):

2.3.8 Peer Modeling:

"is often reflected when heritage learners, who have been exposed to the target language in the home environment, are matched with L2 learners who have only experienced target language use in classroom contexts" (Philp et al.,2014).

In other words, it is based on the mixture of bilingual or multilingual learners with L2 learners who can only get access to FL in the L2 classroom. Furthermore, it tailors the learners to have fun and enjoyment which in turn play a significant in making them more receptive to FLL.

2.4 Communicative Activities and Peer Interaction:

In his book Communicative Language Teaching, Littlewood stresses the importance of communication in the classroom by offering two types of communicative activities (1981: 20-21), functional communication activities and social interaction activities.

2.4.1. Functional Communication Activities

This kind of activities is highly concerned with comprehending the meaning. In other words, it enables the learners to understand the meaning during communication. Functional communication activities shed light on three main abilities in understanding meanings in communicative situations:

I. The ability to understand linguistic structures and vocabulary;
II. Knowledge of the potential communicative functions of linguistic forms;

III. The ability to relate the linguistic forms to appropriate non-linguistic knowledge, in order to interpret the specific functional meaning intended by the speaker." (Littlewood 1981, 3).

By considering the three abilities, it is deduced that functional communication activities' roles are represented in aiding the learners to produce language that carries meanings and to understand the speakers' intended meaning through interpretation.

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

a- Sharing Information with Restricted Cooperation:

This activity paves the way for peer interaction in which one learner or group has information that is supposed to be discovered by the other(s). This kind of interaction takes the form of a questionnaire in which the knower is not supposed to answer except by saying yes or no to the cues that are given by the other (s) till the information is found. Examples of this kind of activity are identifying pictures, discovering sequences, and discovering secrets.

b- Sharing Information with Unrestricted Cooperation:

This activity plays the role of increasing interaction by getting rid of restrictions which might hinder the flow of communication. Increasing interaction between learners can be shown by paving the way for learners to use the language by asking for clarification, describing, suggesting, etc. And not just by specific answers to question. To illustrate this activity, there are communicating patterns and pictures, communicating models and following directions. (Littlewood, 1981: 29- 30)

c- Sharing and Processing Information:

According to Littlewood (1981: 32- 33) this type of functional communication activities, unlike the two first ones, goes beyond just sharing information: it deals with evaluating, explaining, analyzing, and interpreting the information in order to solve a given problem. It enables learners in enhancing their language, by going beyond the language they are dealing with. Disagreement and negotiation appeared between learners. Examples of these activities are reconstructing story-sequences and pooling information to solve a problem.

d- Processing Information:

Unlike the previous type of functional communication activity, this type does not give attention to the need to information sharing. The learners have accessibility to all the relevant facts, thus, they communicate for discussing and evaluating these facts. Discussion and evaluation are the essence of this activity in order to solve a given problem. Outside classroom problem-solving situations are the core of discussion. Littlewood (1981:36-37) provides an example of an activity which is included in Interaction Activities: a situation where learners are asked to imagine that they are going on three days camping trip in the mountains. Everyone can carry only 25 pounds in weight. The groups have to decide what to take with them from the list below, and be prepared to justify their decision if they are later challenged by other groups.

List:

6 lb sleeping bag	3 lb extra pair of shoes
3 lb pack	6 lb water container (full of water)
1 lb pillow	4 lb camera
6 oz small book to record what you see	6 lb 3-day supply of food
8 oz swimming suit	12 oz plate, fork, knife, spoon
4 oz soap	12 oz insect repellent
4 oz toothpaste	2 lb extra set of clothing
2 oz toothbrush	3 lb fishing rod
1 lb pot to cook in	6 oz towel
1 lb flashlight	1 oz matches
1 lb rain jacket	

16 ounces= 1 pound; oz= ounce; lb= pound (1 oz= 28,35g) (1 lb= 0,454 kg)

2.4.2. Social Interaction Activities:

This type of communication activities draws on interaction among learners. It is based not

merely on functional aspects, but also on the social ones. It enables learners to be aware of using language in appropriate social contexts. To help learners to interact with each other, it is worth to go by some techniques:

a- Making the Classroom as a Social Context:

The classroom plays the role of real social contexts in which both learners and teacher are considered as members of that small society in simulation of real life societies. The usefulness of language is represented in the extent to which a learners use and master language structures and communicative functions in different social contexts. There are four techniques of classroom as social context which are:

I. Using the FL for classroom management:

It is an approach that evokes, necessitates and presupposes the use of foreign language not only for the planned activities, but rather for the classroom management which surrenders them. Furthermore, the use of MT for the important issues in the foreign language tends to decrease the value of the FL as a tool for communication. Besides, learners would consider FL for non-important domains, and would see it disable to satisfy their communicative requirements. Consequently, it is highly recommended for FL teachers to supply learners with the required language for the everyday classroom issues.

II. Using the foreign language as a teaching medium:

Non-linguistic subject matter is considered as key player in motivating learners in creating real society-like communication. This technique is based on the idea that teaching non-linguistic matter through the FL would very beneficial for learners because it is believed that the communicative skills improve better in contexts where the FL is used not just for the sake of using it, but rather as a tool for learning other non-linguistic matter.

III. Conversation and discussion sessions:

Though the conversation session is sometimes believed to be a session of relief from the difficult language work, this idea should not diminish the ultimate goal of conversation, which is aiding the learners to improve their communicative ability. For instance, it plays a significant role in motivating and encouraging communicative interaction among learners in addition to the variety of experiences, interests and opinions which may contribute in enriching both their communicative competency and ability. It ameliorates the students presupposed skills for dealing with the management of long session of social interaction, like how to introduce a new topic, turn-taking and keeping the path of conversation through difficult periods. Moreover, it gives learners the chances to tell about their own personality and experience using through FL, which in turn enables them to utilize the language as a tool to handle their own social relationships. The latter would be crucial and decisive for the process of FLL.

IV. Basing dialogues and role plays on school experience:

Through the FL activities, learners discuss their own problems that encountered them in the classroom by creating dialogues that give them the opportunity to express themselves. Littlewood (48) provides a glimpse about this kind of activities:

Edith: where's Elizabeth these days? I haven't seen her for ages.

Molly: Elizabeth? She's left school.

Edith: not intelligent enough, eh?

Molly: Rubbish! She's as intelligent as you and me.

Edith: It serves her right. She never did her homework, did she? I always do mine.

Molly: You needn't boast. Your mother keeps you at it. And your father helps you with maths.

Edith: What's that got to do with it?

b- Simulation and Role Playing:

Both are regarded as the heart of using language for a communicative purpose. Littlewood (1981: 52- 61) provides four types of role playing:

I. Role playing controlled through cues and information:

In this kind of role-play, two learners are given two kinds of information; the first one is given detailed information, whereas, the other one is given some information that will aid him just to respond to the first speaker. This may be illustrated by the following example:

Student A: you arrive at a small hotel one evening. In the foyer you meet the manager (ess) and:

Ask if there is a room vacant.

Ask the price, including breakfast.

Say how many nights you would like to stay.

Say what time you would like to have breakfast.

Student B: you are the manager (ess) of a small hotel that prides itself on its friendly, homely atmosphere. You have a single and a double room vacant for tonight. The prices are: £ 8, 50 for the single room, £ 15, 00 for the double room. Breakfast is £ 1, 50 extra per person.

In the street behind the hotel, there is a free car park. Guests can have tea in bed in the morning, for 50 p.

This type of activity enables the teacher to manage peer interaction and decreases the learners' responsibility of creativity.

II. Role-playing controlled through situation and goals:

Unlike the previous activity, this one offers learners to increase their responsibilities of creativity. "It is directed at higher level of situation and the goals that learners have to achieve through communication" (littlewood 1981:55). For example:

Student A: You wish to buy a car. You are in showroom, looking at a second-hand car that might be suitable. You decide to find out more about it, for example how old is it, who the previous owner was, how expensive it is to run whether there is a guarantee. You can pay up to about £900 in cash.

Student B: You are a car salesman. You see a customer looking at a car in the showroom. The car is two years old and belonged previously to the leader of a local pop group. It does about twenty miles to the gallon. Your firm offers a three-month guarantee and can arrange hire purchase. The price you are asking for the car is £1,400.

In the role-play above, learners are already aware of the situation and their own goals in it. Thus, they have to negotiate the interaction according to the given situation. Each partner is supposed to respond spontaneously to the other's communicative actions and techniques.

III. Role-playing in the form of debate and discussion:

It is a role play that takes the form of debate and discussion. It is mainly based on real life topics. Although learners work in groups, each member's role varies from the others. To clarify and illustrate, Littlewood (57) have given an example which is an activity from Over to you, where learners work in groups of four.

They are a group of people who are anxious to help the old in their small town, and they have managed to make a start by collecting £1,000 from local inhabitants and holding jumble sales. They study their role and then discuss how the money can best be used.

Student A: Role: Miss Julia Jenkins, spinster. She feels that she should contact one of the charity organizations advertised on pages 94-95 [of Over to you], at least for advice.

Student B: Role: Rev. Ronald Rix, the local vicar. He wishes to found an Old people's Club which will meet in the church hall. Some of the £1,000 that has been collected was raised by holding jumble sales in the church hall.

Student C: Role: Mr. David Hicks, Headmaster of the local primary school. He is anxious for the pupils at his school to play a role in helping the aged.

Student D: Role: Mrs. Dorothy Foster, widow. She thinks the money should used to renovate an old country house which could be used as an old people's recreation centre.

The given example of this kind of role-play can obsoluetley guarantee the purpose of it, which is the interaction among them.

IV. Improvisation:

"Improvisation, too, closely associated with work in the native language context, notably in drama" (Littlewood 1981:59). In few words, improvisation deals with embodying real life situations in a play without any previous preparation. In this kind of role-playing activity, the importance of communicative purpose is not stressed. For instance, learners are supposed, in pairs or groups, to demonstrate a scene where old friends who do not meet each other for long time finally meet each other.

2.5 Learners and Teachers' Roles and Responsibilities in Communicative Classrooms:

The difference between traditional and modern classrooms is marked by teachers and learners' roles. The teacher is the only medium through which the learning process can take place in a traditional classroom; the learners are almost passive. While, the learning process in a modern classroom is characterized by the competency-based approach in which the learner plays significant and considerable role in the learning process.

2.5.1 The Learner's roles in a Learner-Directed Activity:

Unlike in the tradition methods, where the learner was playing very limited roles inside the classroom, in the modern methods learner becomes a primary focus in the educational system.

Littlewood points out (1981)

> In many of the communicative activities which we will be discussing, the teacher creates a situation and sets an activity in motion, but it is the learners themselves who are responsible for conducting the interaction to its conclusion. Often, there will be several groups or pairs performing simultaneously, without the teacher's continuous supervision… (18)

Elaborating on this quotation, communicative activities are designed by the teacher, in which learners are put in real life situations- like. In this kind of activities, learners are asked to lead 'interaction' from its beginning to its ending. They are given the total responsibility in classroom; they are self-dependent, however, the teacher acts only as a guide.

2.5.2 Teachers' Roles and responsibilities:

The teacher is a facilitator of students´ learning, thus, s/he has several roles to fulfill. Freeman (1986, 131) describes him/her as a manager of classroom activities. In this role, one of his/her major responsibilities is to set up activities that promote communication. During the communicative activities s/he acts as a consultant answering students´ questions, offers advice and provides necessary language items. One of the most important roles is to make sure that students know what they are supposed to practice and check if they do it effectively. These roles are called a conductor and a monitor.

2.6. Roles of Communicative activities:

Communicative activities play significant roles in FLL. Littlewood (1981: 17- 18) briefly discusses these roles in four main headlines:

a- They provide 'whole task practice':

"In foreign language learning, our means for providing learners with the whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners' level of ability."(Littlewood1981:17). In other words, communicative activities highly contribute to achieve whole-task practice, or 'total skill' rather than 'part-skill'. To illustrate, Littlewood (1981) provides an example:

Swimming learning, usually comprises not only separate practice of individual movements (part-skill), but also some trials to swim short distances (whole-task practice).

b- They improve motivation:

One of EFL learners' aims is to utilize FL to interact with others, and not merely to learn structures. If FL is learned this way, learners' motivation to learn will be increased. In other words, it would be a must for learners, thus, they will be more excited and interested in EFL because of the need of it as a tool to communicate. In addition, learners, generally, feel bored whenever learning grammar rules is raised. In contrast, they feel more relaxed, freed and released.

c-They allow natural learning:

Using the language for communication paves the way for natural learning process to take place. Communicative activity, thus, is key player in the whole learning process. Thus, they achieve communication, which is the heart of the natural learning process. In other terms, people learn a language through communication rather than through learning grammar rules and structures; communicative activities promote communication.

d- They can create a context which supports learning:

"Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These relationships can help to 'humanize' the classroom and to create an environment that supports the individual in his efforts to learn."(Littlewood1981,18). To explicate more, communicative activities build positive personal relationship among students themselves and between them and their teacher. Besides, they transfer the learning system from master-servant relationship (teacher-student relationship) to more harmonious relationship. The latter, helps in creating an appropriate learning atmosphere in the classroom.

2.7 Interaction Analysis and Interactional Analysis:

Discussing the speaker's output, the analysis will significantly and automatically take place. Ellis and barkhuizen (2005:166) state the difference between 'interaction analysis' and

'interactional analysis'. On one hand, the former, is built on the notion of category systems which portray the functional aspects of the classroom interaction regardless of the structural characteristics of it. On the other hand, the latter, is concerned with describing interaction while it is taking place; it clarifies the functions that are performed by the speakers, in different contexts, with highly emphasis on the structural features of the conversation.

2.8 Advantages and Disadvantages of peer interaction (pair work and group work):

2.8.1 Advantages of peer interaction (pair work and group work):

Harmer (2001) has pointed out that:

-It increases the rhythm of talking.

-It helps the learner to speak and interact, so that the learner autonomy will be increased.

-The teacher can keep the path of working with one or two pairs while others are working; it is time consuming.

-It contributes to the classroom management. Thus, the teacher doesn't encounter difficulties in organizing the pairs.

Consequently, peer interaction increases the learners' motivation, confidence, and positive curiosity. In addition, it enhances, improves, develops, and ameliorates the learners' speaking skill. Furthermore, it reduces, it decreases, it lessens and it diminishes the teacher pressure. Moreover, it makes the learners think, create, innovate which in turn can enrich the peers background knowledge and develops their competency.

2.8.2 Disadvantages of peer interaction (pair work and group work):

However efficient and useful pair and group work is, it may sometimes cause little problems while practicing speaking. According to Doff (1989, 141) the noise belongs to these obstacles the teachers have to overcome during lessons. Usually the students themselves are not disturbed by the noise; it is more noticeable to the teacher observing pairs or groups.

-   It can affect negatively the classroom management due to the potential of control loss.

- Pair work and group work are problematic especially when the pairs or groups are chosen by the teacher.

- It does not suit the introverted learners who do not prefer interacting and sharing information with other peers.

Conclusion:

To conclude, peer interaction plays a significant part in the process of foreign language learning. It paves the way for successful and effective learning, and this is evident in the fact that it contributes to learners' motivation, confidence, fluency, accuracy, curiosity to learn the language and more than that it broadens his/her chance to use and practice the target language. Since successful foreign language learning can be judged through the four skills, and because peer interaction has a great impact on the speaking skill, it is so worth and significant to estimate, appreciate, appraise and consider the role of peer interaction in the process of foreign language learning. In this chapter, we have looked at the use of peer interaction, as a technique of teaching/learning. We have investigated the roles that this technique plays in the classroom in addition to the requirements that should go with it, while its processing, in order to ensure the aims that it can attain. By the end, the positive and negative sides of the technique are checked.

Chapter Three:
Description and Analysis of the Questionnaires

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Description and Analysis of the Questionnaires

Introduction:

This chapter is devoted to tackle the practical part of the research. It consists of two main questionnaires, as data collection tools; one is designed for Master One students in the department of English, while, the other is for teachers. Each questionnaire starts by depicting the population and the sample, then, describing the questions themselves. Those questions that are already answered will be analyzed and interpreted. By the end the chapter closes by the summary of the results and stating the final conclusion that are inferred.

3.1 The Students' Questionnaire:

3.1.1Population and Sampling:

Master one students of department of English in the University of Guelma 08 may 1945, are the population from which the sample is chosen. The whole population is about ninety (90) students. Since they are more familiar with peer interaction, especially, oral presentations, the research conducts the investigation via questioning them. The sample consists of seventy three (73) students who were chosen randomly. Only fifty three (53) students have responded to it.

3.1.2 The Description of the Questionnaire:

This questionnaire consists of nine questions which are arranged in a logical way. They are either closed questions requiring from the students to choose "Yes" or "No" answers, or to pick up the appropriate answer(s) from a number of choices, or open questions requiring from them to give their own answers and justifications. It is made up of two sections:

Section One:

Question one and two are devoted to students" general information; these latter are asked to specify their gender, and to determine their ages.

Section Two:

Questions from three to nine are structured to obtain information about peer interaction in the classroom.

In question three, students are asked to determine the extent to which the teacher dominates the talk in the classroom. In addition, question four was put to know the different definitions of Pi. Moreover, question five is about whether or not the students interact with their peers more than their teacher in the classroom. Besides, question six is about the types of interaction that take a part in the classroom.

In question seven, students were asked about the problems that can be encountered when working in groups or pairs. Question eight was given to the students to justify the reasons behind the importance of peer interaction. The last question (09) was structured for any suggestions, recommendations or comments.

3.1.3 Analysis and Interpretation of the Results:

Q1: specify your gender

Gender	N	%
Females	49	92, 45
Males	4	7, 54

Table 1: Students' Gender

From the table 01, we notice that females are the great majority of the chosen sample; they represent (92, 45%), while, males represent, merely, (7, 54%) of the sample.

First of all, the chosen sample in this study reveals that females (92, 45%) are dominant over males (7, 54%), this may be due to the fact that females are more interested and motivated to study foreign languages and English language particularly than males who often choose to carry on scientific studies.

Q2: How old are you?

Age	N	%
22	22	41,50
23	22	41,50
24	6	11,32
26	1	1,88
29	1	1,88
36	1	1,88
Total	53	100

Table 2: Students' Age.

Concerning the students' age, it is shown that students aged 22 and 23 share the majority percentage which is (41, 50%) for each; whereas, students aged 24 represents (11, 32%) from the whole sample. However, students aged 26, 29 and 36 share the same percentage which is (1, 88%) for each.

In the second question (Q2), the present piece of study shows that the great majority of the students (83%) are aged between 22 and 23 years old. This may indicate that they have never failed in their carrier. While, (11, 32%) of students are aged 24 years old which may mean that some of them have failed before, whereas, others may have not carried on their master studies just after their graduation. The three remaining students which each represent (1, 88%) of the sample are aged 26, 29 and 36 years old. These statistics can be related to the fact that they may have finished their studies earlier, and then they have gotten the chance to carry on Master studies lately.

Q3: To which extent the teacher dominates the talk in the classroom

a) 25%
b) 50%
c) 75%
d) 100%

Option	N	%
A	8	15,09
B	19	35,84
C	26	49,05
D	0	0
Total	53	100

Table 3: Percentage of Teachers' Dominance in the Classroom

In regard of the extent to which the teacher dominates the classroom talk, the table has shown that the majority (49, 05%) believe that the teacher dominates the 75% of the classroom talk. While, (35, 84%) of them think that the teacher dominates the 50% of the classroom talk, whereas, (15, 09%) of the students have opted for 25%. In contrast, no one thinks that the teacher has an absolute (100%) authority in the classroom talk share.

In the third question (3), the study has demonstrated that (49, 05%) of the sample have declared that the teacher dominates 75% of the classroom talk. This may be due to the fact that the students are limited by the teacher's authority in the classroom. Whereas, (35, 84%) of the sample have said that 50% of the classroom talk represents the teacher dominance. This may be related to the point that the teacher knows well how to manage and share his/her classroom's speaking time with his/her students. The remaining students (15, 09%) have stated that only 25% of the classroom talk is devoted to the teacher. The latter may indicate the fact that the teacher applies the Competency-Based Approach which in turns learner-centered approach that offers more opportunities and chances for learners. No one thinks that the teacher dominates completely the classroom talk. This may be due to the new teaching methods which shed the lights on the learner.

Q4: What is Peer Interaction for you?

%	definition
9,43	PI is the interaction between the same aged students
58,49	PI is the discussion, communication, conversation and exchanging knowledge and ideas between students
18,86	PI is collaborative work between students
13,20	PI is a technique or strategy used in the FLL process

Table 4: Students' Different Definitions of PI.

Speaking about the different definitions of peer interaction that are revealed in the table, the majority of the sample (58, 49%) consider peer interaction as a discussion, conversation and communication between students. Whereas, (18, 86%) of them view that peer interaction is collaborative work between students, while, (13,20%) of the sample regard peer interaction as a technique or strategy used to learn foreign language. However, only (9, 43%) see peer interaction as an interaction between same aged students inside the classroom.

In the fourth question (4), the majority of the sample (58, 49%) considers peer interaction as a discussion, conversation and communication between students. This may be they think that peer interaction is to share ideas with other peers. Whereas, (18, 86%) of them view that peer interaction is collaborative work between students. This may be linked to the fact that they think that peer interaction is to share the efforts to deal with a particular problem in language. While, (13, 20%) of the sample regard peer interaction as a technique or strategy used to learn foreign language. The latter may indicate that they view it as one of the teaching procedures. However, only (9, 43%) see peer interaction as an interaction between same aged students inside the classroom. this can show that they prefer to discuss with their same aged peers rather than others.

Q5: Do you interact with your peers rather than the teacher in the classroom?

    a) **Yes**

    b) **No**

Option	N	%
A	35	66,03
B	18	33,96
Total	53	100

Table 5: Representing the Student's Opinions about Whether They Interact with Their Peers Rather Than the Teacher in the Classroom

As shown in table 5, which is about the representation of students' opinions about whether they interact with their peers more than the teacher in the classroom. The majority (66, 03%) claimed that they interact with their peers more than the teacher in the classroom. Whereas, only (33, 96%) has said that they do not interact with their peers more than the teacher in the classroom.

In the fifth question (5), on one hand, the majority (66, 03%) claimed that they interact with their peers more than the teacher in the classroom, and they have justified their answers by claiming their comfort, and the ease of comprehension while interacting with their fellows. We can relate this to external factors such shyness and anxiety, and to the individual differences (learning styles). On the other hand, only (33, 96%) has said that they do not interact with their peers more than the teacher in the classroom, relating their answers to the point that they prefer to rely on teachers only. This may be because they doubt their peers' information and its credibility.

Q6: What Types of PI take a place in your classroom?

a) With your classmates

 b) With your teacher

c) Under the form of an oral presentation

Option	N	%
A	5	9,43
B	12	22,63
C	19	35,84
ABC	6	11,32
AB	2	3,77
AC	6	11,32
BC	3	5,66
Total	53	100

Table 6: Representing the Types of PI that Take Place in the Classroom.

As demonstrated in the table 6, this is about the types of interaction that take place in the classroom. The majority of the sample (35,84%) have declared that interaction takes the form of oral presentation. However (22,63%) have stated that interaction inside the classroom takes the form of learner- teacher interaction. While, (11,32%) have said that learner-learner, teacher-learner interaction and oral presentation equally take a part in the classroom; the same percentage (11,32%), also, have declared that both learner- learner and learner-teacher interaction are highly utilized in the classroom. Whereas, (9,43%) of the sample have chosen the type of leaner-learner interaction as the most common technique in the classroom. (5,66%) of the sample have responded that learner-teacher interaction and oral presentations are highly used in the classroom. Only (3,77%) think that learner-learner interaction, and teacher-learner interaction are the most used ones.

In the sixth question (6), the majority of the sample (35,84%) have declared that interaction takes the form of oral presentation. We can link this to teacher's intention of enhancing their learner's speaking skill through provoking them to speak. However (22, 63 %) have stated that interaction inside the classroom takes the form of learner-teacher interaction. This may be related to turn taking or question answers patterns. While, (11, 32%)

have said that learner-learner, teacher-learner interaction and oral presentation equally take a part in the classroom. which can clarify that the teacher use of eclecticism. The same percentage of students (11,32%), also, have declared that both learner- learner and oral presentation are used in the classroom. Here, we can link this to the teacher concentration on collaborative work and giving more chances to learners to be autonomous. Whereas, (9, 43%) of the sample have chosen the type of leaner-learner interaction as the most common technique in the classroom. thus, it may reveal that the teacher applies learner-centered approach. (5, 66%) of the sample have responded that learner-teacher interaction and oral presentations are highly used in the classroom. which can be due to the matter that the teacher offers the chance for his/her students to present with his/her guidance. Only (3, 77%) think that learner-learner interaction, and teacher-learner interaction are the most used ones. Therefore, we can anticipate that the teacher gives the freedom for students to discuss with each other with his/her interference.

Q7: what are the problems that face the students when they work in small groups?

   a) Too much noise

   b) You may lose the control in the classroom

   c) The use of the mother tongue

   d) Some students prefer to get information from the teacher directly

   e) The dominance of one peer over the other(s)

   f) Others

Option	N	%
AC	10	18,86
AD	5	9,43
AE	5	9,43
C	15	28,30
D	2	3,77
E	3	5,66
CD	13	24,52
Total	53	100

Table7: Representing the Problems that Face the Students When They Work in Pairs or Groups.

The table (7) reveals the results about the problems that can be encountered during peer interaction in the classroom. The majority of the students (28,30%) believe that the mother tongue is the major problem that can be faced. (24,52%) of the students think that the use of MT, and the total reliance on the teacher are the problems that can face them when interacting with their peers. While, (18,86%) of the sample view that too much noise and the use of MT cause a huge problem during peer interaction. Only (3,77%) have answered that some students dependency on the teacher be problematic when peer interaction is involved.

In the seventh question (7), the majority of the students (28,30%) believe that the mother tongue is the major problem that can be faced. Consequently, we can expect that L1 influences the process of learning FL, whereas, (24,52%) of the students think that the use of MT, and the total reliance on the teacher are the problems that can face them when interacting with their peers. As a result, we can deduce that those students are influenced by their mother tongue and at the same time they do not trust their peers information or ideas. While, (18,86%) of the sample view that too much noise and the use of MT cause a huge problem during peer interaction. Here we may conclude that the students suffer from L1 interference and noisy students while interacting with their classmates. Only (3, 77%) have answered that

some students dependency on the teacher is problematic when peer interaction is involved, they doubt their peers knowledge.

Q8: Why Peer Interaction is important?

a) It increases your speaking time

 b) It gives you more independence

 c) It paves the way for different opinions and contributions

 d) It encourages great level of cooperation and collaboration among students/peers

 e) Others

Option	N	%
A	13	22,64
D	13	22,64
C	10	18,86
AB	8	15,09
BC	5	9,43
CD	4	7,54
Total	53	100

Table 8: Representing the Reasons behind the Importance of PI

From the results that are revealed in table 8, which shows the reasons behind the importance of peer interaction, we find that the majority of the sample (22, 64%) think that peer interaction is so important because it increases the speaking time; also the same percentage of sample (22, 64%) view that the main reason behind peer interaction is that it fosters a great level of cooperation and collaboration among peers. However, (18, 66%) of the sample believe that since peer interaction contributes to different opinions, it is important. While, others (15, 09%) see that increasing speaking time and giving more independence for the students are the major causes of PI importance. Other few students (9, 43%) regard that

peer interaction is crucial because it provides independence and paves the way for different opinions and contributions. Only (7, 54%) consider peer interaction as a crucial technique because of its contributions to different opinions, and fostering the level of cooperation and collaboration. In contrast, no one has opted for other(s).

In the eighth question (8), this study demonstrates that the majority of the sample (22, 64%) think that peer interaction is very important because it increases the speaking time. This can be explained in terms of the speaking skill can be enhanced through peer interaction. The same percentage of sample (22, 64%) view that the main reason behind peer interaction is that it fosters a great level of cooperation and collaboration among peers. Which may mean that peer interaction provoke the students to work together. However, (18, 66%) of the sample believe that since peer interaction contributes to different opinions, it is important. Which can clarify that each student is supposed to give his/her different point of view. While, others (15, 09%) see that increasing speaking time and giving more independence for the students are the major causes of PI importance. Consequently, we notice that PI may provide the learners with autonomy, accuracy and fluency. Other few students (9, 43%) regard that peer interaction is crucial because it provides independence and paves the way for different opinions and contributions. This can supply the students with rich views and contribute in building their self-independence. Only (7, 54%) consider peer interaction as a crucial technique because of its contributions to different opinions, and fostering the level of cooperation and collaboration. By this, we can generate that PI raises the spirit of collaborative work and enriches the learner with several points of view. In contrast, no one has opted for other(s), which may be linked to the fact that all the options have covered the main advantages of peer interaction.

Q9- If you have any suggestion or comment, please you are welcome

Concerning this question, (45%) of students did not suggest or comment. Whereas, (55%) of the students have suggested and commented as follows:

- The fact of pushing the learner to speak in the classroom is highly recommended.

- Peer interaction is so important in the classroom.

- The teacher should give the learners more time to discuss issues with playing the role of organizer.

- Reduce the teacher talk time.

- PI raises more awareness.

- Learner can benefit from each other input.

3.1.4 Conclusion of Results:

All in all, after conducting this investigation and interpreting the results of the students' questionnaire, the research come up with a point that the students agree on the fact that peer interaction is very effective, beneficial, and fruitful in the sense that it ameliorates and develops the students' autonomy, confidence and motivation. Moreover, it improves the students' speaking skill through developing their accuracy and fluency. This study has displayed that peer interaction should be the most applicable whenever foreign language learning process is concerned.

3.2 The Teachers' Questionnaire:

3.2.1 Population and Sampling:

The second sample of this research consists of twenty (20) teachers of English who are chosen randomly among fifty (50) teachers at the University of 08 May 1945, Department of English, Guelma. The study conducted the questionnaire with their help. Therefore, their experience in teaching English at the university served the objectives of this piece of research.

3.2.2 Description of Questionnaire:

The Questionnaire was designed to explore the EFL teachers' knowledge, opinions, experiences, and perceptions toward the role PI in the process of FLL. It includes eleven (11) questions which are arranged into two sections: the first section is devoted to general information, and the second one is about peer interaction in the classroom.

Section One:

In question one and two, teachers are asked about their degree and the years they spent in the field of teaching.

Section Two:

In question three, the teachers are supposed to provide us with their definitions of PI. In addition, the question four is about whether their students enjoy PI. In question five, the teachers are asked about the strategies which they adopt in order to push their silent student to interact.

In question six, the teachers are supposed to determine the activities that they focus on in order to create successful interaction. Besides, the question seven is put to know the teachers' point of view about how they find their students while PI. Then, question eight is devoted for knowing the problems which can be encountered during PI. The ninth question nine is designed to get the teachers' opinions about PI. In question ten, the teachers are supposed to

justify their answer about the benefits of PI. Lastly, the eleventh question is left for the teachers' suggestions to improve students' learning through PI.

3.2.3 Analysis and Interpretation of Results:

Q1: Degree held

a) BA (Licence)

b) MA (Master/ Magister)

c) PHD (Doctorate)

Option	N	%
A-	1	5%
B-	17	85%
C-	2	10%
Total	20	100%

Table9: The Teachers' Degree

Concerning the teacher's degree, it is noticed that the majority of teachers (85%) have (Master/Magister) degree. While, (10%) of them have PHD degree. However, only (5%) of the sample have license degree.

Q2: How many years have you been teaching?

Option	N	%
A-	1	5%
B-	11	55%
C-	6	30%
D-	1	5%
E-	0	0%
F-	1	5%
Total	20	100%

Table10: Teachers' Years of Teaching

From the table 10, it is viewed that the majority of the sample (55%) have experienced teaching from 5 to 10 years. Whereas, (30%) of them have a carrier from 10 to 15 years. While, (5%) of the sample have been teaching from 25 to 30 years. (5%) of the sample have taught from 15 to 20 years; and the same percentage of the sample have been in the field of teaching from 0 to 5 years.

Q3: What is your definition of peer interaction?

a) It is the process of making learners interact and exchange ideas, answers, and information between each other.

b) It is the collaboration between learners.

c) The students' interaction without the teacher interference.

Definition	N	%
A	10	50%
B	7	35%
C	3	15%
Total	20	100

Table11: Teachers' Definition of Peer Interaction.

From the table 11, it is found that the majority of the sample (50%) define peer interaction as the process of making learners interact and exchange ideas, answers, and information between each other. Whereas, (35%) of the sample consider peer interaction as collaboration between learners. The remaining teachers (15%) have claimed it as the students' interaction without the teacher interference.

In the third question (3), the chosen sample demonstrates that the majority of the sample (50%) define peer interaction as the process of making learners interact and exchange ideas, answers, and information between each other. This may mean that PI is to make learners engaged in the process of using the language through producing and receiving. Whereas, (35%) of the sample consider peer interaction as collaboration between learners. This can show that PI is about cooperating and sharing efforts among learners in order to deal with particular language problem. The remaining teachers (15%) claimed it as the students interaction without the teacher's interference. This can be related to the fact that the students are claimed the total responsibility and autonomy in the process of learning.

Q4: Do students enjoy peer interaction?

a) Yes
b) No

Option	N	%
A	20	100%
B	0	0%
Total	20	100

Table12: Teachers' Opinion about Whether Their Students Enjoy Peer Interaction.

From the table 12, it is regarded that all of the sample (100%) have declared that their students enjoy peer interaction. In contrast, none of them have pointed out that their students do not enjoy peer interaction.

In the fourth question (4), it is noticed that all the sample (100%) have declared that their students enjoy peer interaction. This can be linked to the point that PI is a technique which totally motivates the students, and it is viewed as a wonderful process which the students delight it.

Q5: What do you do to make your silent students interact in the classroom?

a) Design groups and pairs

b) Choose interesting topics

c) Add additional marks

d) Use other means

Option	N	%
A	8	40%
BC	5	25%
ABC	3	15%
D	2	10%
AB	1	5%
B	1	5%
Total	20	100%

Table13: Teachers' Ways To Make the Silent Students Interact in the Classroom

From the table 13, it is seen that the majority of the sample (40%) stated that designing groups and pairs is the most effective way to encourage learners to talk in the classroom. However, (25%) of the sample believe that choosing interesting topics and adding additional marks are the best ways to make the silent students active in the classroom. (15%) view that designing groups and pairs, choosing interesting topics and adding additional marks play equivalent roles in making the silent learners engaged in the classroom interaction. While, (10%) have opted for other means, suggesting making silent learners sit at the front of the class, and calling them by their names which are supposed to comfort them. Moreover, it is suggested that no need to correct their mistakes unless it is really necessary. Designing groups and pairs, and choosing interesting topics are selected to be the best means by (5%) of the sample. Besides, the remaining (5%) of the sample have opted for choosing interesting topics.

In the fifth question, (40%) of the respondents have considered designing groups and pairs as the most effective way to encourage the silent learners to talk in the classroom, which may indicate that silent students would be affected by their peers in the group and they would be active. However, (25%) of the sample believe that choosing interesting topics and adding additional marks are the best ways to make the silent students active in the classroom. This may imply that those teachers believe that the silent students would be more motivated when they are exposed to what they like or when they are rewarded. Whereas, (15%) view that designing groups and pairs, choosing interesting topics and adding additional marks play equivalent role in making the silent learners engaged in the classroom interaction. We can deduce that the silent learners would be provoked and encouraged to speak through rewards from teachers, topics they like, and being affected by their peers in the group. While, (10%) have opted for other means, suggesting making silent learners sit at the front of the class, and calling them by their names which is supposed to comfort them. Moreover, it is suggested that not to correct their mistakes unless it is really necessary. This can be linked to the fact that

sitting at the front of the class, the learners would be ready all the time and they would be on the eyes to speak and interact. Designing groups and pairs, and choosing interesting topics are selected to be the best means by (5%) of the sample. Thus, it can be related to the notion that when peers have a great impact on each other; especially those who are extroverted which can affect the introverted ones during interaction. It is believed, also, that the rewards play a key role through provoking students to interact. Besides, the remaining (5%) of the sample have opted for choosing interesting topics. Therefore, it may mean that the silent learners would be more eager to convey their ideas through speaking and interacting especially when they are provoked by topics they like.

Q6: What are the speaking activities you focus on more to create successful interaction?

a) Dialogues

b) Debates and discussions

c) Presentations

d) Role-plays and simulations

e) Telling stories

Option	N	%
BC	6	30%
B	5	25%
ABC	4	20%
C	3	15%
BCD	2	10%
Total	20	100%

Table 14: Teachers' Opinion about the Speaking Activities They Focus on More to Create Successful Interaction.

From the statistics shown in table 14, it is noticed that the majority of the sample (30%) focus on debates, discussions and presentations in the classroom, viewing them as very

effective techniques of successful peer interaction. While (25%) of the sample shed light much more on debates and discussion in the classroom, others (20%) of them concentrate on dialogues, debates, discussion and presentations in order to create successful interaction. Moreover, presentations are the mostly adopted technique by (15%) of the sample. Only few teachers (10%) depend on debates, discussions, presentations, role plays, and simulations in order to guarantee successful interaction.

In the sixth questions (6), the sample shows that the majority of the sample (30%) focus on debates, discussions and presentations in the classroom, viewing them as very effective techniques of successful peer interaction. Consequently, it may indicate that learners would be skillful and competent in judging and convincing through debates, discussions and presentations. While (25%) of the sample do shed light much more on debates and discussion in the classroom. which can be due to the fact that the learners would be able to use the language in order to discuss, exchange ideas and convey their messages. Others (20%) concentrate on dialogues, debates, discussion and presentations in order to create successful interaction. Thus, we can generate that the learners are given endless opportunities to use and practice their language through turn taking, discussions, debates and presentations. So the successful interaction would occur. Moreover, presentations are the mostly adopted technique by (15%) of the sample. This can be explained in terms of preparing future confident teachers who presents in front of his/her colleges, through convincing and explaining to them the ambiguous points. Only few of teachers (10%) depend on debates, discussions, presentations, role plays, and simulations in order to guarantee successful interaction. We can relate this concept that turn taking, conversations, exchanging ideas and opinions, and acting in the classroom through the use of language would heavily contribute to successful interaction.

Q7: How do you find your students when working in pairs or groups?

Option	N	%
BC	9	45%
B	7	35%
C	4	20%
Total	20	100%

Table 15: Table Demonstrates The Teachers' View about Their Students When Working in Pairs or Groups.

From the table 15, it is found that most of the sample (45%) have claimed that their students are motivated and noisy at the same time when working in pairs or groups. However, (35%) of them have said that working in pairs or groups make their students motivated. Only (20%) of the sample have pointed out that their students would be noisy when working in pairs or groups.

In the question seven, it is seen that most of the sample (45%) have claimed that their students are motivated and noisy at the same time when working in pairs or groups. This may imply that the students would be more motivated and eager because they are no longer in the pressure of learning, but rather they are given the chances to speak and learn in comfortable circumstances, and this allows them to be both motivated and noisy. However, (35%) of them have said that working in pairs or groups make their students motivated. We can conclude that the learners are given their freedom and autonomy of learning, as a result, their eagerness and willingness to learn would probably be increased. Only (20%) of the sample have pointed out that their students would be noisy when working in pairs or groups. Being noisy students while PI can be interpreted in the fact that those students are misbehaving and they think that PI is their occasion to escape from the teacher's pressure.

Q8: What are the problems of using peer interaction as a teaching technique/strategy?

a) Too much noise

b) You may lose the control in the classroom

c) The use of the mother tongue

d) Some students prefer to get information from the teacher directly

e) The dominance of one peer over the other(s)

f) Others

Option	N	%
AD	5	25%
ACD	5	25%
ACDE	5	25%
AC	4	20%
BC	1	5%
Total	20	100%

Table 16: Table Representing the Problems of Using Peer Interaction as a Teaching Technique/Strategy According to the Teachers.

Concerning the table 16, (25%) of the sample have stated that peer interaction, as a teaching technique, can cause too much noise, and the use of MT, in addition, there are some students who like to get information from the teacher directly. The same percentage of the sample (25%) have declared that too much noise and reliance on the teacher are the most encountered problems when working in pairs or groups. Like the two first percentages, (25%) of teachers argue that the major problems that they face during peer interaction are: too much noise, the use of MT, the total reliance on the teacher and the dominance of one peer over the other. However, too much noise and the use of MT are said to be claimed by (20%) of the

sample, only (5%) of the teachers think that problems that can be faced while PI are the possibility of losing control in the classroom and the use of MT.

In question eight, the chosen sample have shown us that (25%) of the sample have stated that peer interaction, as a teaching technique, can cause too much noise, and the use of MT, in addition, there are some students who like to get information from the teacher directly. We can guess from this that PI is viewed as moments devoted for pleasure and relax, and the students are free to use their L1 because they think that they are no longer in the learning environment, add to this those students view PI as a waste of time since they do not trust each other's information. The same percentage of the sample (25%) have declared that too much noise and reliance on the teacher are the most encountered problems when working in pairs or groups. This may prove that the students doubt each other information; in addition, they think that PI has no relation to learning because it is for joking and kidding. Like the two first percentages, (25%) of teachers argue that the major problems that they face during peer interaction are: too much noise, the use of MT, the total reliance on the teacher and the dominance of one peer over the other. What we can generate from this, is that since some students view PI as moments of pleasure and relax, noise will take place, and the learning would no longer exist and this leads to the use of MT. Thus, the students are going to be careless because some of them are dominated by others. So, they do not rely on each other information. However, too much noise and the use of MT are said to be claimed by (20%) of the sample. Here, we can deduce that the learners regard PI as a waste of time and moments devoted to escape the pressure of learning which contributes to the noise, chaos and the use of MT in the classroom, only (5%) of the teachers think that problems that can be faced while PI are the possibility of losing control in the classroom and the use of MT. This may indicate that the students are no longer interested in learning which paves the way for noise and the use of L1, instead of L2 because they think that those moments are for relax.

Q9: Do you think that peer interaction is beneficial?

Option	N	%
A	20	100%
B	0	0%
Total	20	100%

Table17: Table Reveals the Teachers' Points of View about Whether Peer Interaction is Beneficial or Not.

From the table 17, it is regarded that the whole sample (100%) agree on the point that PI is beneficial and fruitful in the classroom. In contrast, none of them (0%) consider PI as not beneficial. So, teachers are aware of its importance.

In question nine, it is seen that the whole sample (100%) agree on the point that PI is beneficial and fruitful in the classroom. Consequently, we can guess from this that the teachers have been experiencing PI for a long period of time. Thus, they reached its effects and benefits; hence they are aware about its advantages. In contrast, none of them (0%) consider PI as not beneficial, which may means that it serves the total benefits of learners.

Q10: if yes because:

Option	N	%
ABCD	6	30%
ACD	5	25%
CD	4	20%
BC	3	15%
BC	2	10%
Total	20	100%

Table18: Teachers' justification of the benefits of PI.

From the table 18, it is seen that (30%) of the sample have justified the benefits of PI as follows: it increases the learners' speaking time and autonomy, paves the way for several opinions and contributions, and it fosters cooperation and collaboration among them. Whereas, (25%) of the sample have listed the reasons behind the benefits of PI as: the speaking time will be increased, different opinions and contributions will be offered, and cooperation and collaboration will be fostered. While, (20%) of the sample have said that PI is beneficial because it contributes to collaboration and cooperation among learners and paves the way for different opinions and contributions. Besides, learners autonomy and different opinions and contributions are claimed, by (15%) of teachers, to be the main reasons of PI benefits. Only (10%) of teachers have argued that PI is beneficial thanks to the fact that it offers the learners with autonomy, cooperation and collaboration.

In question ten (10), it is noticed that (30%) of the sample have justified the benefits of PI as follows: it increases the learners' speaking time and autonomy, paves the way for several opinions and contributions, and it fosters cooperation and collaboration among them. Thus, we can relate this to the concept that the learners will be able to learn by themselves, add to this, it offers the learners a great chance to develop their speaking skill. Moreover, it supplies the learner with different points of view thanks to the spirit of collective work. Whereas, (25%) of the sample have listed the reasons behind the benefits of PI as: the speaking time will be increased, different opinions and contributions will be offered, and cooperation and collaboration will be fostered. Therefore, we can notice that the learners will be innovative, creative, and confident speaker. In addition, they will be able to appraise the value of cooperation in order to deal with a particular language problem. While, (20%) of the sample have said that PI is beneficial because it contributes to collaboration and cooperation among learners and paves the way for different opinions and contributions. We can deduce that PI teacher the learner about the effects of collective work, and it makes them think, create and

innovate. Besides, learners autonomy and different opinions and contributions are claimed by (15%) of teachers, to be the main reasons of PI benefits. This can be related to the fact that PI teaches the learner how to be responsible, autonomous and think smartly and creatively. Only (10%) of teachers have argued that PI is beneficial thanks to the fact that it offers the learners with autonomy, cooperation and collaboration. This may indicate that PI provides the learners with both independence and spirit of togetherness.

Q11What do you suggest to improve students' learning through PI?

Concerning this question, (30%) of the sample did not answer it. However, (70%) of the sample suggested the following:

To use ICT means and distant learning will be more practical and beneficial.

-To make clear rules and norms in order to control PI.

-To make sure it is not a chat time.

-To check and supervise the interaction in order to control and guide students.

-To create effective classrooms with round shape tables for group discussions.

-To make the students aware about the purpose of using PI in the classroom.

-To diminish noise via the teacher guidance.

3.2.4 Results' Conclusion:

On the whole, the statistics of questionnaire which was designed for the teachers have revealed that teachers are aware of the effectiveness of peer interaction in the EFL classroom.

3.2. 5 Summary of Results:

Both of questionnaires have answered the research questions, and aided to get a clear view about both students and teachers' attitudes toward peer interaction. These questionnaires have confirmed, and ensured the authenticity of the literature review through considering peer interaction as a key process of foreign language learning/teaching.

Teachers and students should take into account the fact that peer interaction can be totally effective only when some steps are adopted in order to deal with those obstacles which can take part during peer interaction.

Conclusion:

In this chapter, the questionnaires are used as tools to gather data about the effectiveness of peer interaction. The population and sampling have been depicted. Besides, the questions are described. After those questions were answered, they have been analyzed and interpreted to reach the main conclusion.

Chapter Four:
Pedagogical Implementations and Recommendations

Chapter Four

Pedagogical Recommendations and Implementations

Introduction:

After analyzing the results of the two questionnaires, it is inferred that PI plays key part in the FLL process. This opinion, after conducting the questionnaires, is confirmed by many evidences: it ameliorates the speaking skill and develops learners' autonomy and self-confidence; it contributes to the classroom management. It offers learners the opportunity to use the target language. This chapter sheds light on some implications for teachers, implications for learners, some suggestions for future researches, in addition to general recommendations.

4.1 Implications for the Teachers:

Peer interaction is a fruitful technique for teaching foreign language. However, its effectiveness cannot be accomplished by its application merely, but there is a kind of activities which mark its effectiveness. Thus, we highly recommend some piece of advice to maximize the effectiveness of peer interaction. They are designed to act as vehicles to move learners toward independent and confident learning. To exploit the benefits and the importance of this technique (PI) as useful as possible there are a few things to remember:

4.1.1Minimize the Teacher's Talk:

Explain as much as possible by demonstrating the process, explaining in different ways, and repeating. No need to worry if every learner doesn't understand every part of an activity. Move on when the majority of the learners get the idea, and then circulate and help as needed—unobtrusively. One way to gauge the success of a class for English language learners is to observe how much or how little the students are depending on the teacher. The more learners are working independently, in pairs, or in small groups, the more successful the class.

4.1.2 Be Funny as much as Possible, but Be Careful:

Peer interaction is said to be lively, interactive, and funny. When people are comfortable they are likely to learn more. An active and cooperative class is a class where there is a great deal with social, linguistic and cultural learning. The teacher must be skillful, clever and intelligent when having miss behaviors or too much noise inside the classroom.

4.1.3 The Teacher Should Be Aware of the Individual Differences:

The teacher should have a clear idea about the level of his/her students in order to be able to well group them in pairs or groups to ensure effective and successful interaction among them. Moreover, the teacher, also, should be aware of different kinds of his/her students' personalities; such as introverted learners.

4.1.4 The Teacher Should Raise Student's Awareness about PI:

Students must be conscious and aware of the importance of peer interaction. Thus, it is the teacher's responsibility to make his/her learners aware of the significance of PI because some learners think that group work, pair work and oral presentations are just for relaxing, playing, chatting, listening to music, playing games…etc.

4.2 Implications for the students:

1. Foreign language learners should interact with each other as much as possible because interaction plays a significant role in developing their speaking skill.

2. Students ought to communicate with NNS because communication with NNS is very fruitful in terms of getting a correct use of grammar, vocabulary and pronunciation.

3. Students should well exploit the sessions of group work and pair work rather than consider them as sessions of relax, chat and fun time.

4. Students should trust their peers' feedback.

5. Students must avoid the use of the mother tongue during Communication Activities because the main aim of them is the exposure to the FL, and interacting using them as a vehicle of communication.

Conclusion:

The findings of the research have asserted that peer interaction has a very prominent value in the foreign language learning process and this is evident in the fact foreign language learning aims are able to be attained as far as the technique is used. However, the application of the technique ought to consider the other circumstances and roles that should be played. Through this chapter, we have offered some pedagogical implications for both teachers and students. Besides, we have mentioned the areas that could not be covered; thus, we have recommended the future studies to consider them. By the end, we have proposed general recommendations.

General Conclusion

General Conclusion:

To sum up, since language learning occupies a very significant value in the field of linguistics, and because it has a serious link with peer interaction as a technique of teaching and learning, this study has tried and aimed to describe and clarify the role of peer interaction in the process of language teaching and learning. To realize the effectiveness of peer interaction, two questionnaires have been conducted: one was designed for teachers and the other was for Master One students in the department of English in the university 8 Mai 1945, Guelma.

What has been inferred after collecting, analyzing, and investigating the results, is that both of teachers and students agree on the point that peer interaction has a very significant, considerable and key role in FLL. So, it is viewed as one of the most fruitful and effective technique as far as successful language learning is concerned.

Conducting this research was not an easy task, a lot if difficulties were faced difficulties. Lack of sources was the major problem that has been encountered. The unavailability of sources obliged us to go to other universities, and this caused much tiredness. Some students' carelessness, while delivering the questionnaires, was also problematic.

By the end, the inability of accessing some source has caused some lacks in the research. Thus, we recommend the future studies to address and consider the approaches of interaction and PI feedback to compensate those lacks.

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Appendices

The Students' questionnaire

Dear students,

We are preparing an investigation about peer interaction as an educational technique in foreign language learning. We would be grateful if you could answer these questions to help help us in our research. Please, tick (✔) to indicate your chosen option, and specify your your answer when needed. You can tick more than one option.

Thank you very much for sharing your thoughts.

Hadroug Abdenour

Loulou Mouldi

Master two students

Department of Letters and English Language

University of 08 May 1945- Guelma-

 2015-2016

Section One: background information

Q 1- Specify your gender

    a) Female   ☐

    b) Male   ☐

Q2- how old are you?

Section Two: Peer interaction

Q3 - to which extent the teacher dominates the talk in the classroom?

    a) 25%   ☐

    b) 50%   ☐

    c) 75%   ☐

    d) 100%   ☐

Q4- what is peer interaction for you?

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Q5- do you interact with your peers rather than the teacher in the classroom?

    a) Yes   ☐

    b) No   ☐

Why?

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Q6- what types of interaction take place in your classroom?

   a) With your classmates   ☐

   b) With your teacher   ☐

   c) Under the form of an oral presentation   ☐

Q7- what are the problems that face you when work in pairs or small groups?

   a) Too much noise   ☐

   b) You may lose the control in the classroom ☐

   c) The use of the mother tongue   ☐

   d) Some students prefer to get information from the teacher directly ☐

   e) The dominance of one peer over the other(s) ☐

   f) Others

- If there are others, please mention them

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Q8- peer interaction is important because:

   a) It increases your speaking time   ☐

   b) It gives you more independence   ☐

   c) It paves the way for different opinions and contributions   ☐

   d) It encourages great level of cooperation and collaboration among students/peers ☐

   e) Others

If there are others, please state them

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Q9- If you have any suggestion or comment, please you are welcome

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Thank You!

The Teacher's Questionnaire

Dear teachers,

We are preparing an investigation about peer interaction as an educational technique in foreign language learning. We would be grateful if you could answer these questions to help us in our research. Please, tick (✔) to indicate your chosen option, and specify your answer when needed. You can tick more than one option.

Thank you very much for sharing your thoughts.

Hadroug Abdenour

Loulou Mouldi

Master two students

Department of Letters and English Language

University of 08 May 1945- Guelma-

2015-2016

Section One: General Information

Q1- Degree (s) held:

a) BA (Licence) ☐

b) MA (Master/ Magister) ☐

c) PHD (Doctorate) ☐

Q2- How many years have you been teaching?

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Section Two: Peer Interaction in the Classroom.

Q3- what is your definition to peer interaction?

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Q4- Do students enjoy peer interaction (Learner-Learner interaction)?

a) Yes ☐

b) No ☐

Please, explain

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Q5- What do you do to make silent students interact in the classroom?

a) Design groups and pairs ☐

b) Choose interesting topics ☐

c) Add additional marks ☐

d) Use other means

 (Please justify)

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Q6- What are the speaking activities you focus on most to create a successful interaction?

a) Dialogues ☐

b) Debates and discussions ☐

c) Presentations ☐

d) Role-plays and simulations ☐

e) Telling stories ☐

Q7- How do you find your students when working in pairs?

a) Uninterested/ carless ☐

b) Motivated ☐

c- Noisy ☐

Q8- what are the problems of using peer interaction as a teaching technique/strategy?

a) Too much noise ☐

b) You may lose the control in the classroom ☐

c) The use of the mother tongue ☐

d) Some students prefer to get information from the teacher directly ☐

e) The dominance of one peer over the other(s) ☐

f) Others

If there are others, please mention them

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Q9- Do you think that peer interaction is beneficial?

a) Yes

b) No

Q10-If yes, it is beneficial because:

a) It increases the speaking time

b) It allows Learner's independence

c) It paves the way for different opinions and contributions

d) It encourages great level of cooperation and collaboration among students/peers

e) Others

If there are others, please mention them

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Q11- What do you suggest to improve students ' learning through peer interaction?

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Thank You!

Résumé

Cette étude à été fondu pour expliquer et éclaircir le degré d'importance et le rôle que les paires interactions, comme une technique d'enseignement et d'apprentissage, peuvent jouer dans le processus d'apprentissage des langues étrangères.

Ainsi, l'étude vise à étudier les attitudes des enseignants et les étudiants à l'égard de cette technique; alors, deux questionnaires ont été utilisés comme un outil de collecte de données; l'un est structuré pour les enseignants, alors que l'autre est pour le Master I des étudiants du département d'anglais à l'Université 8 mai 1945, Guelma. Parlant de la méthode qui a été adoptée dans cette recherche, la méthode descriptive a été utilisée. Ce qui a été déduit et atteint de cette enquête est que non seulement les enseignants, mais aussi les étudiants sont d'accord sur le point que paires interactions jouent un rôle clé dans l'apprentissage des langues étrangères et processus d'enseignement; et cette opinion est justifiée par leurs rôle dans le développement des étudiants la maîtrise, l'exactitude, l'autonomie, la confiance en soi, et plus que cela, elles améliorent la façon de penser et de faire face aux problèmes rencontrés dans l'apprentissage des élèves. Enfin nous insistons que les futures études soient basés sur la rétroaction des pairs.

ملخص

اجريت هذه الدراسة قصد التوضيح,الشرح و التحقيق في مدى نجاعة ودور تقنية التفاعل بين الطلبة في عملية التعليم

والتعلم. تعتبر هذه التقنية محل جدل ,الامر الذي استدعى التحقيق في مدى فاعليتها. هذا البحث يهدف الى معرفة اراء كل

من الاساتذة والطلبة تجاه التقنية. بناء على ذلك, قمنا بتوجيه استبيانين لكل الاساتذة و طلاب السنة الاولى (قسم اللغة

الانجليزية, جامعة قالمة). لاجراء هذا البحث, قمنا بالاعتماد على المنهج الوصفي. وما استنتج من هذا التحقيق هو ان

الاساتذة و الطلبة يتفقون على الدور الفعال الذي تلعبه تقنية التفاعل بين الطلبة في اهمية التعلم و تعليم اللغة الاجنبية. في

الاخير, نحث الدراسات المستقبلية بالاخذ بعين الاعتبار الجوانب الذي لم يتم التطرق اليها, الا وهي التغذية الرجعية بين

الطلبة و مناهج التفاعل بين الطلبة.