



People's Democratic Republic of Algeria



Ministry of Higher Education and Scientific Research

University of Abbess Laghrou –Khenchela-

Faculty of Letters and Foreign Languages

Department of English

*Peer challenge inhancing students
speaking skill*

*Case Study: third Year Students of English at Abbess Laghrou
University, Khenchela.*

*A dissertation Submitted in Partial Fulfillment of the Requirement for the
Master Degree in Didactics of Languages and foreign Cultures.*

Candidates:

- HETTAK kenza
- MERDACI karima kamla

Supervisor:

Miss: KAHOUL imene

Board of Examiners:

- | | | |
|-----------------------|----------------------|------------|
| • Miss: KAHOUL imene | Khenchela University | Supervisor |
| • Mr: SLIMANI marzoug | Khenchela University | Chairman |
| • Miss: ATIK imene | Khenchela University | Examiner |

2016-2017

Peer Challenge

Enhancing

Students' Speaking

Skill

DEDICATION

HATTEK KENZA

I dedicate this work To Allah who gave me strength and energy to complete

it To My mother and father, My sisters and brothers

To all my family and friends

To my best, lovely, sister, the most beautiful person I have seen in my life

“ALIMA CHEBEDDEN”

finally a big thanks for my partner “KARIMA MERDADI” for her helps,

and thanks for being such a beautiful partner ^^

DEDICATION

MERDADI KARIMA KAMLA

I dedicate this humble dissertation to

My dearest and nearest father who supported me perpetually.

My life and my candle that world ever know, my mother.

My lovely sisters: Djalila, Amira, Yasmin.

My precious brother: Dhiaa Eddine.

To my second half, My husband, Amine <3 “may allah protects you”.

My best friends “Kenza, Ahlem, Cherifa Ghada”.

Acknowledgement:

We wish to express our sincere gratitude to our supervisor Miss. KAHOUL IMENE for her constant help, precious suggestions and valuable advices. A special thank to the member of the jury Mr. SLIMANI MERZOUG as a president and Mrs. ATIK as an Examiner for their assistance. And for their valuable comments and suggestions throughout the preparation of this thesis.

Abstract:

The present study aims at investigating peer challenge in enhancing students' speaking skill.

Peer challenge is useful technique that can be used by teachers to raise the students' level in speaking the target language. It also attempts to shed some light on the importance of motivation when it comes to improving the oral fluency. Modern teaching methods of foreign languages count on involving the use of different motivational strategies and activities which support the development of students' awareness about the importance of these strategies.

Speaking in a foreign language has often been viewed as the most demanding of the four skills. As well as speaking skill is often the most important factor in EFL courses, and yet the difficulties in testing oral skills frequently lead teachers into using several techniques that make the students interact with each others in classroom.

The method of this research work is quite descriptive. The data were gathered through self completion questionnaires administered to third-year learners and to teachers who have taught at the Department of English, Abess Laghrour University, Khenchela. The results have shown that peer challenge is the right technique for increasing learners' motivation to speak and participate in the classroom oral participation. The results were confirmed by the analysis of both students and teachers' questionnaires.

List of abbreviations:

1. EFL... English Foreign Language.
2. L1... First Language.
3. L2... Second Language.
4. ESP... English for Specific Purpose.
5. EL... English Learning.

List of Tables:

Table 1: Students' attitudes towards oral expression courses.....	25
Table 2: Feeling afraid to talk.....	53
Table 3: Opportunities to speak in classroom.....	54
Table 4: Students' level in English.....	55
Table 5: The effect of motivational Strategies.....	56
Table 6: The use of motivational strategies by teachers.....	57
Table 7: The importance of listening in improving speaking skill.....	58
Table 8: The Preferred Techniques.....	59
Table 9: Using motivational strategies to improve students' speaking skills.....	60
Table 10: Working preferences.....	62
Table 11: The influence of Peer Pressure.....	62
Table 12: types of students.....	63
Table 13: Learning Preferences.....	64
Table 14: Teachers' experience.....	67
Table 15: Teachers' concern of the Oral skill.....	68
Table 16: Teachers' evaluation of their students' level of Oral proficiency.....	69
Table 17: Teachers' attitudes about teaching skills.....	70
Table 18: Teachers' assessment of students' oral Fluency.....	71
Table 19: Developing students' awareness about speaking in classroom.....	72

Table 20: Teachers' perception of their students' motivation in speaking.....	73
Table 21: Teachers' use of strategies.....	74
Table 22: Teachers' encouragement.....	76
Table 23: The effect of the gender on peer interaction.....	77

List of figures:

Figure 1: Students' attitudes towards oral expression courses.....	53
Figure 2: Feeling afraid to talk.....	54
Figure 3: Opportunities to speak in classroom.....	55
Figure 4: Students' level in English.....	56
Figure 5: The effect of motivational Strategies.....	57
Figure 6: The use of motivational strategies by teachers.....	58
Figure 7: The importance of listening in improving speaking skill.....	59
Figure 8: The Preferred Techniques.....	60
Figure 9: Using motivational strategies to improve students' speaking skills.....	61
Figure 10: Working preferences.....	62
Figure 11: The influence of Peer Pressure.....	63
Figure 12: types of students.....	64
Figure 13: Learning Preferences.....	65
Figure 14: Teachers' experience.....	68
Figure 15: teachers' concern of the Oral skill.....	69
Figure 16: teachers' evaluation of their students' level of Oral proficiency.....	70
Figure 17: Teachers' attitudes about teaching skills.....	71
Figure 18: Teachers' assessment of students' oral Fluency.....	72
Figure 19: Developing students' awareness about speaking in classroom.....	73

Figure 20: Teachers' perception of their students' motivation in speaking.....	74
Figure 21: Teachers' use of strategies.....	75
Figure 22: Teachers' encouragement.....	76
Figure 23: The effect of the gender on peer interaction.....	77

TABLE OF CONTENTS:

I-1- INTRODUCTION	15
I-2-STATEMENT OF THE PROBLEM	15
I-3-AIM OF THE STUDY	15
I-4-RESEARCH QUESTION.....	16
I-5-HYPOTHESE.....	16
I-6-BACKGROUND OF THE STUDY.....	16
I-7-SIGNIFICANCE OF THE STUDY.....	17
CHAPTER 1: PEER WORK INTERACTION	18
I-INTRODUCTION.....	19
1-PEER INTERACTION	19
1-1-PEER INTERACTION IN THE CLASSROOM.....	20
2- TYPES OF INTERACTION.....	21
2.1- LEARNER-LEARNER INTERACTION	21
2.2- TEACHER-LEARNER INTERACTION.....	22
3- BENEFITS OF PEER INTERACTION.....	22
4- THE INFLUENCE OF GENDER ON PEER INTERACTION.....	22
5- PROBLEMS ENCOUNTERED IN PEER INTERACTION.....	23
II- MOTIVATION.....	24
1-DEFINITION OF MOTIVATIONAL STRATEGY.....	24
2-MOTIVATIONAL STRATEGIES FOR ORAL FLUENCY.....	25
3-GROUP WORK.....	25
4-PAIR WORK.....	26
5. THE IMPORTANCE OF PAIR WAORK AND GROUP WORK.....	28
6-ADVANTAGES OF PAIR WORK AND GROUP WORK.....	28

7-ROLE-PLAY.....	29
8-PROBLEM SOLVING.....	32
CONCLUSION.....	35
II- CHAPTER: LANGUAGE ORAL PROFICIENCY.....	36
INTRODUCTION.....	37
1-ORAL PROFICIENCY.....	37
2-DEFINITION OF SPEAKING.....	38
2.1-TYPES OF SPEAKING.....	38
2.1.1-INTIATIVE SPEAKING.....	38
2.1.2- INTENSIVE SPEAKING.....	38
2.1.3- RESPONSIVE SPEAKING.....	39
2.1.4- INTRACTIVE SPEAKING.....	39
2.1.5- EXTENSIVE SPEAKING.....	39
2.2- THE METHODS OF SPEAKING.....	40
2.2.1- GRAMMAR TRANSLATION METHOD.....	40
2.2.2- DIRECT METHOD.....	40
2.2.3- SITUATIONAL AND AUDIO-LINGUAL METHOD.....	40
2.2.4-COMMUNICATIVE APPROACH.....	41
2.3-THE IMPORTANCE OF SPEAKING SKILL	41
2.4-THE IMPORTANCE OF SPEAKING IN CLASSROOM.....	42
3-THE LISTENING SKILL.....	42
3.1- TYPES OF LISTENING	44
3.1.1- EXTINSIVE AND INTINSIVE LISTENING.....	44
3.1.1.1- EXTINSIVE LISTENING.....	44
3.1.1.2- INTINSIVE LISTENING.....	44

3.2- THE IMPORTANCE OF LISTENING.....	44
4- INTEGRATION BETWEEN SPEAKING AND LISTENING.....	45
5- SPEAKING AND LISTENING RELATIONSHIP.....	46
6- DEVELOPMENT OF LISTENING AND SPEAKING DEPENDING ON PEER WORK	46
7- DYNAMIC STUDENTS IN OPPOSITION TO PASSIVE STUDENTS.....	47
CONCLUSION.....	48
CHAPTER 3: Data analysis and interpretation	50
1- INTRODUCTION	51
2. OVERVIEW OF METHODOLOGY	51
3.ORGANIZATION OF THE WORK	51
4.STUDENTS' QUESTIONNAIRE ANALYSIS	52
4.1 AIM OF THE QUESTIONNAIRE.....	52
4.2- DESCRIPTION OF THE STUDY.....	52
5- DATA COLLECTION AND ANALYSIS.....	52
DISCUSSION.....	66
6- TEACHERS' QUESTIONNAIRE.....	67
6.1- AIM OF THE QUESTIONNAIRE.....	67
6.2- ADMINISTRATION OF THE QUESTIONNAIRE.....	67
6.3- DESCRIPTION OF THE QUESTIONNAIRE.....	67
6.4- ANALYSIS OF THE QUESTIONNAIRE.....	67
DISCUSSION.....	78
CONCLUSION.....	78
7- LIMITATION OF THE STUDY.....	79
GENERAL CONCLUSION	80

REFERENCES.....	82
APPENDICES	83
APPENDIX A :	
QUESTIONNAIRE FOR STUDENT	83
APPENDIX B:	
QUESTIONNAIRE FOR TEACHERS.....	86

General Introduction

Teaching and learning foreign language is difficult process which needs participants and cooperative work of teachers and learners. There are some elements which have an effective impact on the teaching and learning process. These elements are mainly concerned with students' interaction and their abilities in acquire languages. Teachers of EFL play an important role because they are the ones in charge of orienting and helping students' goals. Nevertheless, in the current daily practices, the teachers attained to speak all the time, whereas the learners list en without participation and discussion. These lead to create a very complicated and in released atmosphere to learn. Students of EFL on the other hand, are responsible about their own learning process if they are aware about their learning preferences and how they do it.

Learning will be successfull. That is why most of teachers and educationalists in the field of educational psychology look for determining the most effective strategies and techniques that reach to enhance students' language proficiency. This small research seeks to discuss the suitable methods which can provide a dynamic classroom that promotes more learning and the role of peer challenge in enhancing learner's skills.

1. Statements of the problem

EFL learners of third year at Abbess Laghrour University speak fluently at the classroom basing on the peer challenge technique and the beneficial competition between the good students' and the modest. However, third year students of English at university of Abess Laghrour Khenchela face problems in speaking English at the classroom. This may be under the lack of motivation, fear of making mistakes, or feeling anxious to practice with others using the target language, and to develop the speaking proficiency requires mainly

overcoming these obstacles. Thus, teachers have to provide learners with strategy to build the opportunities to make the learners more motivated to speak English inside their classrooms.

2. Aim of the study

The general purpose of this research is to sensitize the foreign language teachers to the crucial need to consider the role of peer work as an efficient technique that can help both teachers and students' to interact with one another with the desire to promote the students' proficiency. Moreover, this general purpose can be categorized into some specific aims which can be interpreted as follows:

- To encourage students' to participate in the classroom to enhance their oral production skill.
- _To give students' better opportunities to express themselves in the target language
- _To enhance students' motivation and develop their sense of challenge and competition.

3. Research questions

- 1- Is peer interaction effective to enhance Students' motivation to produce orally?
- 2- What is the role of the teacher in organizing types of peers (passive/active students') and assessing their achievement in learning the foreign language and using it communicatively?
- 3_ is the group work; play an important role to develop students' oral proficiency?
- 4_ does the media have an impact on the students' speaking skill?
- 5_ is the lack of oral modules affect negatively on students' speaking skills?

4. Hypothesis

We hypothesize that if the teachers are adopting new techniques such as working in groups, songs or videos they will motivate and affect positively on active and passive learners ability of interacting and expressing themselves.

5. Background of the Study

Peer challenge is delivered by the sector for the sector. It is voluntary in nature and tailored to the needs of each council. We know that peer challenge is a proven tool for improvement.

From some of the early peer challenges we are now beginning to see the real added value of the process. Authorities are using the challenge in a variety of ways, tailoring it to their needs. This flexibility is making it a real asset for councils. (www.local.gov.uk/peer-challenge.)

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. According to Chaney (1998:3), “speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching.” Ur (1996) found that students have problems in speaking activities such as, inhibition, low motivation, mother tongue use, and nothing to say. Those problems were often occurred when students speak English. Harmer (2007) also, says that there are two elements of speaking which become problems for students appeared in accuracy and fluency.

6- Significance of the study

This research is important because most of students face problems when they want to express themselves orally. Peer challenge is one of the most beneficial solutions that gives learners the ability to show their capacities, and raise the spirit of competition that push them to be motivated. On the other side, many students consider language fluency to communicate verbally with others is often considered more important than the ability to read or write. They argue that speaking is the most important language skills that need to be controlled, and they assess learning achievement based on mastery of speaking skills (Burnkart, 1998).

7. Overview of methodology

The method which we have adopted to accomplish this research is descriptive method due to the nature of our research we used a simple questionnaire formed of some direct questions that will collect the feedback of the third year EFL students at the University of Abess

Laghrour, Department of English contains 125 students', we took 60 students' who have been selected randomly in which there is no possibility for subjectivity or bias. Also, we have chosen 12 teachers to be our second participants in order to their awareness about the importance of peer challenge in enhancing their students' speaking skill.

8_Organisation of the work

This work is divided into two parts: the first part which is the theoretical part. Also, it divided into two chapters, the first one under the title of "peer work interaction". While the second is entitled of "language oral proficiency" The second part _the field work _consists of the third chapter entitled "data analysis and interpretation".

9.Limitation of the study

The limitation of any research can affect negatively the findings of the study. In our study, we faced some problems appeared in the short time that we had, it did not help us to reach the validity that we suppose to do. On the other hand, our participants (students and teachers) did not answer the whole questions especially the open-ended questions.

Chapter One:

Peer Interaction

I-Chapter One: Peer Work Interaction

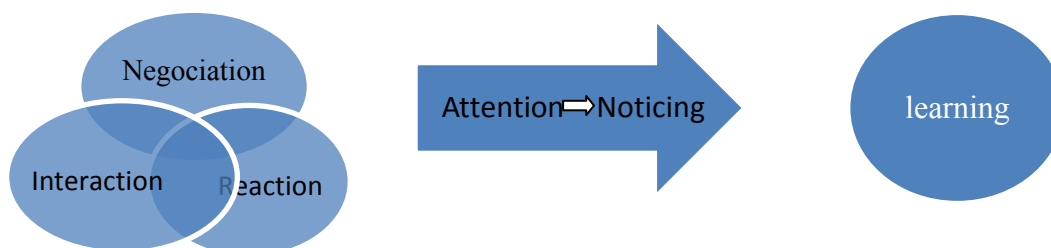
Introduction

The first priority and the main interest of learners is to attain good level of education, and to use language in an appropriate way during the process of learning and communication with their classmates. And especially when they discuss some specific activities. In this chapter we are going to investigate the role of peer interaction in enhancing students' communicative abilities, and show how interaction and its types facilitate the task of learning and language classifying learners into peer (active/ passive). We are going to deal with the importance of the peers in the EFL classes, and demonstrate the problems that occur with them, and how the teachers can treat them. In this era, we try to show how interaction enhance language development when learners interact with each other negotiate meaning, react and receive knowledge in the exchange the interactive feedback with highlighting the role of attention as well as the noticing in the learning process.

1. Peer Interaction

Interaction is an active process which gives learners opportunities to learn more, and helps them to improve their abilities to discuss their points of view, and share opinions with peers. This conduct to better development of learning the second language. To sum up, the speaking skill is the most important of all others. If the educationalists do not use the right method for

teaching it, it will be difficult to reach language proficiency.



Graphic -1: Representation of interaction

1.1 : Peer Interaction in The Classroom

Peer challenge is the main element in the process of learning, and it is the basic element of communication where the learners exchange ideas through producing and receiving comprehensible input. Interaction between learners is an important factor; it allows them to practice the language, exchange the ideas, produce and receive knowledge, negotiate the meaning, and cooperate with others to reach their academic goals, and accomplish their tasks, like what Chondron; 1988(Budlist teacher, author), mentioned "in this sense: the term interaction used alone will refer hence forth to the narrower sense of the negotiation of meaning in learner-learner communicative exchanges"(p.107).

This means facilitating comprehension, and develops kind of interactional challenges between peers who may ask for clarification. When learners express lack of comprehension, they may receive modified input which is acceptable to their level of comprehension. According to Mackey (researcher, author) : "interaction creates opportunities for learning through focusing on input and output through negotiation for meaning"(p.12).

2- Types of interaction

2.1- Learner-Learner interaction

It is a method in which the teacher creates challenges among learners (peer or some groups) through speaking tasks to evaluate them. Then, we classified them according to their capacities (active/passive). For example, we take the case of the learners who can speak fluently as the native speakers; this types of students can raise easily the level of interaction during the process of communication. That is to say, the teacher can create active students by selecting the topic which allow them to negotiate the meaning or providing them with native speakers in which the students learn how to listen, imitate their pronunciation, and ask for the clarification the better understanding to the message. They are communicating in fact, learners of foreign language are motivated to interact with each other when they have chances to do that depending on their previous knowledge and use it in correct forms in order to achieve success in the process of communication with their peer.

2.2- Teacher-Learner Interaction

In order to test the competence of the learners, the teacher gives his/her student chance to discuss the content of the course, give direction, correction, correct answers, and ask questions. From this part, the students will profit from their teachers; a new knowledge is added to their background in terms of interaction. So, the teacher should provide learners with activities which develop their communicative abilities.

3 – Benefits of Peer Interaction

When learners interact with each other, they will be able reach their goals through measuring their abilities during challenging their peers in such specific speaking tasks. Then, they will learn how to help each other, respect others 'opinion, and appreciate turn-taking: students perceive the sense of appreciating each other. Peer working can modify the individuals through the treatment that they learn together changing their negative attitudes into positive. While discussing certain topics, they will learn to respect and create relationships that allow them to communicate meaningfully.

4- The Influence of gender On Peer Interaction

The elements of gender play an increasingly important role. For example, when peer learners (gender) are mixed maybe will realize or provide effective discussion, meaningful, negotiation, exchanging, creative ideas, and getting new knowledge.

The male always like to dominate; they try to manage all the conversation unlike their females' peers.

The difference between male and female interaction in challenges is described in the style of (participation and behavior) ; a lot of experts focus the role of gender in learning strategy.

They analyze 90% of American college students from how learn foreign language, they found that females intend to take turn in sense of sensibility, they differ from their males peers in the method of participating, and they often show solidarity, tension release, agreeing, and encouraging each other while males intend to attain dominance (Politzer, 1983, cited in Cohen & Marco, 2007, p.71)

5- Problems Encountered in Peer Interaction

Many problems faced peer work. If the teacher for example, lets students without control, passive students fall back to their L1 when they need to produce in the L2. The division of peer takes a lot of time, and it is noisy and disruptive. There are some students who do not want to take part in the discussion either because of the lack of competence or for a psychological factor. These questions have to do with the teacher's implementation in the classroom, and his/her relationships with the learners, not with the kind of the activity.

The teacher feels that he/she cannot impose control on all groups. Consequently, students feel their achievement about to disappear. (Harmer) (Writer) adds: "not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with peers" (p.118).

Some students prefer to work individually to attract their teacher's attention, and to express their understanding.

When working in peers, the students may change their roles if the teacher didn't select who are going to work with; they may cause troubles. The students who used to be passive tend to be dominant, and those who used to be active remain silent, and will not take part in the interaction.

II.Motivation

1-Definition of motivational strategy

Dornyei (2001), defines motivational strategies as techniques that promote the individual's goal.

It is important that a teacher use different strategies when teaching to improve his students' oral proficiency level in an interesting that catches the students' attention. Similarly, motivational strategies can greatly improve learning outcomes for students entering the classroom with different learner's styles and abilities. Stephen (2006) point out that "strategy has the power to transform passive students into active learners equipped with the tools to promote strategy planning and independent reflection." Besides, the use of adequate strategies helps to attain the maximum of goals and success. With motivational strategies, EFL teachers need to use and to what extent they should be employed. These have always been important.

2-Motivational strategies for oral fluency

Effective teachers should use different motivational strategies. Which encourage students to take communicative initiatives. Thus, they can provide them with wide and richer chances of using the language as much as possible.

3- Group work

Despite the need for whole class teaching and individual work or "seatwork" in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the

content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of a text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups the aim is to get the students involved in the oral interaction, asking and answering questions, agreeing and disagreeing certain points of paragraph and proposing modifications. Indeed, it is through this kind of tasks that researcher believes many aspects of both linguistics and communicative competence are developed (Bright & McGregor, 1970). Oral interaction, in group, is based on real attempt to find a collective solution to problems.

Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students talk and to stimulate their interests and imagination.

4- Pair work

Pair work activities are the integral aspect of many teachers' approach to language teaching.

One of the easiest and best ways of allowing all students in our class to speak English is to encourage pair work. To be with, Byrne (1991) divides pair work into three kinds: 'open pairs', 'fixed pairs', and 'flexible pairs', during "open" pair work, learners talk to one another across the class under the teachers' control. While working in 'fixed pairs', learner work with the same partner in order to complete a task (for example, dialogue). Finally, working in 'flexible' pairs presupposes that learners keep changing their partners (for example, interviewing other classmates).

On the other hand, Doff (1991), to compare with, distinguishes between 'simultaneous pair

work' and 'public' or 'open' pair work and defines both kinds of pair work as follows:

*In pair work, the teacher divides the whole class into pairs,
Every student works with his or her partner, and all the pairs work at the same
time (it is sometimes called "simultaneous pair work")... this is not the same as
"public" or "open" pair work, with pairs of students speaking in term in front of the
class. (Doff 1991, p.137)*

The problem concerning noise and indiscipline during pair work depends, according to

Harmer, on the tasks set by the teacher and teachers' attitude during the activity. (1992,p.244)

However, Ur (1991) strongly disagrees with the claim that the choice of activity influences

the discipline and noise in the classroom and shifts the problem onto the teachers' personality:

*As regards discipline: this depends on the personality of the teacher,
her class, and the relationship between them,
not on the type of the activity. (Ur 1991, p.8)*

In addition to noise, Doff (1991) provides some interesting comments. Doff claims that noise is a side effect of the group work (and pair work) 'cannot be helped'. He points out that 'usually the students themselves are not disturbed by the noise', and adds, "the noise created by pair work and group work is usually "good" noise-students using English, or engaged in a learning' task (p.141-2).

Another frequently discussed problem concerns the use of learners' mother tongue. While conducting communicative activities, Byrne (1991) believes that learners' use of mother

tongue is a natural factor of group and pair work activities; 'of course the students will sometimes start to use their mother tongue to express an idea -especially if they get excited'

(p.34)

5. Importance of pair work and group work

Pair work and group work present ways of organizing the class while teaching speaking. The teachers' responsibility is to choose a suitable motivational strategy depending on what is going to be practiced _ either fluency or accuracy_ and organize the students into pairs or groups. In some activities such as role plays or guessing games, pair work is essential. On the other hand, discussions and debates require group work and enable the students to express their opinions on a given topic within the group. After that, the spoken man of each group notifies the rest of the class about the conclusion they have reached. This may lead to a following discussion among groups and if the topic is amusing, the speaking lesson seems to be enjoyable for both students and the teacher too.

6. Advantages of pair and group work

There are many reasons for pair and group work to be used in the lessons. First of all, they provide the students with a lot more practice than working as a whole class. Students also feel more comfortable to speak to one or two people rather than the whole class and the teacher.

Moreover, speaking to just few people is closer to real-life situations.

Pair and group work allow each student to work at the pace of his/her small group or pair. The teacher is no more considered the only source of information, but the students learn from each other. This creates opportunities for learners' knowledge to be shared. In order to be successful, learners need to become accustomed to using English without the teacher

permanent support. Therefore, working in pairs or groups helps them to build up their independence and confidence for further conversations.

The advantages of pair and group work can be noticeable not only from the learners, but also the teachers' point of view. It provides the teacher with more time to work with weaker students and encourage them, by participating in a role play or discussion, to communicate.

Teachers can also benefit from a great availability of different communicative activities being offered in book shops and on the internet nowadays. The variety of materials for pair or group work speaking practice is prized by most of them and their use has proved to be very efficient for speaking skill improvement.

7. Role-play

Role plays in the class is another kind of motivational strategies that the teacher may implement in class, situations such as going shopping and asking about the prices, or just going to a party and starting a conversation about any topic.

Many students derive a great benefit from role-play. It can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for specific purpose (ESP). Role play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication (for rest, 1992). Revel (1979), sees role-play as: "an individuals' spontaneous behavior reacting to other in a hypothetical situation" (p.16) this implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role-play involves an element of let us pretend; it can offer two main choices: a) They can play themselves in an imaginary situation. b) Or they can be asked to play imaginary people in an imaginary

situation. (Byrne, 1976, p.117-8) Students usually find role -playing enjoyable, for example, they might be given the role of an angry father awaiting the late return of his middle school son from football game. Another student could be given the role of the son. Therefore, students have to prepare a dialogue for their presentation. Because role-play imitates real life, the range of language functions that might be used expands considerably. The role relationships among students call for practicing and developing sociolinguistic competence to use the language skills that are appropriate to the situation and to the characters. Role-play can be a direct interactive method. It is an authentic technique for language use in interactive contexts to train students for specific interactive skills of arguing, information, persuading, discussing, or complaining ...e t c. It promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. Indeed, as Dickson (1981:382) puts it:”learners say what they want to say and not what someone has told them to say.”

Second, role-play motivates hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, role-play allow students to use a much wider set of language use. According to Byrne (1978), role-play can be grouped into two forms: scripted and unscripted role-play. Generally, scripted role-play is more popular than unscripted role-play. Two role players can write role-play as a script and then read the lines. Unscripted role-play, on the other hand, is hardly used, because it is quite difficult and complicated for them to prepare in a short time and then act out in front of the class. Without scripted role-play, they may feel unconfident and are under the pressure. However, unscripted role-play is real life conversation that occurs naturally. Interlocutors can change the script according to real situations. They tend to expand their communication when problems are occurred. Despite the

35 benefits of unscripted role-play, there have evidentially been no studies done to investigate its effectiveness. Role-play is an effective motivational technique when it is open-ended so that different people would have different views of what the outcome should be and consensus has to be reached. There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-play, the teacher has to give each student who does not play his role appropriately a card that describes the person or the role-played. The teacher needs not only to identify the situation that will stimulate the discussion but also give them the role that matches the requirements of their personalities. Topics for role-play should be taken from students' current interest and anticipated experiences. This will contribute to increase the student's self-confidence as a speaker and his motivation to enhance his oral fluency in order to participate more

8. Problem solving

Barker and Gaut (2002, p.160) defined problem solving as follow: A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings The label has been used to group together a range of activities that require the learners to find solutions to problems of different kinds. Duff (1986; i n Nunan,1989:44)discovered that problem solving tasks prompted more interaction than debating tasks. The problem tasks range from the imaginary to the more realistic. The latter involves processes that have some kind of realistic application in which the students become involved in an effort to achieve a goal. In problem solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students: you are stranded on a desert island a long way from anywhere. There is a fresh water spring on the island, and there are banana trees and coconut palms. The climate is 36 mild.

Make a list of eight to twelve things that you think are necessary for survival. Apart from the activities focusing on the likes and dislikes of individual learners, which therefore need an initial phase where each student works on his own, most of the problem-solving tasks require pair or group work throughout. Thus, students can be asked to solve the problem individually or collectively. The latter is calling for cooperative negotiation. Problem solving activities demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others. Problem solving can be of two kinds: short-term task and long-term task or project. The former can be done in course of one class session while the latter is more time consuming that may take many sessions and longer. An example of a short-term problem-solving task includes putting items in categories. For this kind of activities, the students have either to classify items according to categories given by the teacher or to identify them by themselves. The students are given a list of 10 -15 items, such as occupations (bank clerk, truck driver, police officer, teacher, lawyer, e t c ...) and asked to locate them under heading according to different features. Like, physical/ mental work indoors /outdoors with people /alone etc...Such short-term activities are task-centered and can be presented in a relatively simple way (i.e. they do not require a lot of explanation in order to set up; nor do they generally need any support materials). It can be comfortably done in one class session of 20 -30 minutes. However, some teachers regard any activity that involves individual or group research over a period as project work. Very often, this kind of activity is topic-centered and results in the production of a piece of written oral report or both. For example, the teacher often asks students to develop a presentation on a particular historic period and to generate written products appropriate to the period. Students might conduct diagrams to support the project. This example shows that teachers attach more importance to activities which get the learners out of the classroom, particularly those that involve the collection of data through information search, information exchange and information synthesis. In some way, these

activities provide a framework language use in a range of communicative function that is likely to occur. Learners also develop greater oral skills for managing the interaction, e.g. signaling disagreement or interrupting without offence.

Conclusion

Among the many reasons that sometimes face foreign language practitioners is enable to them (passive) to express themselves fluently and accurately, during specific interacting tasks. In order to enhance their skills, teachers should challenge them with their active peers, and must take into consideration that interaction between students has for long time been considered a useful technique in the process of learning languages.

Developing speaking proficiency requires more than just getting the language learners are exposed to a pool of vocabulary or grammar descriptions. Enhancing students' oral fluency is the role of both teachers and students, but mainly the role of the teacher, when students are not motivated, even when they are, then it is his role to provide them with materials and use different motivational strategies whose main objective is to improve the students' speaking skill. In this chapter, several strategies were explained that help teachers motivate their students to speak fluently.

Chapter Two:

Language

Oral Proficiency

Chapter Two: Language oral proficiency

Introduction

From the many problems that often faced foreign language practitioners is to enable EFL learners to express themselves fluently and accurately. One of the basic roles of the teacher is to encourage students to communicate through oral language to enhance their proficiency.

Hence, communication is based on two activities which are speaking and listening. In this chapter, we are going to investigate the communicative abilities, their function in developing the communication, their importance, their difficulties, and the techniques used in teaching those specific skills in order to achieve high oral proficiency.

1-Oral Proficiency

Proficiency is the skill of using language fluently in order to produce meaningful communication during the process of learning, and it does contain two main abilities which are speaking and listening. The normal persons have the ability to speak in order to convey a message to other persons, share ideas, express agreement, and respond other people. These actions of speaking often happened after the listening process. Furthermore, speaking is considered as a productive skill and listening is considered as a receptive skill.

2-Definition of Speaking

Interaction in the classroom relays on two main abilities which are listening and speaking. The first focus in this part of research will be on the speaking ability. Speaking is the ability which must be developed to attain the proficiency on the language since it is the main interest when communicating in English. It is the action of expressing ones' thought or

feeling through the spoken language. In addition to that, it is the most preferable skill among learners.

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore recent pedagogical research on teaching students' conversation has provided some parameters for developing objectives and techniques.

2.1. Types of Speaking

Since speaking is regarded as one of the language productive skills, Brown (2004) has stated five types of speaking. According to the speakers' intentions; initiative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

2.1.1. Initiative Speaking

Initiative speaking is the ability to repeat the others speech as a word, phrase or sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to aid learners to be more comprehensible (Brown, 2004, p.141).

2.1.2. Intensive Speaking

Intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in

order to be able to respond. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on (Brown, 2004, p.141).

2.1.3. Responsive Speaking

Here the speakers are intended to produce brief sentences, it means to make a short conversation using simple requests. As brown (2004, p.142) shown in the following short conversation:

A_ Marry: excuse me, do you have the time?

B_ Doug: Yeah. Nine fifteen.

2.1.4. Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the later has to purpose of maintaining social relationship in his form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, and so on. Interactive speaking includes some assessment tasks such as interviews, role-play and discussion activities (Brown, 2004, p.142).

2.1.5. Extensive Speaking

The final type of speaking that was stated by Brown (2004, p.142) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and story- telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually, delivered speech and so on.

2.2. The Method of Speaking

Hughes (2002) in his book “Teaching and Researching Speaking” claimed that in the language teaching process the status of speech has changed at the beginning also at the end of nineteenth century of the emergence of a variety of methods that deal with language such: grammar, translation method, direct method, situational and audio-lingual methods and the communicative approach.

2.2.1. Grammar Translation Method

In this traditional approach, the aim is to simplify the language learning process through the focus on isolated sentences because in this method, there is no importance or in other words there is no need for real communication.

2.2.2. Direct Method

The direct method or “Natural method” came as a action to “grammar translation method”, this approach gives much importance to the spoken form of language, by giving attention to the interaction between students as well as with their teachers in the classroom, that led to “total physical response” which means the response of students towards the activities in the target language given by the teacher through actions, in addition to the problems arising in the process of learning.

2.2.3. Situational and Audio-Lingual Methods

These methods focus was based on the teaching and learning a language through a medium of speech used are far away from the natural speech. Since the structures used in these methods are very controlled. Following Hughes (2002) in the situational and audio-lingual methods, the spoken form gain more important status in the language teaching through the first half of

the 20th century; which means that the speech is considered as the main any medium of interaction (p.23).

2.2.4. Communicative Approach

In the communicative approach, speaking was given much more importance because oral communication involve speech where learners are interacted with each other. Therefore, the aim of this method is to develop the learners' communicative ability since the learner is considered, and seen as the center of the learning process.

2.3. The Importance of Speaking Skill

Huxley (1958) said “language has made possible man progress from animality to civilization” (p.167). Which means, he perfectly show us the importance of language in humans' lives because through the various use of language we are civilized more developed and more sophisticated. That's why nothing could be much important to human species than that. In addition to that, Huxley goes further with valuing the importance of language claiming that language gives definition to our memories and through translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love into fixed principles of feeling and conduct (p.168).In other expression, language express how we think, and how we process and remembers information.

Vygotsky (1962) added that, thinking develops into words in a number of phases, going from imaging to inner speech to inner speaking to speech. In other words, speech-talk is the representation of thinking.

2.4. The Importance of Speaking in the Classroom

Classroom has always been part of the academic discourses especially the importance of using language and communication inside the classroom between students and teachers with their students as well. In nowadays, teachers are more aware of this importance more than ever. In the early educational history. The teacher was at the center of the educational process the focus was allow him while students were limited and quiet.

They were expected just to memorize facts and recite them. In fact , student who participate and talk in the class get punished because they were not premed to speak even if it was seeing as a sign of disrespect for teacher , to talk in consideration.

Notice that in the late 1800s , there was a big diverse about the age range .in the very same classroom, you could find students who were 5 to 6 years old and others who were 15 to18 and with this huge difference will cause many problems and difficulties, they do not share or at list close to same thinking level .

Through time, educators came to face the fact that student must use the language by participating inside the classroom, and becoming at the center of the learning process, and being able to express their ideas in order to become a better education.

3-The listening Skill

Listening considered as an important part of conversation, because our success in learning a foreign language depends on the transmission information and reception of new one; so students need to learn how they can involve this skill, and employ it actively in order to realize a great success that is represented in the development of the learning task. Listening is the ability to understand what others mean by their messages involving students to understand the basic component of the language while the process of listening is occurring

from the first moment of being alive. According to Linse (2005), “babies as young as one and two months of age have the capacity to discriminate speech sound” (p.22).

It grows up since the birth of the child, and it is developed through time. The skill of listening plays an important role in the process of learning; the first step is to listen carefully to the word to comprehend the structure and the lexical item and the second is to understand the meaning of the word. Whether the teacher/ learner are taking the role of the listener or the speaker, the most important part is the discovery of these important skills and understanding that a good listening results in a good output (spoken language).

Listening is vital component of the oral communication, in which the individual takes. The role of speaker and listener through a verbal component.

It is noticed that there are a lot of disagreement or a specific (witkin, 1990) said:” no one theory about what listening is.” (p.7).

Listening is an important part of communication process. Because students spent most of their time during the learning process listening and that means most of their knowledge acquired through the listening skill, without paying attention to it. Still, listening is a crucial mental ability. By which we can understand and take part in the world around us Rost quoted: “listening is consideration to be a part of oracy, a capacity to formulate through verbally and to communicate with others, so it is the skill that underlines all verbal communication” (1994, p.7).

Listening is the ability to understand and to identify what the speaker is saying through the comprehension of his/her accent, pronunciation, grammar, vocabulary and getting the meaning.

3.2. Types of Listening

3.2.1. Extensive and intensive listening

Different situations require different types of listening. In the classroom situation, students can improve their listening capacity by being engaged in the process of listening through a mixture of both extensive and intensive listening. (Harmer, 1998).

3.2.1.1. Extensive Listening

It occurs when the teacher encourages students to choose for themselves what they want to listen to by using their own materials for the purpose of pleasure and language improvement. (Harmer, 1998). However, it usually takes place outside the classroom for the sake of its own.

The materials of extensive listening differ, they can be found from different resources such as passages taken from book, recorded stories, television, radio...

3.2.1.2. Intensive Listening

It is practiced in everyday situations. The ability to listen intensively is regarded to be an essential part of listening proficiency. It refers to “the process of listening for precise sounds words, phrases, grammatical units and pragmatic units” (Rost, 2002 p.138).

3.3-The importance of Listening

Any communication is based on two skills: speaking and listening, learners should listen fluently to the speaker in order to comprehend the message clearly. Listening is an activity and a hard ability that the students must be trained for because if they are not good listeners, they will not be good speakers which means listeners should pay attention to what is being said in order to improve their oral comprehension.

It is not easy for EFL learner to be a good listener, and in order to raise his/her listening comprehension, three conditions must be satisfied:

*Provide a good listening environment where noise and distraction are reduced and where the speaker talks loudly enough for everyone to hear.

*Select available subject because that selection plays a major role in developing this ability.

*Use some special activities that develop the listening skill.

Dobson,(1992) states that: “All in all, success in life often depends on how we listen whether in our mother tongue or in a foreign language” (p.22-23).

4. Integration between Speaking and Listening

To become a proficient student in learning a foreign language, must have a mixture of form language skills. Speaking as one of these skills, usually function in isolation many research have done by different teachers has shown its significant relationship with reading and writing in general and with listening in specific because speaking has relationship with listening skill than the other. In this sense, A-Anderson and T-Lynch (2000) state:

For the L2 learner to be proficient partner in conversation, he needs to be skilled as both speaker and listener. However, this interdependence has not always been appreciated by language teachers and course writers who have often separated off “listening” and “speaking” as discrete parts of language competence. Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation. (p.15)

From that quotation, we can notice that, in English as a foreign language (EFL) speaking and listening are parts of language competence and their integration makes a successful conversation. Moreover, in order to have a successful conversation or discussion, EFL learners must have skilled in both speaking and listening. Also, speaking and listening make a

conversation more effective and more successful since the effective speaking depends on the successful listening for L2.

5-Speaking and Listening Relationship

According to Brown, (2001) there is: “A natural link between speaking and listening” (p.275). That means that the relationship between these two skills is normal. In other words, they are both oral skills (listening and speaking) and occur together; when the teacher presents the task of speaking, listening is always acquired. Listening is the basic skill which should be enhanced during the process of learning because it is related with the other abilities like reading. In this sense Anderson & Lynch (1998) state that: “A carefully prepared 12 utterances is only a useful and to communication if the speaker can deal effectively with the speakers they receive. For the L2 learner in conversation, he needs to be skilled as both speaker and listener” (p.15).

Listening is the ability which plays the major role in the success of the communication. Speaking and listening complete each other.

6-Develop listening and speaking depending on peer work

Peer work is an interactive method that allowed more opportunities to learners especially the humble students to arise their skills of listening and speaking fluently.

In the most of time during the process of interaction, the active students like to work with peers from the same level, and it's the same thing for the passive students. This technique cannot add any achievement to students who learn foreign language; for that, teacher must mix all the types of students in the process of communication in order to help those who faced issues in participation to involve their abilities in the future with no fear or shyness.

Indeed, Ur (1981) argues: “Students who are shy of saying something in front of the whole class or the teacher often find small group of their peers”.

This technique raises the impresses of the students to involve more and participate as much as they can in order to improve their abilities.

7-Dynamic students in opposition to passive students

In order to emerge the capacities of EFL learners, the teacher must adopt meaningful techniques. For example, give the (active/passive) students the chance to discuss and to negotiate effectively their previous knowledge and ideas about specific tasks which can be the successful key to raise their level and learn how to communicate without facing any problems of speaking and using the language fluently in each time they interact. The free discussion helps students to develop their proficiency skills, listening and speaking, which enhance the degree of comprehension level and motivate the passive students to challenge the active ones in conversation. Taking into account the learners’ needs and preferred topics that fit their interests. The topics should not be selected randomly; this is up to the teacher who knows very well the appropriate activities that in order to motivate the students to take part in participation in a good atmosphere and finally that can lead to a better performance of oral language proficiency by the students of EL.

Conclusion

Language is a tool for communication, we communicate with others, to express our ideas and feelings and to know others' ideas as well.

Communication takes place, where there is speech without speech we cannot communicate with one another. The importance of speaking skills, hence, is enormous for the learners of any language. The use of language is an activity which takes place within the conference of our community. When we speak to others we come to have a better understanding of our own selves as Robert Frost once said "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." (Robert Frost, 2004, p.108).

Undoubtedly, the clarity of speech is a reflection of clear thinking. An effective speaker can gain the attention of the audience and capture it till the comprehension of his message. Moreover, speaking and listening share a very close relationship of communication; both are vital elements of our understanding of the world around us because we have learned and practiced these skills from earliest childhood. However, in this part we mentioned the most important elements that compose the language and how we can use them in appropriate tasks to enhance the students' skills in learning EL, taking into account that speaking and listening are the main abilities that the students must combine in order to get better performance in oral language proficiency. Also, teachers should include interesting topics that can reach proficiency for English learners. In addition, we have dealt with the different types of speaking and listening as well as the speaking methods and its importance, and finally we talked about the integration between these two skills.

Chapter Three:

Data Analysis &

Interpretation

III. Chapter Three: Data Analysis and Interpretation:

1. Introduction

We have represented a review of the next step of any research design is to improve to something more practical. As long as our research is concerned the most suitable methods is the description one. However, we can add other methods for collecting data such as observation, meeting, tests and questionnaire it is really necessary to employ all these procedures and the choice will obviously depend on the aim of the research work. The sample under investigation, the time available and the nature of the data collected, the questionnaire is perhaps the most widely used for gathering information from some target information relative to their goals attitudes and background. In this study, we have made use of two questionnaires: the teachers' questionnaire is designed for teachers who are believed to be in good position for providing data relevant to our study, and the students' questionnaire is designed for inviting them to contribute information on their actual state of learning.

2. Overview of methodology

The method which we have adopted to accomplish this research is descriptive method due to the nature of our research we used a simple questionnaire formed of some direct questions that will collect the feedback of the third year EFL students at the University of Abess Laghrour, Department of English contains 125 students', we took 60 students' who have been selected randomly in which there is no possibility for subjectivity or bias. Also, we have chosen 12 teachers to be our second participants in order to their awareness about the importance of peer challenge in enhancing their students' speaking skill.

3_ Organisation of the work

This work is divided into two parts: the first part which is the theoretical part. Also, it divided into two chapters, the first one under the title of "peer work interaction". While the second is

entitled of "language oral proficiency" The second part _the field work _consists of the third chapter entitled "data analysis and interpretation".

4. Student's Questionnaire Analysis:

4.1. Aim of the questionnaire

This questionnaire is mainly designed to highlight the importance of peer interaction and to diagnose students' evaluation of their speaking skill and their motivation to speak English, and to enable EFL learners to practice and reach the proficiency of language. We have administered the questionnaire to the third year LMD students with totality of 60 students. The questions were clear enough in order to help the students understand and thus provide appropriate answers.

4.2. Description of the Study

This questionnaire is used for research purposes. The items required answers with dichotomies (yes/no) questions, or picking up the most appropriate answer from a range of options, or open-ended questions by asking the students to give their opinions, or to explain their choices.

5. Data Collection and Analysis

Table 1: To what extent the oral expression courses help you to improve your oral performance?

Options	Numbers	Percentage
Very much	25	41.66%
Somehow	30	50%
Do not know	3	5%
Not at all	2	3.34%

Table 1: students' attitudes towards oral expression courses.

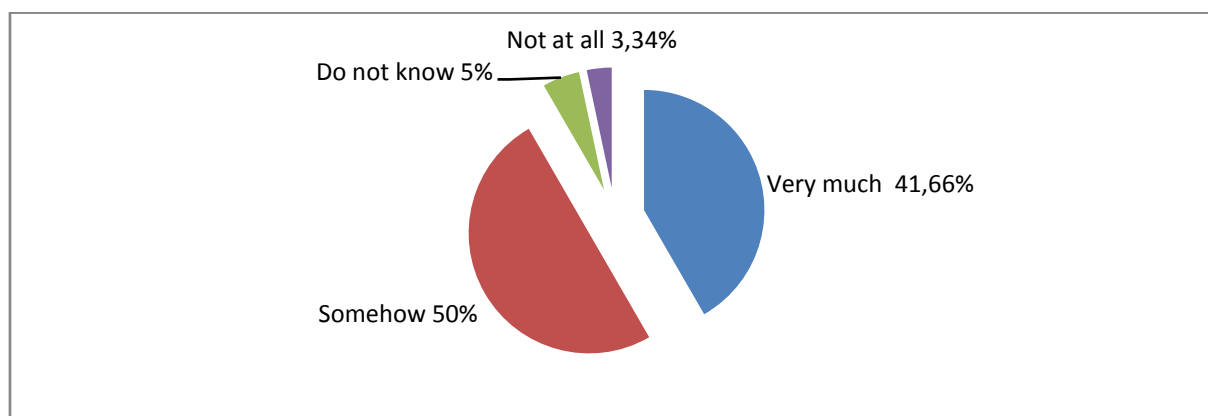


Figure 1: students' attitudes towards oral expression courses.

Students here are asked to say whether they find oral expression courses helpful for the improvement of their oral performance or not : the majority (50%) of the students said that oral expression courses somehow help them to improve their oral performance. (41,66%) have indicated that oral courses help the to improve their oral performance.(5%) of students do not know if it will help them while the rest (3,34%) chose “not at all”.

Many students do not contribute to language input partly because, the courses are not interesting enough, students are seen struggling to express themselves using the language to express their ideas and that is due to so many factors.

Table 2: Do you feel afraid to talk?

Options	Numbers	Percentage
Yes	41	68.34%
No	19	31.66%

Table 2: Feeling afraid to talk.

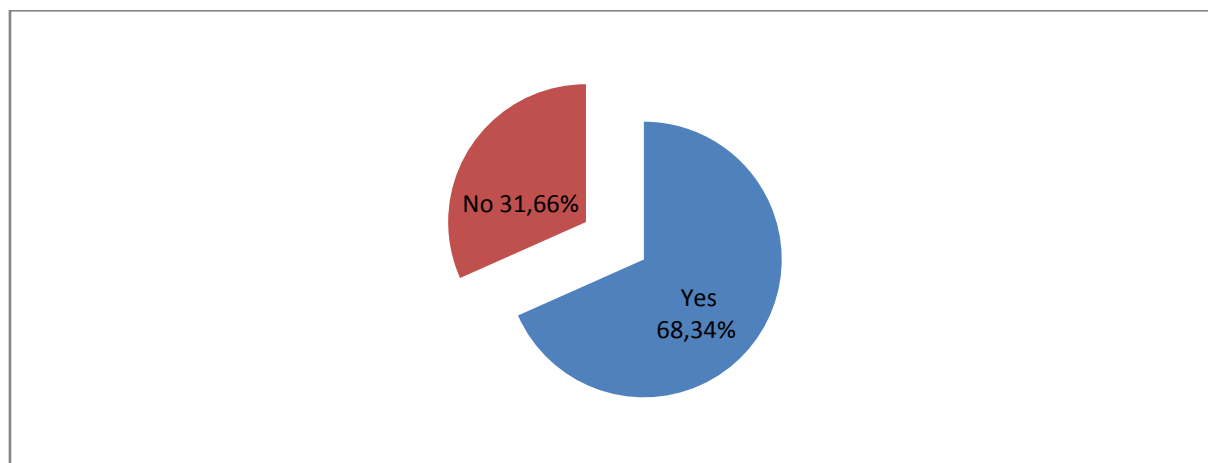


Figure 2: Feeling afraid to talk.

This question aims at determining whether they are afraid to talk or not. The examination reveals that the majority of respondents (68,34%) do not feel easy to speak. A bout (31,66%) consider themselves as able to participate with not fear.

Not all students actually are motivated to speak in English language. This might have several reasons, one possible reason is that respondents might be uninterested in the topics themselves another interpretation is that the students are not motivated enough to speak. However, we

cannot always consider their non speaking to lack of motivation. Although motivation play a major role to initiate speech.

Table 3: Does your teacher give you the opportunity to speak in classroom?

Options	Numbers	Percentage
Always	24	40%
Somehow	31	51.66%
Rarely	5	8.34%
Never	0	0%

Table 3: Opportunities to speak in classroom.

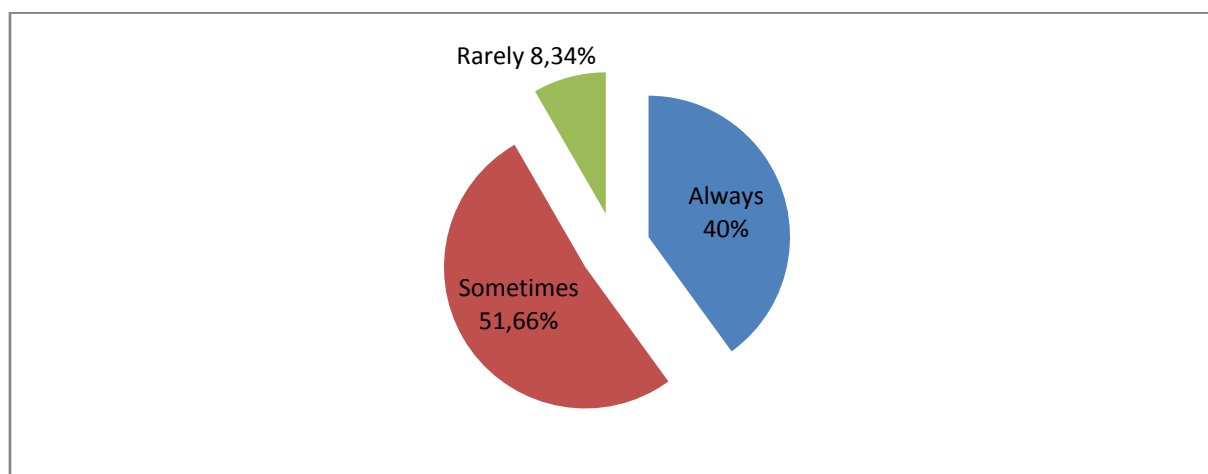
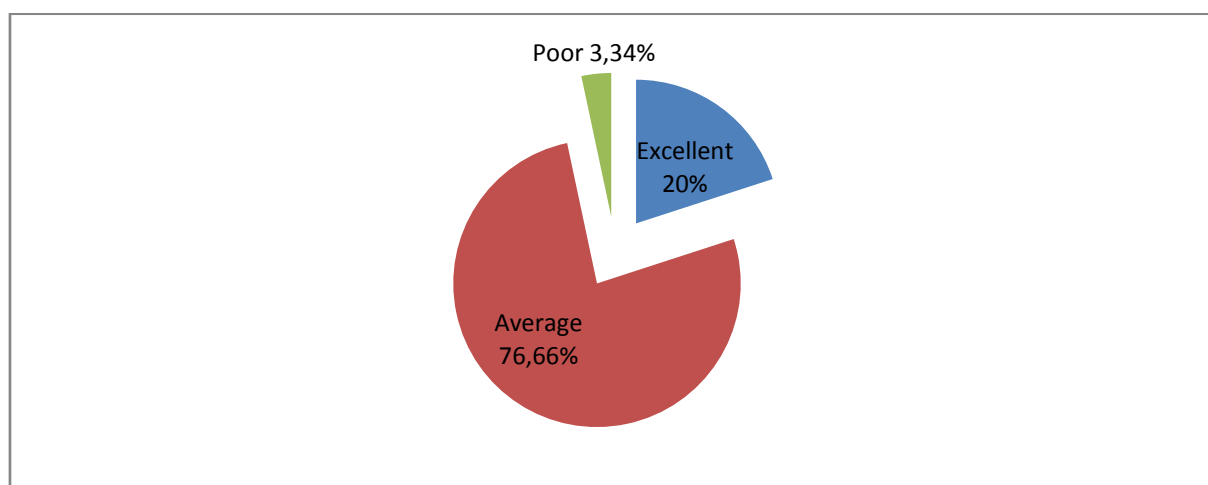


Figure 3: Opportunities to speak in classroom.

This question asked the students if they are given the opportunity to speak. (40%) of them picked “always” as an answer. (51,66%) said sometimes. Against about (8,33%) and (0%) who confess that they are given the opportunity rarely or never this maybe because of the focus on the outstanding students and giving an over look for those who sometimes participated and this of course leads to the bad results in the class.

Table 4: How do you find your English?

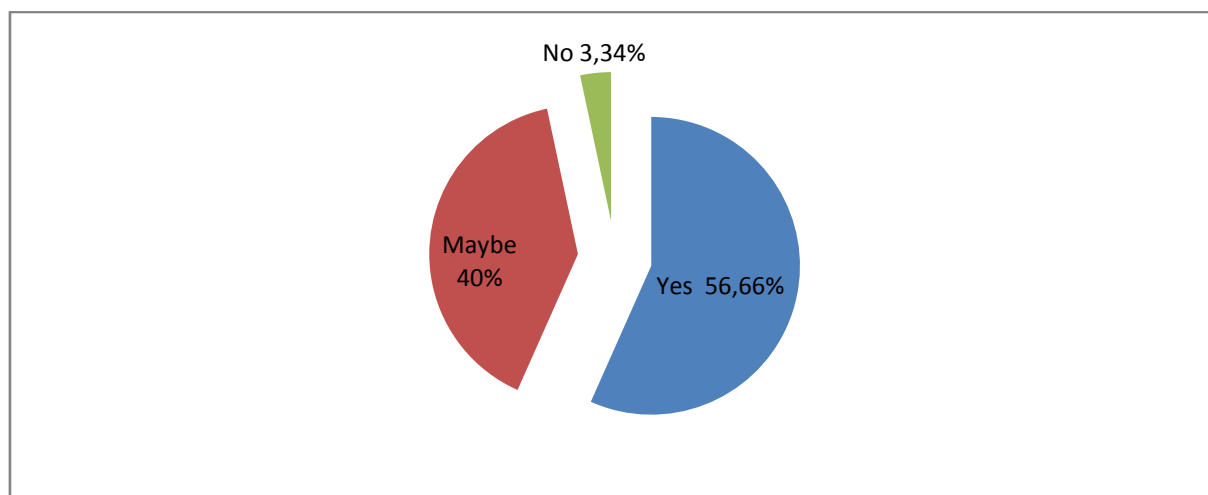
Options	Numbers	Percentage
Excellent	12	20%
Average	46	76.66%
Poor	2	3.34%

Table 4: students' level in English.**Figure 4: Students' level in English.**

In this question, students are asked to describe their speaking ability in the language class. We recorded (76.66%) respondents who have admitted that their English is average. About (20%) said that their level is excellent, and (3.34%) confess that their level is poor. Therefore, these are not likely to participate, they will not advance any further. Those who see their level as excellent or average are more motivated.

Table 5: Do you believe that motivational strategies can make you talk?

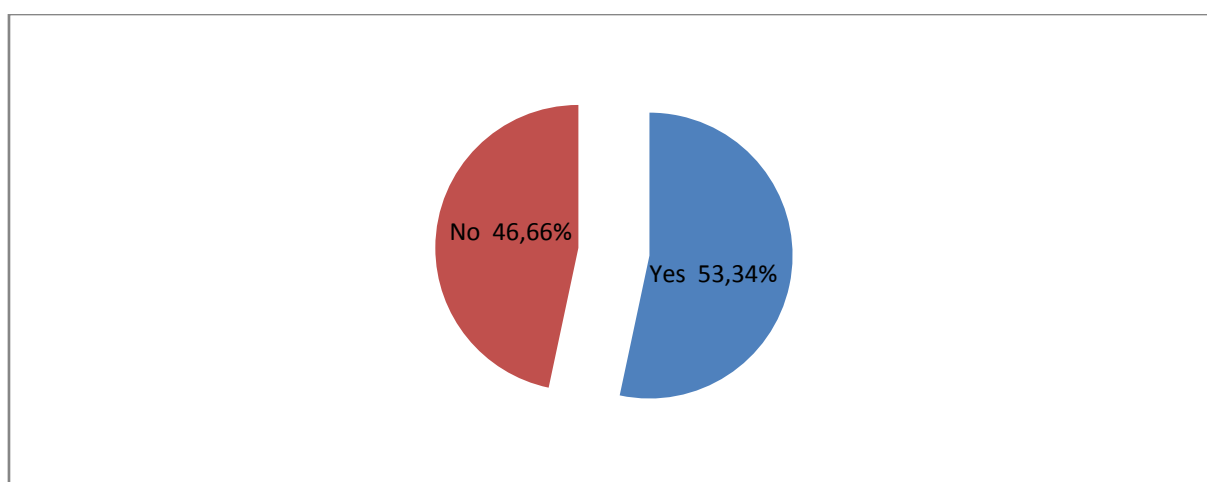
Options	Numbers	Percentage
Yes	34	56.66%
Maybe	24	40%
No	2	3.34%

Table 5: The effect of motivational Strategies.**Figure 5: The effect of motivational Strategies.**

The statistics related to this item show that (56.66%) of the students said that motivational strategies help them to enhance their oral performance. About (40%) said “maybe” they will help them, and (3.34%) opted for “no” as an answer. The respondents are more likely to be familiar, and have background about the importance of the implementation of those strategies with no doubt, they will positively affect their learning outcomes.

Table 6: Does your teacher use any motivational strategy to encourage you to speak?

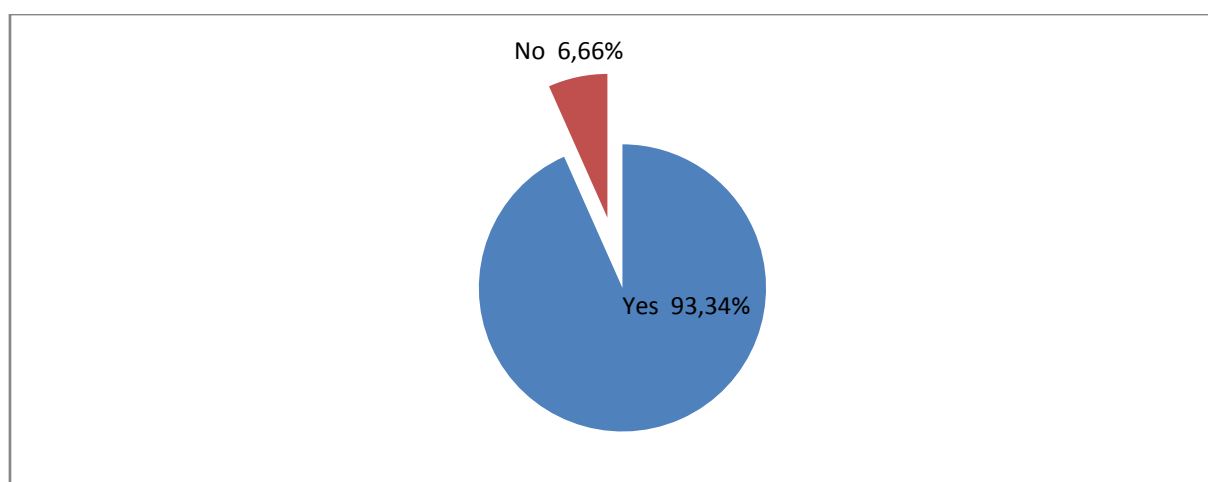
Options	Numbers	Percentage
Yes	32	53.34%
No	28	46.66%

Table 6: The use of motivational strategies by teachers.**Figure 6: The use of motivational strategies by teachers.**

The aim of this question is to see whether teachers are helping their students to solve their speaking problems, and make them encounter their fears apparently. The majority of them (53.34%) are likely to be characterized by active students said that their teachers are using motivational strategies. On the other hand, a minority of them (46.66%) said that their teachers are not using any strategy. This explains the fact that majority are intrinsically motivated.

Table 7: Do you think that listening is important in improving speaking skill?

Options	Numbers	Percentage
Yes	56	93.34%
No	4	6.66%

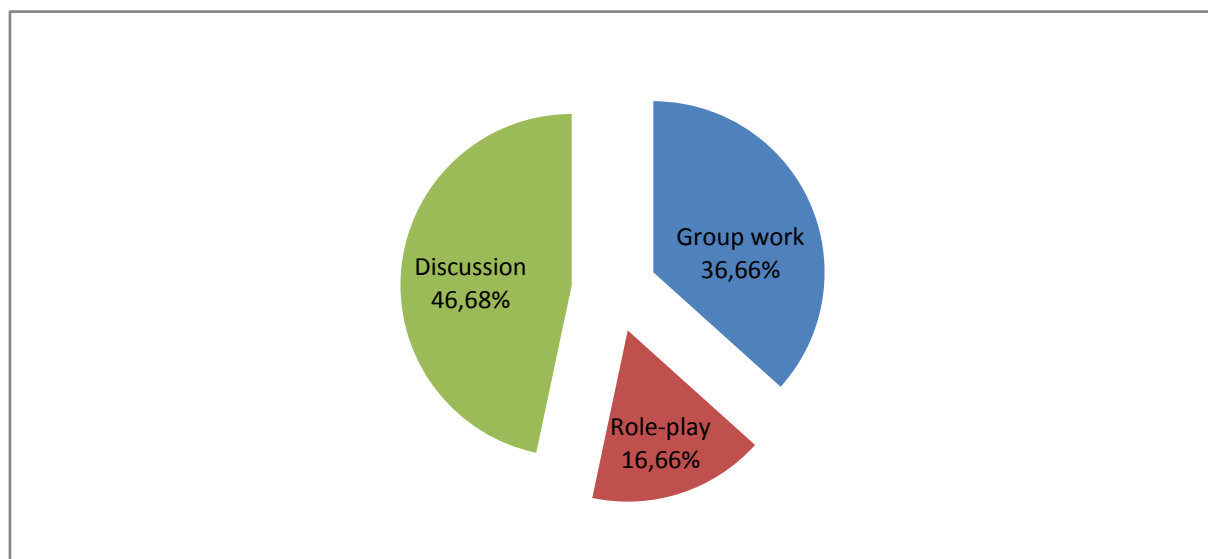
Table 7: The importance of listening in improving speaking skill.**Figure 7: The importance of listening in improving speaking skill.**

As an answer to the above question, the totality (93.34%) of the respondents said that listening help them to improve their speaking skill while a small sample (6.66%) of them recognize that it will not help them.

They were asked to say what they prefer to listen to rich their vocabulary level. Those who chose “Yes” said that they prefer to listen to songs, movies and native speakers interviews.

Table 8: Which of the following techniques you like the best?

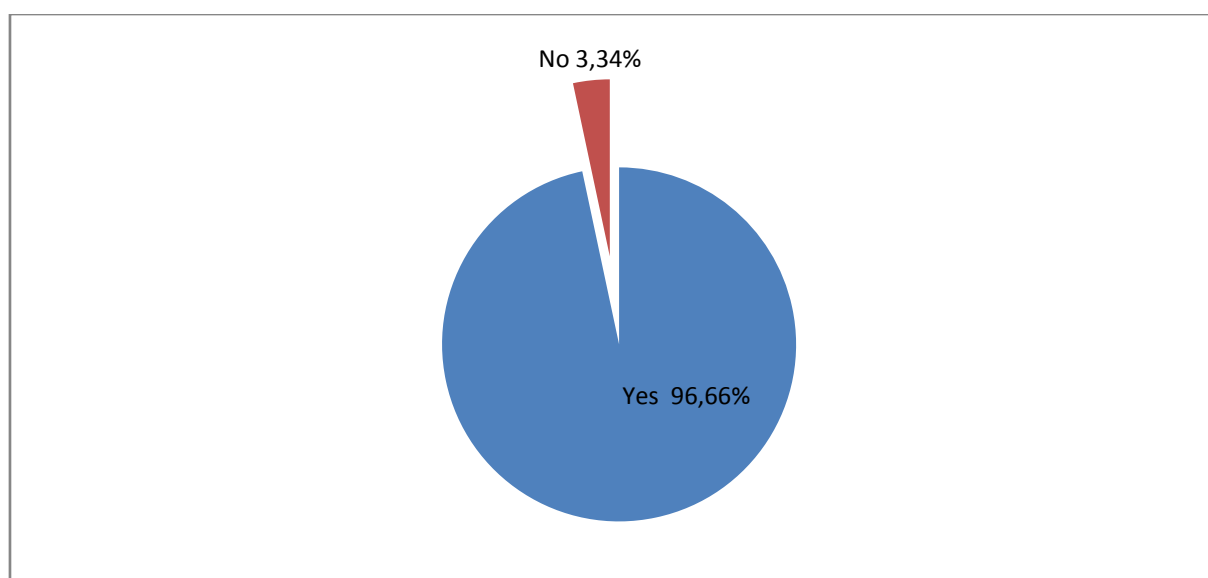
Options	Numbers	Percentage
Group work	22	36.66%
Role-play	10	16.66%
Discussion	28	46.68%

Table 8: The Preferred Techniques.**Figure 8: The Preferred Techniques.**

The technique that most students enjoy is discussion (46.68%), then group work (36.66%). The rest of them prefer role-play (16.66%) this indicates that students are aware of these techniques; those who find discussion enjoyable are motivated when debating or talking about any topic.

Table 9: Do you think that motivational strategies help you to improve your speaking skills?

Options	Numbers	Percentage
Yes	58	96.66%
No	2	3.34%

Table 9: Using motivational strategies to improve students' speaking skills.**Figure 9: Using motivational strategies to improve students' speaking skills.**

From the table above, (96.66%) of students said that motivational strategies help them to improve their speaking skills, and (3.34%) said that they are helpless.

So, motivational strategies provide them with more chances to speak inside the classroom; they reduce their fears to speak and increase their self confidence. In addition, they enhance their oral fluency by correcting their mistakes.

*** What do you suggest as new strategies that you want to be used by your teacher?**

The aim of this question is to know what kind of strategies attract the students' attention more, so that teachers would know what motivates their students most to speak English inside the classroom. From reading the answers, we have noticed that the majority were asking for more games and implication of audio-visual props such as tapes of native speakers and songs. There were even some who said that giving extra marks is a very motivational strategy which is unfortunately the case of our students nowadays.

Table 10: Do you prefer to work:

Options	Numbers	Percentage
Individually	20	33.33%
In pairs	11	18.33%
In groups	29	48.34%

Table 10: Working preferences.

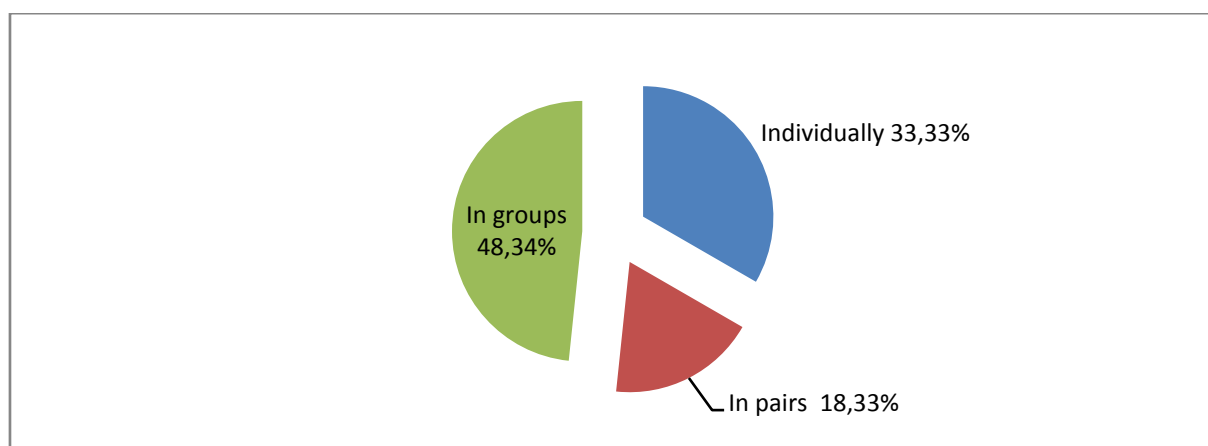


Figure 10: Working preferences.

Here, we asked the students about the way they prefer to (33.33%) like to work individually while (18.33%) prefer to work in pairs. About (48.34%) said that they prefer to work in

groups, they are also asked to justify their answers. Most of who chose to answer “in groups” or “in pairs”, justify that they can share ideas and information with each other, and the work will be easier; furthermore, they will be able to recognize their mistakes and correct them. The only difference between the two techniques is that noise will be less if they work “in pairs”. The main reason for individual work –for the rest of the students- is that they prefer to feel responsible.

Table 11: Does peer pressure make you speak?

Options	Numbers	Percentage
Yes	39	65%
No	21	35%

Table 11: The influence of Peer Pressure.

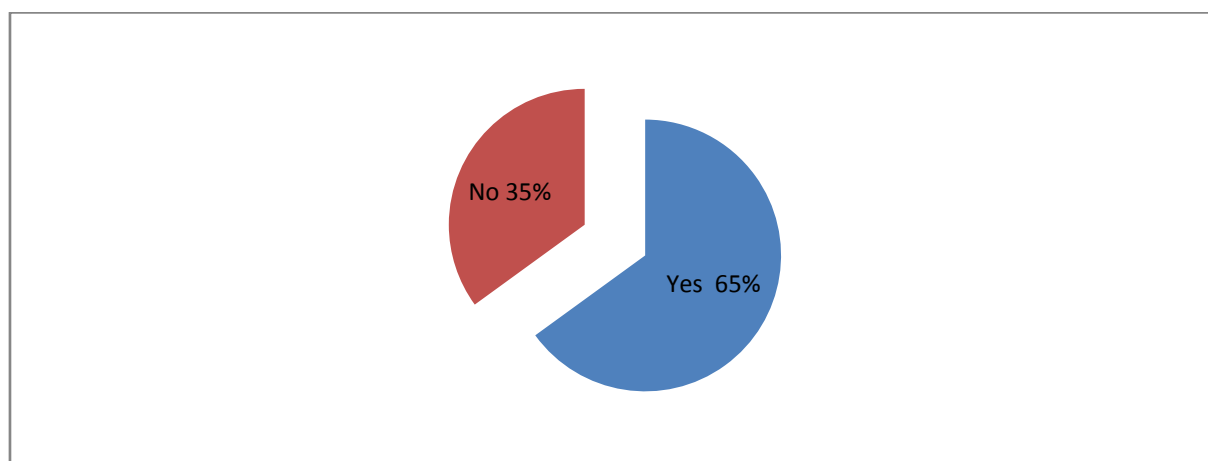
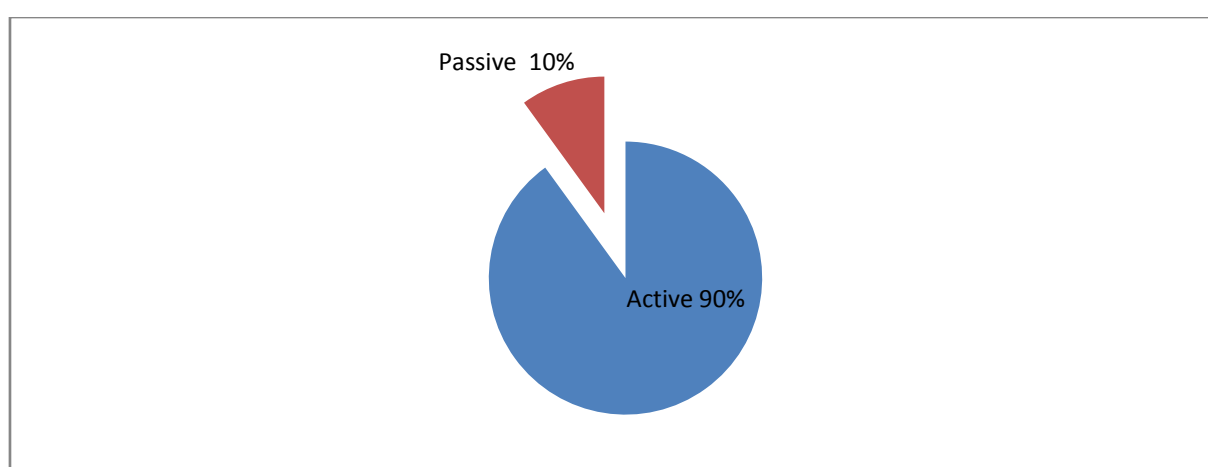


Figure 11: The influence of Peer Pressure.

Learners are asked to say whether peer pressure make them speak. (65%) answered with “yes”, while (35%) responded with “no”, it means that it cannot make them speak.

Table 12: What type of students you prefer to work with?

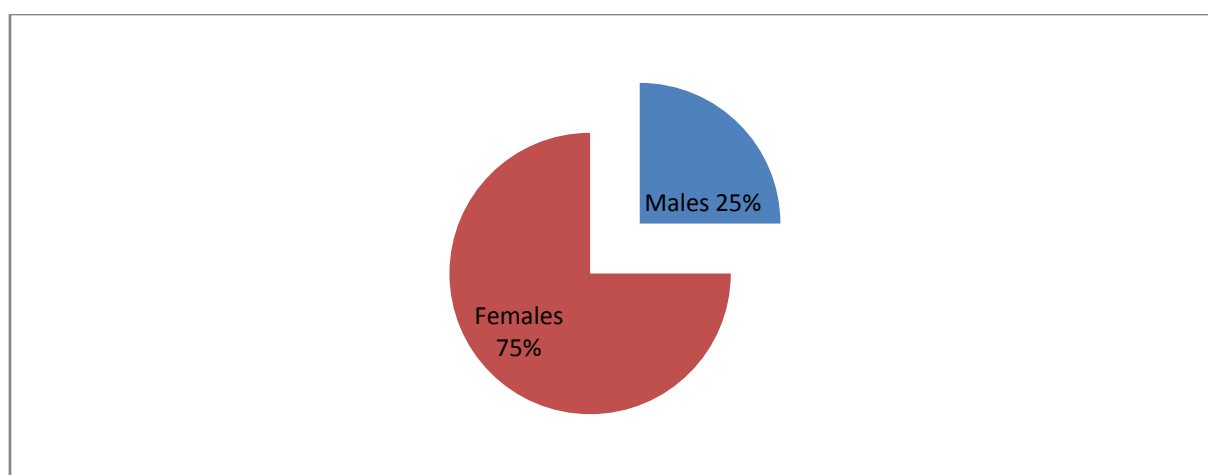
Options	Numbers	Percentage
Active	54	90%
Passive	6	10%

Table 12: types of students.**Figure 12: types of students.**

As the table indicates, the highest percentage is (90%) it means that they prefer to work with active students. In the second position, we got (10%) of students said that they prefer to work with the passive students. This question is followed by students' justification: Those who said working with active students is the best because they encourage them, and work seriously. They confirm also that the results of the works are true. The rest prefer to work with the passive students because they are already "passive" and feel embarrassed to work with the active ones.

Table 13: Do you prefer to work with:

Options	Numbers	Percentage
Males	15	25%
Females	45	75%

Table 13: Learning Preferences.**Figure 13: Learning Preferences.**

The above table shows that the majority of the students (75%) said that they prefer to work with females which means that females are more active and care about their works, while (25%) of them said the opposite, it means they prefer to work with males who are less talkative and can build a calm atmosphere that makes them feel comfortable when working with males.

Discussion:

After the analysis of the students' questionnaire, we find that foreign language teaching is not just for knowledge acquisition, but also for learning how to talk and how to express their thoughts and create environment where they can use the target language. That is to say, learning a foreign language means the ability to communicate in that language, it means all the students want to develop the speaking skill more than the others skills (writing, reading and listening). However, they forget that all the skills are related to each other. The lack of self-confidence leads the students to be demotivated in the classroom and this is because of many reasons: they are afraid to make mistakes and they prefer to escape from teachers' criticism in order to avoid all these psychological problems, students are in need of the teachers' help. Therefore, teaching speaking for learners involves different techniques and strategies; the most preferred one was discussion followed by role-play and group work. They help them to create the right atmosphere, so the teachers' should use motivation and encourage them to participate in the classroom. The different techniques that students are aware of should be known by the teacher and use them, so that students give the required results. Peer challenge is one of the solutions that teachers should be aware about, they also should be aware of the students' problems because of peer challenge, as well as they should know the different techniques students prefer to be used in classroom to enhance their speaking skill.

6. Teachers' Questionnaire:

6.1. Aim of the Questionnaire:

This questionnaire is used to know teachers' opinion and attitudes towards their students, it also aims at investigating the teachers' thoughts of how language is being taught and the problems being encountered with teachers in the teaching learning process.

6.2. Administration of the Questionnaire:

Our target population consists of 12 teachers in the department of English at the University of Abess Laghrour Khenchela. Some teachers didn't answer all the questions and only some teachers have cooperated with our work.

6.3. Description of the Questionnaire:

The questionnaire is made up of 15 items and it involves different types of questions closed and open ended. While closed question require the teachers to answer by "yes" or "no" or to tick up the right answers from a set of opinions, open-ended questions require from them to give their personal opinions or their background information.

6.4. Analysis of the Questionnaire:

Table 14: How long have you been teaching English?

Years	Numbers	Percentage
14	1	8.34%
13	2	16.66%
10	1	8.34%
8	1	8.34%
7	2	16.66%
6	2	16.66%
5	1	8.34%
2	2	16.66%

Table 14: Teachers' experience

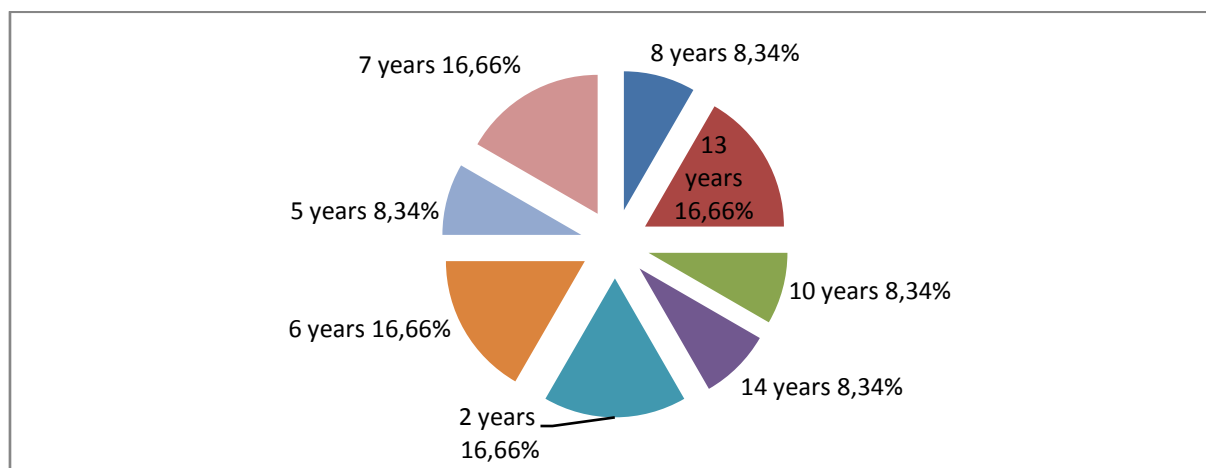
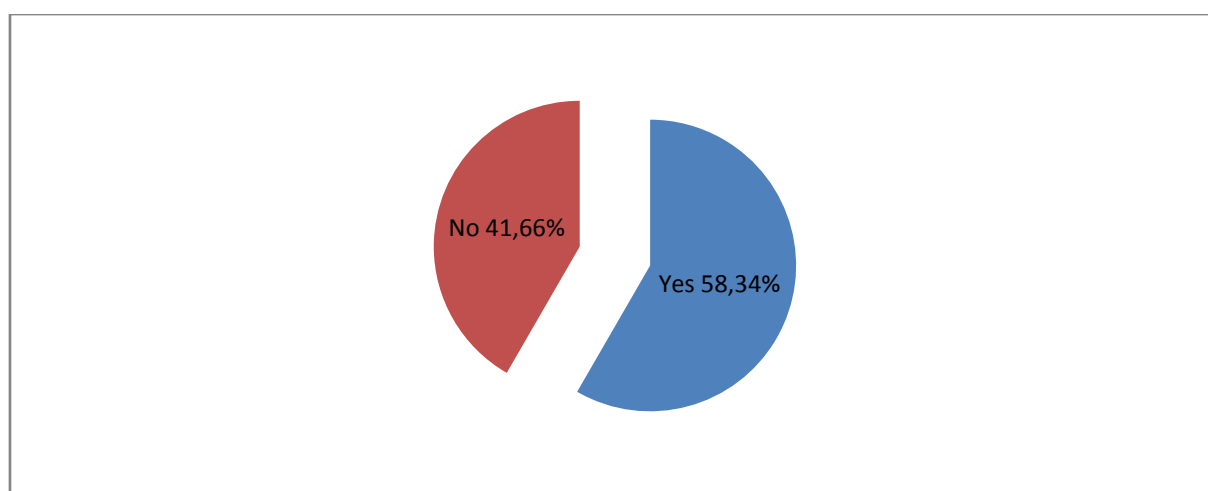


Figure 14: Teachers' experience

Teachers are asked to give us information about how many years they have been teaching English to know their experience. We have noticed that they differ in the number of years, they start from 2 to 14 years, it means that there are some new teachers who spent only two years in teaching while others are more experienced, they teach for more than five years.

Table 15: Are the oral skills your major concern ?

Options	Numbers	Percentage
Yes	7	58.34%
No	5	41.66%

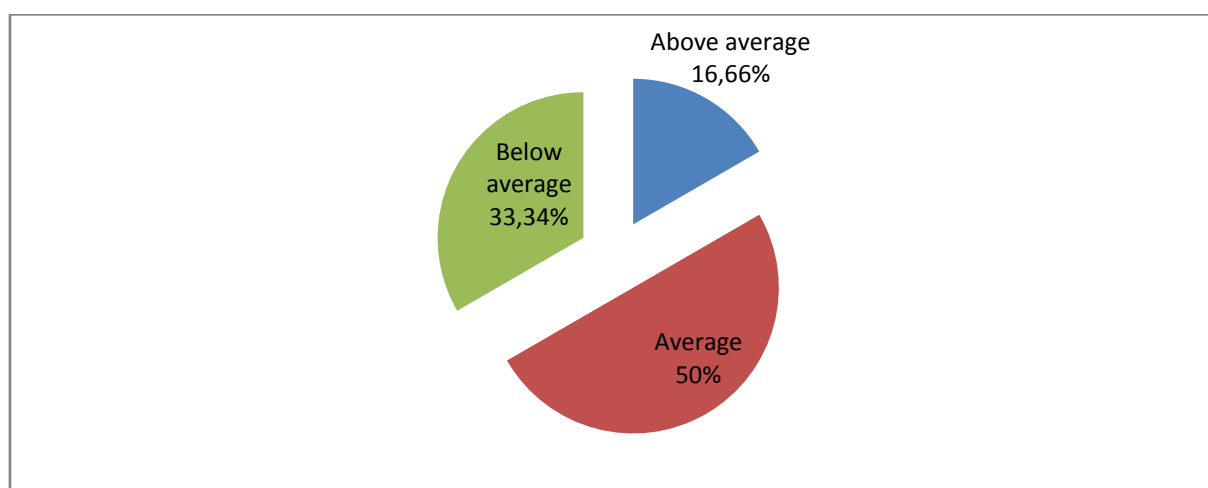
Table 15: teachers' concern of the Oral skill**Figure 15: teachers' concern of the Oral skill**

The table above shows that (41.66%) answered negatively and (58.34%) answered positively.

This means that the oral skill is their major concern, and they care about students' needs.

Table 16: Which of the following describes your students' level of oral proficiency?

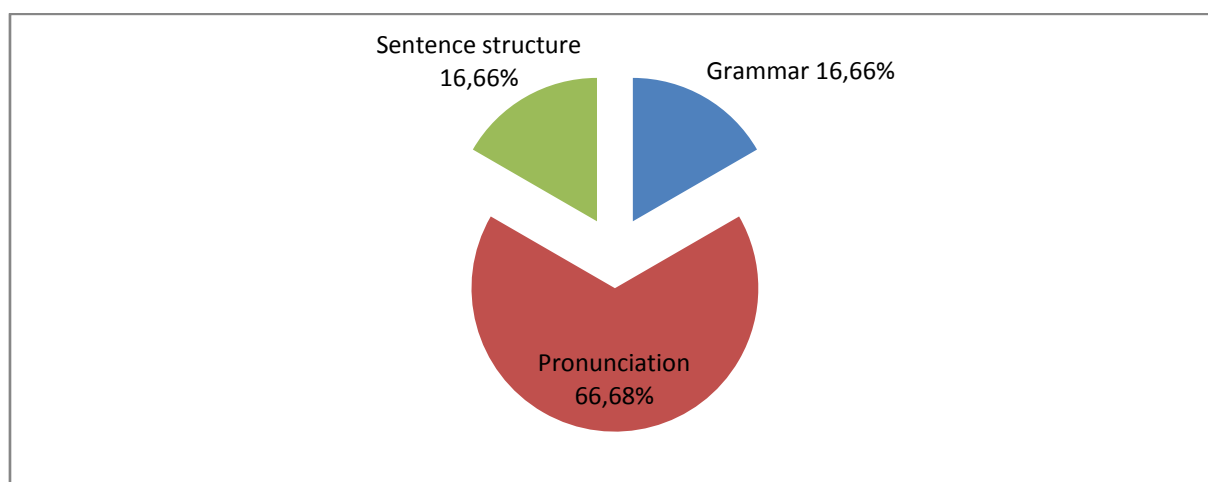
Options	Numbers	Percentage
High	0	0%
Above average	2	16.66%
Average	6	50%
Below average	4	33.34%
Low	0	0%

Table 16: teachers' evaluation of their students' level of Oral proficiency**Figure 16: teachers' evaluation of their students' level of Oral proficiency**

Teachers here are required to describe their students' level of oral proficiency. It seems that the majority of them (50%) agree that their students have an average level in oral proficiency. However, (16.66%) of them believe that their students' level in oral is above average, and about (33.34%) said that it is below average. This means that students are demotivated in the classroom, and their speaking skill is very poor; they do not discuss topics with each other or exchange ideas or even participate in the classroom because of the poor vocabulary or sentence structure.

Table 17: Which one of these you find most difficult for teaching speaking?

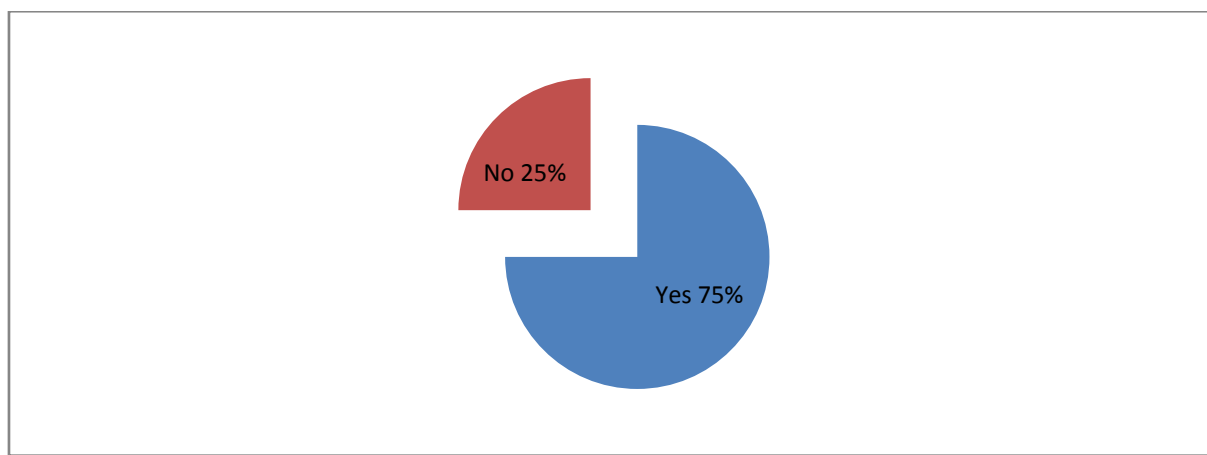
Options	Numbers	Percentage
Grammar	2	16.66%
Pronunciation	8	66.68%
Vocabulary	0	0%
Sentence structure	2	16.66%

Table 17: Teachers' attitudes about teaching skills**Figure 17: Teachers' attitudes about teaching skills**

The table introduces to us some skills that teachers find most difficult for teaching speaking. Most of them inform us that pronunciation is the most difficult one among them. Grammar and sentence structure are less difficult. We can say that pronunciation is the most difficult because the target language is not the mother tongue of the students; they face problems in its pronunciation may be because they do not practice it. For example, they do not listen to songs of native speakers. They also, do not use other techniques that would help them to master the language and speak fluently. In addition, the lack of phonetic lessons may cause many problems that would affect the students' level of pronunciation.

Table 18: Do you assess your students' oral fluency?

Options	Numbers	Percentage
Yes	9	75%
No	3	25%

Table 18: Teachers' assessment of students' oral Fluency**Figure 18: Teachers' assessment of students' oral Fluency**

Assessment is recognized by many teacher to be an essential aspect of foreign language teaching. We found that most of teachers (75%) said it's worthy if they assess the speaking production. A small group of teachers (25%) differ in opinions and said that it is not important which means that teachers believe that their students will get a feedback when they evaluate them.

Table 19: Do you raise your students' attention about the importance of speaking in classroom?

Options	Numbers	Percentage
Yes	12	100%
No	0	0%

Table 19: Developing students' awareness about speaking in classroom

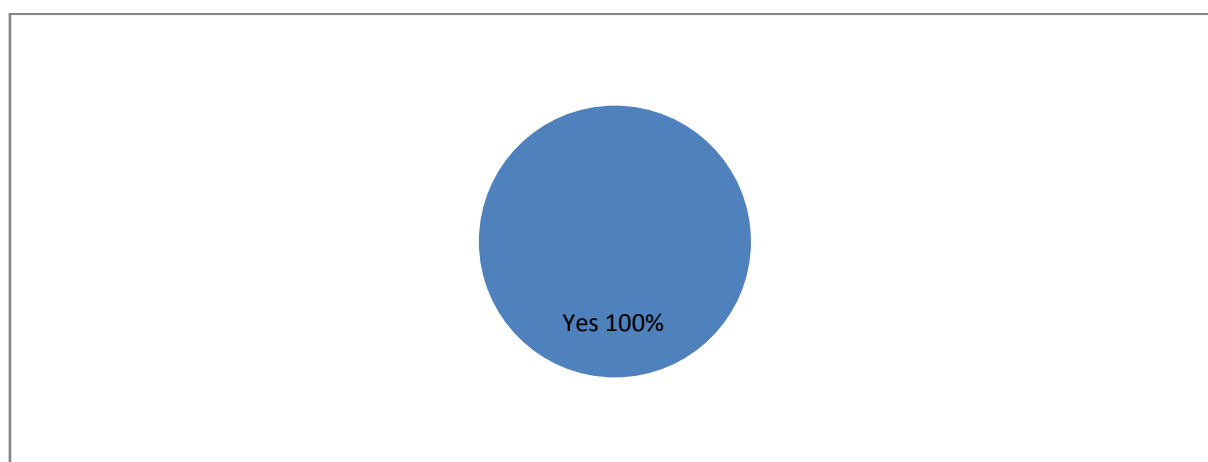
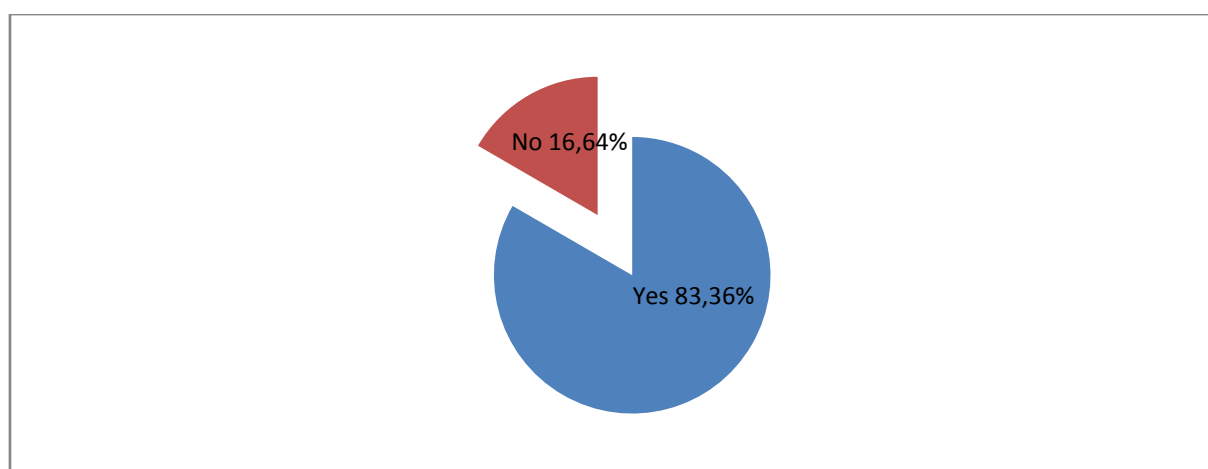


Figure 19: Developing students' awareness about speaking in classroom

The aim of this item is to investigate whether or not teachers help their students to speak in the classroom. As the table above shows that all the teachers (100%) known about the importance of speaking in the classroom. So, they try to make their students aware of that importance, they make them know the benefits of speaking in the classroom and they be be aware about the necessity of involving techniques to make them speak to improve their speaking through encouraging them. This will give better results.

Table 20: Are your students motivated to speak in English?

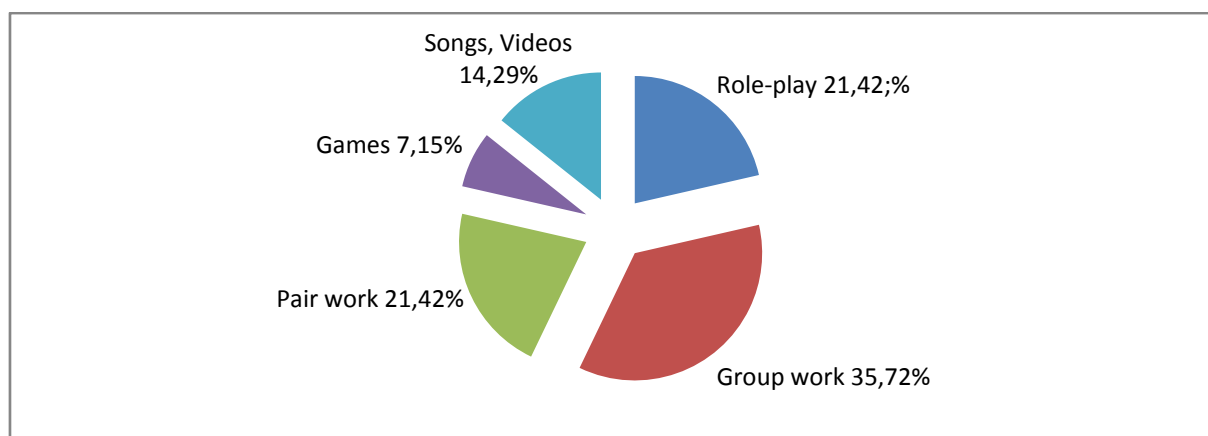
Options	Numbers	Percentage
Yes	10	83.36%
No	2	16.64%

Table 20: Teachers' perception of their students' motivation in speaking**Figure 20: Teachers' perception of their students' motivation in speaking**

The majority of the teachers (83.36%) said that their students are motivated to speak English fluently. Whereas only (16.64%) answered negatively. Students are not motivated to speak English due to many factors: fear of making mistakes, lack of self-confidence, lack of interest in speaking. Those who answered negatively were asked to justify how they motivate their students to speak English; they explained that they motivate them through different ways, and tools for example, selecting topics that students like or choosing debates that students' more interested in.

Table 21: What are the motivational strategies you use most among the following?

Options	Numbers	Percentage
Role-play	6	21.42%
Group work	10	35.72%
Pair work	6	21.42%
Games	2	7.15%
Songs and videos	4	14.29%

Table 21: Teachers' use of strategies**Figure 21: Teachers' use of strategies**

The table is intended to ask the teachers about the strategies they use most in the classroom which (21.42%) chose role-play as an effective strategy, and the same percentage (21.42%) for the pair work because they may build a good atmosphere, and make the learning easy and more enjoyable for learners. Others (35.72%) chose the groups works which represent the highest percentage according to its benefit where the teachers can explain his lesson in few time because if someone didn't understand something the rest of the members will explain to him, just the teacher should be a good organizer to avoid the noise. On the other hand, games

(7.15%) and songs and videos (14.29%) took the smallest percentage because they believe that they take lot of time to be prepared and explained.

*** What are the factors that you think will most hinder students' motivation to speak?**

According to answers of teachers, there are many factors that affect students' motivation like low level of grammar, lack of vocabulary, the use of difficult topics, lack of self-confidence, fear of criticism especially when making mistakes, and lack of interest. Demotivation to speak might have several reasons and in all cases, it is the teachers' role to help the students solve this problem.

Table 22: Do you encourage your students to interact with you and with others?

Options	Numbers	Percentage
Yes	12	100%
No	0	0%

Table 22: Teachers' encouragement

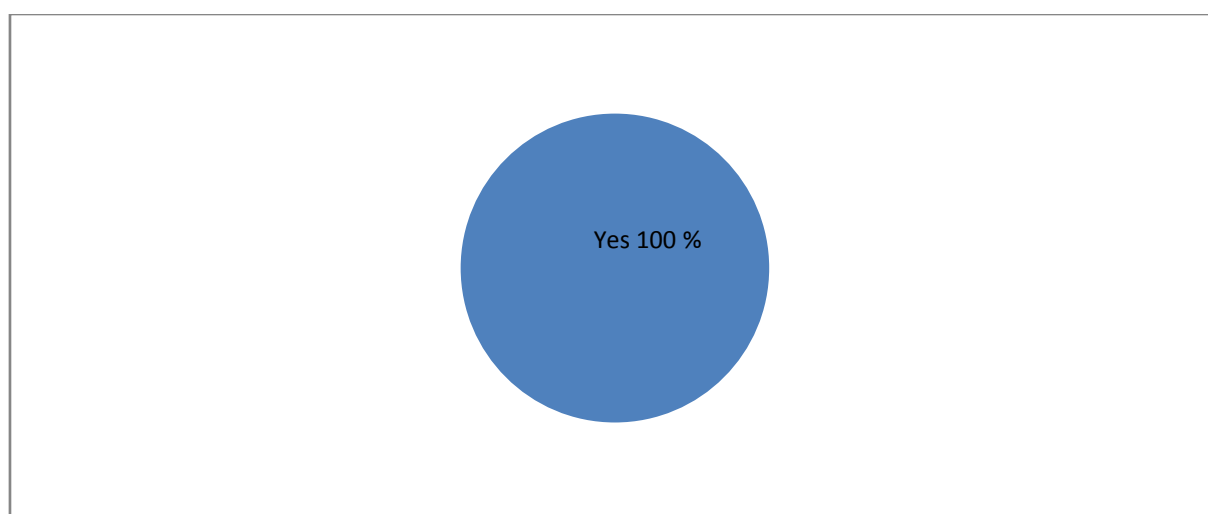


Figure 22: Teachers' Motivation

As the table shows, all the teachers (100%) said that they encourage their students to interact with them and with others. They are also asked about the way they do this interaction: many of them make students interact with others using role-play; they also prepared activities with free choices of peers and choose different topics to design different communicative tasks. This would stimulate them to use English, they also would propose activities that encourage the students to exchange ideas and make them feel comfortable when they want to speak in front of the whole class. Role-play is considered as another tool that keeps students motivated to speak, its objective is to make them express their opinions freely.

Table 23: Do you think that gender can affect the peer interaction?

Options	Numbers	Percentage
Yes	8	66.66%
No	4	33.34%

Table 23: The effect of the gender on peer interaction

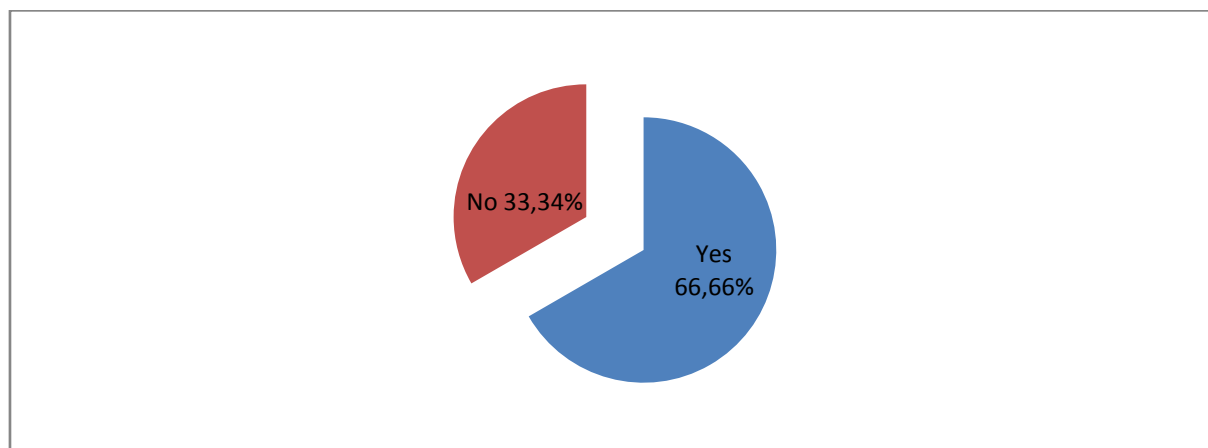


Figure 23: The effect of the gender on peer interaction

This figure shows that the majority of teachers (66.66%) said that gender can affect the peer interaction. Meanwhile, a small group of teachers (33.34%) were against this idea. These answers are because of the experience of teacher in the classroom, they found that when

females work with males, there will be an exchange of ideas, and they can work positively together. The others did not see that the gender can affect the peer interaction because from their point of view, females and males cannot work perfect together; they may make noise and males may depend on females to do the whole work. So, they prefer not to accept this idea.

***In your opinion, what are the problems that face peer interactions?**

Through this question, teachers focus on students 'participation. Some learners, according to them, may participate more than others, and some want to impose their views on others. Also, the lack of information can be a big problem not would prevent them to participate, unbalanced groups and lack of linguistic skills can be also one of the most important problems that face peer interaction. On the other hand, topics of interests might not motivate students. In addition, teachers agreed that anxiety is another fact that influences students' achievements which means that it cannot make them feel relaxed when they want to express themselves.

***How can you push passive students to speak in the classroom?**

Teachers argued that using group work is suitable for passive students to be pushed to speak in the classroom. They also said that presenting their work in front of others with some motivation from them would decrease the level of anxiety; they added that, using new methods and changing the strategies of teaching may help them to be more comfortable in classroom. In addition, they said that using tasks that contains many communicative elements can be useful and beneficial for their students.

Discussion:

All the teachers agree that the oral skill is their major concern because without it they cannot develop communication with each other. That is why teachers are aware of this skill.

Also we found that discussion was the most opted technique for all teachers to help students to improve their speaking skill. To evaluate students, teachers need to assess them positively or it will affect their participation. Students are demotivated because of many factors to reduce their influence, Teachers try to be attached with them to help students and solve their problems. Peer interaction can be affected by the gender this is due to the differences in the way of thinking between the students teachers should take that into consideration when they prepare groups to work together.

Conclusion:

The above questions were used to know the role of peer work, and to make sure if it encourages students' to raise their level when they want to communicate with each other or with their teachers' and if it gives them the opportunities to learn.

The results were very clear and they report that they benefit from this technique; they are aware that to know language is to know how to communicate and exchange ideas.

General conclusion:

This study aims at investigating the effects of peer on enhancing students' speaking

Through this research, we hypothesized that if we want to improve the students' speaking skill, we should provide them with some techniques that help them and believe that the peer challenge is one of the suitable technique that really give them the opportunity to practice the language because it creates situations where learners can help each other in case of discussions, arguments or assessment. Our study consists three chapters. The first and the second chapters are descriptive part of our research while in the third chapter we made a questionnaire one for the students' and another one for the teachers. The third chapter is related to the analysis of the teachers' and the students' questionnaire. All in all, the results we got confirmed our hypothesis that the peer challenge can be an effective and useful technique which enhanced students' speaking skill and this can be happened if the teachers' provide the learners with much time for debating their communicative needs in order to be able to precise their students' difficulties in the communication.

The research recommends the following suggestions in order to enhance students' oral proficiency:

- _ As future English language teachers, we should leave space to the interaction in our classrooms.
- _ Teachers should use the techniques of working in groups, and encourage students to work cooperatively.
- _ Teachers should encourage students to participate in the classroom in order to enhance their oral production skill.
- _ The right selection of the activities, plays a major role in motivating students to do the task.

_ Teachers should understand the psychology of their students in order to be able to fulfill their needs.

References:

- Anderson, R, and Lynch, T (1988). *Listening*. Oxford: Oxford University Press.
- Baker, Westrup. (2000). *The English teaching language teachers' hand book, how to teach large class with few resources*. London: Continuum.
- Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics* 18:102–123.
- Burns, A. & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Bygate, M. (1997). *Speaking*. Oxford: Oxford University Press.
- Chaudron, G. (1988). *Second language classrooms: Research on teaching and learning*. Cambridge: Cambridge University Press.
- Cohen, A, D. Macro, E. *Language learner strategies*. New York: Oxford University Press.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. London: Pearson Education.
- Farooqui, S. (2007). Developing speaking skills of adult learners in private universities in Bangladesh: problems and solutions. *Australian Journal of Adult Learning*,(47), 1– 15.
- Thornbury, S. (2005). *How to Teach Speaking*. Harmer, J. (Ed). London: Longman.
- Ur, Penny. 1996. *A Course in Language, Practice and Theory*. Cambridge: University Press.
- (www.local.gov.uk/peer-challenge.)
- www.afcd.org.

Appendices:

Appendix 1: Students' Questionnaire:

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes toward the peer challenge in enhancing students speaking skills. Your answers are very important for the validity of our research. We would be very appreciative if you will give us your full attention and interest. Please, cross (x) the choice that corresponds to your answer.

1- to what extent the oral expression courses help you to improve your oral performance ?

a- very much

b- somehow

c- do not know

d- not at all

2- Do you feel afraid to speak ?

Yes No

3- does your teacher give you the opportunity to speak in classroom ?

Always Sometimes Rarely Never

4- How do you find your English ?

Excellent Average Poor

5- Do you believe that motivational strategies can make you talk ?

Yes Maybe No

6- Does your teacher use any motivational strategy to make you speak ?

Yes

No

7- Do you think that listening is important in improving speaking skill ?

Yes

No

- What do you prefer to listen to rich your vocabulary level ?

.....

8- Which of the following techniques do you like best ?

a- group work

b- role play

c- discussion

d- others, please mention

.....

9- Do you think that motivational strategies help you to improve your speaking skills ?

Yes

No

10- What do you suggest as a new strategies that you want to be used by your teacher ?

.....

11- Do you prefer to work :

Individually In pairs In groups

justify

.....
.....
.....

12- does peer pressure make you speak ?

Yes No

13- What type of students do you prefer to work with :

Active Passive

-Why

.....
.....
.....
.....

14- Do you prefer to work with :

Males Females

-Why

.....
.....
.....
.....

15- You can add other suggestions or comments :

.....
.....
.....

THANK YOU FOR YOUR HELP !

Appendix 2: Teachers' Questionnaire:

you are kindly requested to answer the following questionnaire which is part of our research under the title of : " Peer Challenge Enhancing Students' Speaking Skills ". As a teacher of English, your participation in this questionnaire will help us in our dissertation. We would be very grateful if you share with us your point of view about this thesis. Thank you in advance.

1-How long have you been teaching English ?

.....

2-Are the oral skills your major concern ?

Yes No

3-Which of the following describes your students' level of oral proficiency ?

a-High

b-Above average

c-Average

d-Below average

e-Low

4-Which one of these do you find most difficult for teaching speaking ?

a-Grammar

b-Pronunciation

c-Vocabulary

d-Sentence Structure

e-Others.Please mention

.....

5-Do you assess your students' oral fluency ?

Yes No

*If yes, How ?

.....

6-Do you raise your students' attention about the importance of speaking in classroom ?

Yes No

7-Are your students motivated to speak in English ?

Yes No

*If no, explain how you would motivate them ?

8-What are the motivational strategies you use most among the following ?

a-Role play

b-Group work

c-Pair work

d-Games

e-Songs and videos

f-Problem solving

g-Discussion

9-What are the factors that you think will most hinder students' motivation to speak ?

.....

10-Do you encourage your students to interact with you and with others ?

Yes No

*If yes, how

.....

11-Do you think that gender can affect the peer interaction ?

Yes No

12-In your opinion what are the problems that face peer interaction ?

.....
.....
.....

13-How can you push passive students to speak in the classroom ?

.....
.....
.....

14-How can you make the classroom comfortable place for peer challenge ?

Is it through :

a-Free choice topics

b-Pep-talk

c-Give extra marks

d-Rewards

THANK YOU FOR YOUR HELP !

Résumé:

La présente étude vise à enquêter sur le défi par les pairs pour améliorer la capacité d'expression des élèves.

Le défi par les pairs est une technique utile qui peut être utilisée par les enseignants pour augmenter le niveau de l'élève en parlant la langue cible. Il tente également d'éclairer l'importance de la motivation lorsqu'il s'agit d'améliorer la fluidité buccale. Les méthodes d'enseignement modernes des langues étrangères comptent sur l'utilisation de différentes stratégies et activités de motivation qui soutiennent le développement de la sensibilisation des élèves à l'importance de ces stratégies.

Parler dans une langue étrangère a souvent été considéré comme le plus exigeant des quatre compétences. En plus des habiletés parlantes est souvent le facteur le plus important dans les cours EFL, et pourtant, les difficultés à tester les compétences orales conduisent fréquemment les enseignants à utiliser plusieurs techniques qui permettent aux élèves d'interagir les uns avec les autres en classe.

La méthode de ce travail de recherche est assez descriptive. Les données ont été recueillies grâce à des questionnaires d'auto-achèvement administrés aux apprenants de troisième année et aux enseignants qui ont enseigné au Département d'anglais, à l'Université Abess Laghrour, à Khenchela. Les résultats ont montré que le défi des pairs est la bonne technique pour accroître la motivation des apprenants à parler et à participer à la participation à la classe. Les résultats ont été confirmés par l'analyse des étudiants et des questionnaires des enseignants.

الملخص

تهدف هذه الدراسة إلى التعرف على تحدي الأقران لتحسين القدرة على التعبير.

فهو تقنية مفيدة يمكن استخدامها من قبل المعلمين لزيادة مستوى الطالب بهدف تحدث اللغة. كما يحاول توضيح أهمية الدافع عندما يتعلق الأمر بتحسين الطلاقة الشفوية. فالأساليب الحديثة في تدريس اللغات الأجنبية تعتمد على استخدام استراتيجيات مختلفة وأنشطة تحفيزية تدعم تنمية الوعي لدى الطلاب نظرا لأهمية هذه الاستراتيجيات.

التحدث باللغة الأجنبية يعتبر أصعب من المهارات الأربعة. بالإضافة إلى مهارات التحدث غالبا ما يكون العامل الأكثر أهمية هي التحديات لاختبار المهارات الشفهية و غالبا ما تؤدي المعلمين الى استخدام العديد من التقنيات التي تسمح للطلاب بالتفاعل مع بعضهم البعض في الصف.

طريقة هذا البحث هو وصفي بما فيه الكفاية وقد تم جمع البيانات من خلال الاستبيانات الموزعة على طلاب السنة الثالثة وأساتذة جامعة عباس لغرور قسم اللغة الانجليزية بولاية خنشلة

التحدي الأقران هو الأسلوب الصحيح لزيادة دافعية المتعلمين على التحدث والمشاركة في الصف. تم تأكيد النتائج وفقا لتحليل استبيانات الطلاب والمعلمين.