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**The Role of Peer Interaction in
Developing Communicative Competence**

The Case of Second –Year Students, Mentouri
University, Constantine

Dissertation Submitted to the Department of Language
for the degree of Master in Language Science

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DEDICATION

I dedicate this work:

To my parents

To all my family, especially my sisters and brothers

To all my teachers and friends.

ACKNOWLEDGMENTS

I would like to express my hearty gratitude to Professor AHMED MOUMENE who guided this research and gave me his time and expertise. I thank him not only for his comments and valuable suggestions, but also for his encouragement and understanding.

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A final word of thanks is due to my sister whose efficient typing saved me much toil in the final stages.

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List of ABBREVIATIONS

CLT: Communicative Language Teaching

CC: Communicative Competence

L2: Second Language Learning

N: Number of Students and Teachers

%: Percentage

Q: Question

ABSTRACT

The present dissertation attempts to investigate the role of peer interaction in developing students' communicative competence. The main problem underlying this endeavor resides in second-year students' inability to carry on a spontaneous communication either in the classroom or in any natural setting. This is a puzzling issue that may moans and groans on the part of teachers, researchers and pedagogues have been highly heard. It is hypothesized in this research work that through peer interaction, learners could boost up their communicative competence.

The main objective of this work then is to enable learners to use meaningful and purposeful utterances through communication in the classroom with their peers. It also presents learners with some communicative activities in order to develop their speaking ability.

In this case, teachers should cease from the traditional approaches which focus on developing the grammatical system of the language and to follow the theoretical foundations of communicative language teaching methodology to give learners the opportunity to use the language without fear and reticence.

Through two questionnaires administered to second-year students and to teachers at the department of English, University of Constantine, we intended to explore both learners' and teachers' opinions about the nature of language learning and the mechanics of developing communicative competence through peer interaction.

The results of the study show that most, if not all; teachers strongly believe that through interaction learners could build up communicative competence in using the target

language. In addition, the results demonstrate that learners need more exposure to interaction with their peers in order to promote accuracy as well as fluency.

The Role of Peer Interaction in Developing Communicative Competence

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General Introduction

1. Statement of the Problem

The acquisition of a foreign language has become more difficult than it used to be. There are several reasons for this. The most important one is the shift of emphasis from teaching grammar to teaching what has become commonly termed communicative competence. Many researchers on classroom interaction and language learning as Ellis (1980) focus on providing interaction in the classroom in order to develop learners' communicative competence.

Developing oral proficiency or communicative competence, i.e., the skill which most learners today regard as their first priority is much more problematic, especially, when there is a lack of interaction in the classroom. Interaction among learners is viewed as significant because it enables learners to use the language. The problem that is raised in this research is learners' poor achievement in speaking the foreign language. This is due to the lack of interaction among them.

2. Aim of the Study

The aim of the study will focus on the role of peer interaction in developing learners' communicative abilities. In this research, we are going to investigate how interaction among learners provides knowledge that is responsible for developing communicative competence. During their learning process, learners are required to achieve their goal in mastering the foreign language. Involving learners in group work through interaction is the best way to reach such an aim. In addition, our aim in this research is to show to the learner that language learning is not only a matter of knowing the grammatical rules, but how to use them when they communicate in different situations.

3. Research Questions

The questions I would ask are:

Question 1: Does peer interaction lead to communicative competence?

Question 2: Does the lack of peer interaction in the classroom lead to the failure of mastering the second language?

4. Hypothesis

We hypothesize that if learners interact with their peers in the classroom, they will be able to enhance their communicative competence.

5. Tools of Research

The study will take place at the university level, with the second- year students of English. Many of these students plan to have a license in English and to graduate from the university with a good oral competence. To obtain information, I will deal with two samples chosen from the whole population:

- A. Teachers of oral expression at the Department of English (about 10 teachers).
- B. Second year students of the English department (25 students). It is difficult to work on the whole population; I have chosen a representative sample randomly to be given the questionnaire.

Concerning data collection, I would direct two questionnaires, one to the teachers who have been teaching English to make sure that their responses and suggestions are the product of interaction with language learners during the years. The second questionnaire will be directed to second- year students to know their opinions about the role of classroom interaction in the developing communicative competence.

After collecting the required data for the research, I would analyze them quantitatively and qualitatively to show the importance of applying interaction in classroom, this will enhance the learners' communicative competence.

The main reason behind the use of questionnaires, for both teachers and learners is to investigate how students learn the foreign language, to know if communicative competence can be acquired better through peer interaction and to have an idea about how language is being thought.

6. Structure of the Study

The present research is basically divided into three main chapters. Chapter one and two are devoted to the literature review, and chapter three is concerned with the analysis of both teachers' and learners' questionnaires.

Chapter one is devoted to highlight communicative language teaching and how it enables learners to develop communicative competence through producing meaningful and purposeful utterances. The second chapter provides a detailed explanation about how peer interaction enhances foreign language learning with some analysis of communicative activities used in the classroom like negotiation of meaning and peer feedback. The last chapter deals with data analysis. It contains a detailed analysis of the learners' and teachers' questionnaires and provides some suggestions about how to develop communicative competence

CHAPTER ONE

COMMUNICATIVE COMPETENCE

Introduction

In this chapter we are going to focus on learners' communicative competence. Most of them consider that language learning is a matter of developing grammatical competence and neglect the fact that it is important to communicate in English in different situations. To highlight this idea, we try to focus on communicative methodology that learners are required to follow to achieve communicative abilities and on the role communicative language teaching gives to help learners develop in language.

1.1 Communicative Language Teaching

Language teaching has undergone, through time, many changes. These have given birth to a variety of methods with different principles and techniques. Among them we have Grammar- Translation method which focuses on useless pieces of language. That is, the learner is taught, not the language (i.e communication), but about the language (i.e the system). In order for learners to use the language for communication purposes, sociocultural knowledge is necessary. Language is better viewed in its social context because speech varies from one situation to another. Communicative language teaching gives to the learner the ability of using and producing meaningful and purposeful utterances in different situations. If we concern ourselves just with linguistic forms and neglect communicative functions, we will distort the reality of language use (Littlewood, 1981).

Nowadays, there is a growing importance attributed to communicative approaches and learners development of communicative ability. For many years ago, teachers were concerned with teaching grammar and no attention was given to communication. Later on,

researchers find that teaching a foreign language requires more than learning the form. Learners need to know how to use these structures in communication. They need to know how to ask for clarification, explanation, repetition. To do so, teachers shift their attention toward new methods that enable learners to practice the language (Wilinks, 1972).

It is necessary for learners to know how to produce correct sentences in communication. For Wilinks (1972: 3) learning is only effective with "doing". Learners can not progress in language if they do not practice it in real situations. Communicative approach provides learners with these abilities to use the language in real situations.

The most salient feature of the communicative approach is the fact that it takes into consideration the nature of the process of communication. When evaluating this theoretical approach to language teaching, a number of interesting facts appears. Prominent among these is the effort to master the aspects of the process of communication not only from the point of view of the listener but also from the point of view of the speaker (Vacheck, 1975: 16).

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence (Littlwood, 1991). While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes, needs and so on (Hymes, 1979).

The growing need for good communication skills in English has created demand for good teaching around the world. Today, learners want to improve their abilities of speaking language. Methods of teaching English are provided in many different ways such as formal instruction and task- based instruction. The requirement for good English has created an enormous demand for the quality of language teaching, teaching materials, and resources. Learners set themselves specific goals; they want to be able to master English to a high level of accuracy and fluency. The need of an appropriate teaching methodology is required.

The new methodology is known as communicative language teaching (CLT). It began in Britain in the 1960s as an alternative to the earlier structural method, called Situational language teaching. This was partly in response to Chomsky's (1965) (in Brumfit, 1984: 24) criticism of structural theories and to British functional linguists such as Firth and Halliday, as well as American sociolinguists such as Hymes, Labov (Brumfit, 1984: 25).

Since its inception in the 1970s, CLT has passed through a number of different phases (Widdowson, 1978). In its first phase, a primary concern was the need to develop a syllabus and a teaching approach that was compatible with early conceptions of communicative competence. This led to the proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later, the focus shifted to procedures for identifying learners' communicative needs, and this resulted in proposals to make needs analysis an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that could be used to implement group work, task work, and information gap activities (Widdowson, 1978: 11).

CLT involves learners in producing meaningful and purposeful utterances and not manipulating language forms and structures for their own sake. In addition, in CLT, more

freedom is given to learners to say what they want, when they want. The communicative approach sees errors as indicators of active learning, and is concerned with communicative process, how learners receive and convey information as Savignon and Sandra say (1972: 26):

Communication is not the rapid fire exchange
of linguistically accurate complete sentences.
It is the sometimes slow, sometimes painful,
sometimes non- verbal exchange of thoughts
between human being

1.1.1 The Role of the Learner

Since CLT gives the freedom to use the language, learners are basically required to interact with each other and not only with the teacher. They should learn the language in a cooperative manner. Larson- Freeman (1986: 131) states

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

1.1.2 The Role of the Teacher

The role of the teacher in CLT is viewed as a facilitator of the communicative process. He is considered as a guide of the teaching process. His role is to make learners believe that the classroom is not a place to learn the grammatical components of a language by memorizing information from the teacher. It is important to show them that they are responsible for acquiring in addition to the grammatical features, how to use this knowledge in real communication. All the responsibility of learning is placed on their shoulders, and they should be aware of it. Bright and Mc Gregor (1970: 4) report that: " Stop teaching and let them learn." These words summarize the role of the teacher in developing the communicative competence of the learner.

1.2 Communicative Competence

For many learners, acquiring a foreign language is a matter of knowing how to build grammatical sentences. They believe that linguistic competence is the key to develop in a foreign language. Chomsky (1957, cited in Brumfit, 1984: 24), provides a definition to language as a set of sentences. Most linguists consider it as a valid, but they show that we need to look for more practice in language and make a distinction between structure and function. Chomsky (1965, cited in Brumfit, 1984: 24), selects the linguistic process to occurring acts of language. He makes a distinction between competence (the speaker – hearer's knowledge of his language) and performance (the actual use of language in concrete situation). Performance seems to embrace both the failure to achieve competence which is found in the traditional psychological distinction between what is actually known and what is actually done, and also some knowledge which allows us to produce utterances which are appropriate as well as grammatical.

Traditionally, focus was put on the linguistic skills of how to build grammatical sentences (Littlwood, 1981). Later, it was believed that we need more than learning the structure. Communicative skills look after themselves as Widdowson (1978: 67) shows:

... The acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in a language. On the contrary, it would seem to be the case that an over emphasis on drills and exercises for the production and reception of sentences tends to inhibit the development of communicative abilities.

Knowing a language involves not only the production of correct sentences but also the ability to use them appropriately in different situations. Experience shows that even if the learner develops a whole knowledge of grammatical rules, this does not mean that he will be able to use them in every day life for the reason that communicative competence is absent.

Modern theories of language emphasize the need to teach learners how to communicate (Widowson, 1978). The theories give more interest to communicative competence and discussed by many Scholars. The notion of communicative competence describes our knowledge of language and how to operate with it. Here, learners should by all means learn to communicate in the foreign language after having acquired the communicative competence. Chomsky's linguistic competence is a reason to the appearance of communicative competence. He is criticized by many researchers to the way of looking to competence (in Brumfit, 1984: 25).

For Hymes, the notion of CC extends to embrace knowledge of “rules of use without which the rules of grammar could be useless” (Hymes, 1971: 18-19). These ideas enable Hymes to show our ability of grammar by using it in communication. As he says

"competence in rules of use reflects ability to interact with social environment, and a possibility of differential competence emerges (in Brumfit & Johnson, eds., 1979:15).

Communicative competence in the usage of Hymes (1971) involves four sectors of communication:

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated,
4. Whether (and to what degree) something is in fact done, actually performed and what its doing entails (in Brumfit et al., eds., 1979: 19).

The first component is grammatical, the second psycholinguistic, the third sociocultural and the fourth probabilistic. Furthermore, Hymes (1971) suggests that any speech event is made up of seven components:

1. Sender (addresser: speaker, writer).
2. Receiver (addressee: listener, reader).
3. A message form
4. A channel
5. A code (language, regional dialect/ style).
6. A topic (the subject of discussion).
7. A setting (situation, context, place and time) (in Brumfit et al., 1979).

Communicative competence involves the connection between these components in order to convey a message.

Most teachers now are aware of the term communicative competence, and they start looking how to push learners towards developing their communicative competence. Widdowson (1978: 26) defines competence as knowledge of how to recognize and to use sentences for the performance of communicative acts. What Widdowson means here is that communicative competence consists of both rules of grammar and use. If learners are aware of learning a foreign language, both components should be taught and the teacher should not only be concerned with teaching grammar and forgetting about meaning.

Many researchers are concerned with the notion of CC, and they take into account all the aspects of language. Each one has a specific point of view.

Canal and Swain state that CC consists of three interrelated dimensions (1980: 1-47):

1. grammatical competence: i.e. to be able to produce and understand correct forms in a language including the three levels: syntactic, lexical and phonological.
2. sociolinguistic competence: i.e. to be able to use language in appropriate contexts. That is for Canal and Swain such a competence refers to socio-cultural rules and a pragmatic competence of discourse (mastery of the different types of discourse).
3. strategic competence: i.e. to be able to get meaning across effectively, and to use communication strategies when problem situations arise .It is the set of communicative strategies which help compensate of failures in communication, (i.e. compensation) in respect of linguistic or sociolinguistic competence. For Canal and Swain, strategic competence should be taught at the very beginning of foreign language learning because it helps to fill the gap in the two types of competence.

The learner of a foreign language faces a system of communication with new structures of sentences, and new ways of expressing meaning. To develop communicative skills, the learner has to acquire a set of communicative rules which lead him to be competent speaker. In the acquisition of communicative rules which make him a proficient and competent speaker of English, he will have to know, in addition to the basic structural principles of the language how to use sentences in performing acts of communication for conveying meaning.

We can now summarize four different operations that make the learner of a foreign language a communicative competent speaker.

-The learner must achieve a high degree of linguistic competence. That is, he must know all the grammatical features, and how to build correct sentence.

-The learner must learn to distinguish between the forms and meaning. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system. Communication requires the management of linguistic forms in discourse.

-The learner must develop skills and strategies for using language to communicate meaning as effectively as possible in concrete situation.

-The learner must practice language in different social contexts. That is, he needs to know how to ask for clarification, repetition, or explanation.

-The learner must develop skills and strategies for using language to communicate meaning as effectively as possible in concrete situation.

1.2.1 Communicative ability

The notion of learning process brings us to the problem of how learners achieve their communicative ability. According to Candlin (1986: 40)

Communicative language ability (CLA) can be described as consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate contextualized communicative language use...the ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principle. In sum, ...a coming together of organized knowledge structure with a set of procedures for adapting this knowledge to solve new problems of communication that do not have ready-made and tailored solutions.

Through interaction, learners develop their communicative ability. In this process, they build knowledge about how to ask, answer, and discuss different topics with learners. The framework of communicative language ability proposed by Candlin (1986) includes three components: language competence which is a set of specific knowledge components that are used in communication. In order to achieve communicative competence, learners are obliged to know the grammatical and communicative features of language. Second, Strategic competence is used to characterize the mental capacity learners follow to use the language. It provides the means for relating language competencies to features of the context of situation in which language use takes place and to the language user's knowledge structures

Finally, physiological mechanisms refer to the neurological and psychological process involved in the process of acquiring a foreign language like producing sounds. These components of communicative ability with the language use context and learners' knowledge are illustrated in the figure below.

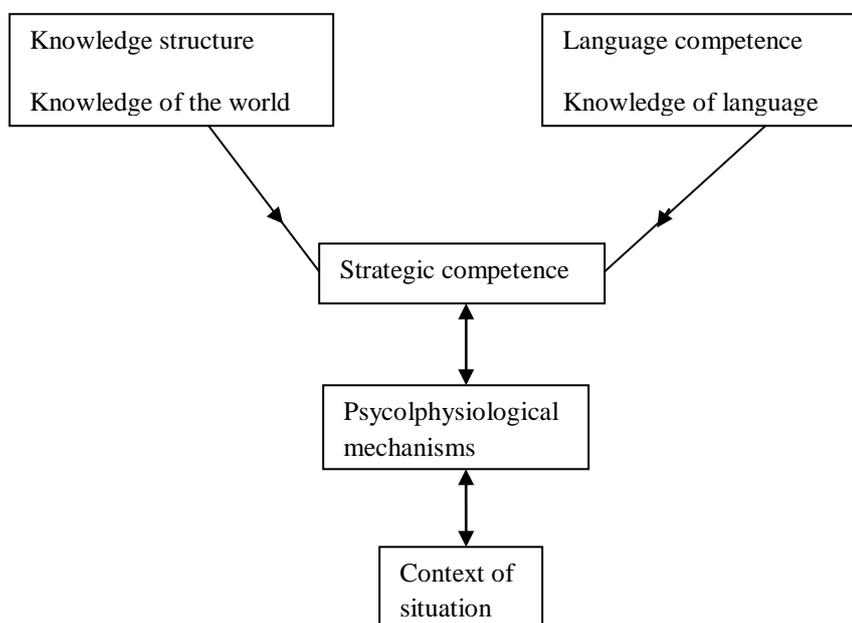


Figure 1: Components of Communicative Language Ability in communicative Language Use.

1.3 Developing a Communicative Methodology

Oral communication is an activity involving two (or more) learners in which the participants are both hearers and speakers having to react to what they hear. A communicative approach emphasizes the use of language above the level of sentence (Wilkins, 1972). Structural approach, on the other hand, is concerned with the production of grammatically-accurate sentences. It is a less value to focus only on the systematic understanding of how words are combined at the level of the sentence and to forget about the use of this sentence on communication (Widdowson, 1978).

In the structural approach, the focus is always a structural one and no matter of how a sentence takes on meaning from its relation to surrounding utterances and non- linguistic factors. No attention is given to who speaks and how he speaks. The result of purely structural practice is the ability to produce a range of usages. However, a close look to leaning a foreign language requires more than developing grammatical competence (Wilkins, 1972).

According to Roger (in Brumfit, 1979: 70), the communicative approach on the other hand makes sure that interaction which takes place in the classroom is important for a communicative operation. The focus changes from the accurate production of isolated utterances to the fluent selection of appropriate utterances in communication (Allwright, 1984: 11). The learner is now concerned with using language, not English usages. In order to do this, learners take on roles and interact with other learners who also have roles. What they say is determined by the role they have.

Since the early 1970s, communicative movement has an influence on foreign language teaching. During this movement, the communicative approach opens up a wider perspective on language (Richards and Rodgers, 1986). In particular, it makes us consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs. In other words, we begin to look not only at language forms, but also at what people do with these forms when they want to communicate with each other.

This approach leads us toward a strong awareness that it is not enough to teach learners how to manipulate the structure of a foreign language. They must also develop strategies for relating this structure to their communicative functions in real situations. Therefore, we need to provide learners with opportunities to use language by themselves for

communicative purposes. We must remember that we are concerned with developing learners' ability to take part in the process of communicating through language, rather than with their perfect mastery of individual structures. It is important to develop a methodology in the communicative approach. Since the primary concern is to lead students to communicative competence. Two assumptions underlying the communicative approach stated by Finocchiaro and Brumfit (1983: 90):

The first assumption is that we are concerned in the classroom with the language use, not language knowledge; the second is the view that we learn language effectively by using it in realistic situation.

At the beginning of the communicative movement, the first assumption was the major concern of the syllabus designers. Most of teachers concern with teaching grammar. Later, attention shifts towards the application of the second assumption on the process of teaching, i.e., how to use language in realistic situations through methodological procedures (Brumfit and Johnon, 1979).

Communicative language teaching considers language to be interactive, purposive, and based on learners outcomes. This approach emphasizes on language use rather than usage. It is based on the premise that language is first and foremost a tool for communication. Morrow (1979: 145) states:

...Knowledge of the elements of a language in fact counts for nothing unless the user is able to combine them in new and appropriate ways to meet the linguistic demands of the situation in which he wishes to use the language.

1. 3.1 Principles of Communicative Methodology

In order to achieve goals in teaching a foreign language, we need to look for the best ways. Teachers are obliged to follow some principles to guide them in the process of teaching. Morrow (1981:59) establishes a set of principles which underlie communicative methodology. These principles give teachers certain criteria which guide them to know the procedures of teaching. These procedures enable learners to communicate more effectively in the foreign language:

1. Know what you are doing: it means that each lesson or part of it should focus on the performing of some operation: "learn how to do something". Every lesson should end with the learner ability to see clearly that he can do something which he could not do at the beginning and that something is communicatively useful (60).
2. The whole is more important than the sum of its parts: communication is dynamic and developing phenomenon. What is needed in communication is the ability to deal with sentences and ideas in real situations. When you have a conversation with somebody you can not study what they say before producing an appropriate reply (61).
3. The processes are as important as the forms: a communicative methodology is one which replicates as far as possible the processes of real communication. Morrow (1981), considers

information gap, choice and feedback, as three processes which make any exercise a communicative one (ibid).

4. To learn it, do it: CLT is not concerned only with teaching; it also takes into consideration how learning can take place. Everything that happens in the classroom must involve the learner. It is only by practicing communicative activities that students learn to communicate. Since this principle is based on developing learners' communicative ability: making choices, evaluating feedback, bridging information gaps. Such activities demand an environment where doing things is possible (ibid).

5. Mistakes are not always a mistake: since communicative methodology allows some freedom for learners to say what they want, it is obvious that they will make mistakes. The solution to this problem is to avoid insisting on accuracy and to focus on developing fluency.

1.3.2 Fluency Vs Accuracy

The active use of the target language leads learners to be competent speakers. Communicative methodology confirms that providing fluency activities are important in the language progress. Through these activities, students are engaged in discussing different matters in the classroom. As Finocchiaro and Brumfit (1983: 98) put it: "All that is needed is a teacher willing to commit a substantial proportion of time (anything up to two-thirds of class time) to such activities".

The process of teaching requires the teacher to know learners' requirements. Needs analysis plays a role in this part. Teachers are not able to know learners' needs, especially in their communicative abilities. Giving learners the freedom to use the language in the classroom can help teachers to know the different areas and problems they face in the process of acquiring a foreign language.

In communicative methodology, fluency is favored over accuracy for various reasons. First, accuracy is a relative term. In fact, it is a judgment about language set up by descriptive linguists who decide what is good in a language and what is not. Second, focus on fluency rather than accuracy leads to concentrate on the performance of communicative activities rather than linguistic forms, and we cannot ignore the effect of this concentration on communication (Richard and Rodgers: 1986).

The focus on accuracy has a number of disadvantages summarized by Brumfit (op. cit: 1979). First, language would be rigidly selected because there will always be a descriptive model to refer to. Second, adaptation and improvisations which are necessary aspects of communication are neglected. Third, the written form of language will be focused rather than the spoken one. These disadvantages have a greater effect in developing communicative competence.

As Morrow (in Brumfit, 1984: 129) mentions, one of the goals of communicative methodology is to develop fluency in language use. Fluency is a natural use of language occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language avoiding communication breakdowns.

One of communicative methodology goals is to develop fluency in language use. Fluency is a natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his

communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language and avoiding communication breakdowns. Differences between activities that focus on fluency and those that focus on accuracy are provided by (Richards, Rodgers: 1986)

Activities focusing on fluency

- Require meaningful use of language
- Focus on achieving communication
- Reflect natural use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Choice of language is controlled
- Practice small samples of language
- Do not require meaningful communication
- Practice language out of context

Conclusion

This chapter highlights the notion of communicative competence and its perspective in learning a new language. It is important to look for learners' needs in a foreign language and to seek for the best ways of the learning process. The communicative approach shifts teachers' and learners' attention to the reality of language learning; from learning the grammatical competence to learning the communicative competence. It stresses the importance of operating a real situation of language use and aims at making learners able to communicate in a foreign language

The traditional objectives and contents are now replaced by ones that are essentially communicative in nature. Communicative methodologies stress the active nature of the learning process and the involvement of the learner in negotiating meaning. Students in the classroom, use the target language in different social contexts to develop their communicative competence through interaction with their peers. This will be investigated in the next chapter.

CHAPTER TWO

PEER INTERACTION

Introduction

In this chapter we are going to look for the importance of managing classroom in order to help learners develop their communicative competence. Peer interaction is considered a key to this process. It helps learners to negotiate for meaning and discuss with peers different problems that face them during learning. By focusing on different activities that are required in interaction, we show to the learners the need for interacting in the classroom.

2.1 Peer Interaction

For many learners, the classroom is the one place they get to think about language practice it, take risks within, and reflect on their use of it. Providing learners with activities that nurture this exploration and allow for interaction is important for their language development and for preparing learners to use the language successfully when they leave the class environment (Allwright, 1984: 158).

Ellis (1980: 9) speculates that second language learners obtain more practice in a foreign language and are motivated to engage in further communication when they have greater opportunities to speak the language and achieve successful communication. In language learning, some teachers concentrate on usage in the design of the classroom. The aim is to show to learners how sentences are formed to illustrate linguistic and grammatical rules, but learning a foreign language requires more than learning the rules. It is necessary for learners to have the ability of using English knowledge to achieve communicative purposes.

Most teachers observe that keeping silent in the classroom without being active may affect the process of acquiring a foreign language. The learner may lack the ability to

communicate. Classroom interaction gives opportunities to learners to use the language in real situations. Interaction is viewed as significant because learners can decompose the target language structures and derive meaning from classroom events. Interaction also gives learners opportunities to incorporate structures into their speech.

Recent developments in education (Nunan, 1992, Slavin, 2003), emphasize the role of the learner in the learning process. Consequently, in recent years, there has been a shift from more traditional classes where teachers are the dominant factors and play the principle roles in the process of teaching to more learner –centered instruction in which the learner is responsible for learning process. Classroom research focuses on what action learners take to master the target language. A growing body of research seems to show that interaction plays an important role in learning a second language. It appears to be effective in developing communicative competence of the learner.

In traditional methods, the teacher focused only on transferring information and linguistic knowledge about the language to learners. They listen without any reaction. Through these methods, learners develop their ability of building grammatical sentences. Later, teachers shift their attention toward developing the communicative competence of the learner. Woods (1996: 188) asks many questions relating to the exact nature of language learning: is language something we learn through first consciously 'knowing' and then transferring that knowledge to application, or something we learn through doing; i.e. through experience?. Wood's explanations about the nature of language teaching push teachers to think more seriously that mastering a foreign language is not only a matter of developing linguistic competence. Learners are required to be competent speakers.

Learners are asked to use their efforts in the process of learning and to discover things for themselves rather than focusing on teacher's knowledge. In traditional methods, teachers look to the teaching process as a matter of transferring knowledge from the teacher to the learner. They consider teaching and learning as a 'cause and effect' relationship, but when learner-centered methods becomes dominant in teaching, teachers find that it is not necessary if teaching happens, learning will automatically take place (Ellis, 1980).

Recent research focuses on the classroom setting where learners are able to use language. Some classroom processes lead the learner to successful learning of communication ability. Peer interaction is regarded as an important factor in achieving communicative competence. Long (1983, cited in Nassaji, 2000: 243) reports that "learning a new language is a function of social and meaningful interaction." Interaction consists of "sharing ideas and opinions, collaborating toward single goal, or competing to achieve individual goals." (Pica et al., 1993, cited in Nassaji, 2000: 245). During interaction, learners may notice things about their language that they do not notice by themselves and which are considered important in developing the ability to use the language. Learner-centered instruction gives learners the opportunity to interact with their peers, discuss topics, give opinions and ask for information about the language. This gives them the freedom to use language.

Woolfolk (2004: 41) emphasizes the importance of learners' interaction with their peers in order to test their thinking, to be challenged, to receive feedback, and to observe how others work out problems. Collaboration with peers has proven itself a successful and uniquely powerful learning method. The learner should create a friendly environment during interaction; this encourages the development of trust and cooperation among participants. To promote interaction among peers, teachers encourage cooperation rather than competition

because students learn from their peers and from working through correcting mistakes (Ellis, 1980).

Interaction is considered beneficial for both good and weak learners (Woolfolk, 2004). During this process, proficient learners give to their peers information and knowledge about the language. This does not mean that proficient learners do not benefit from interaction. They work on making their peers understand by thinking, working and discovering information, or adding new knowledge to the old ones. They progress in the process of learning.

2. 1.1 The Management of interactive learning

Teachers must think about the management of interaction in the classroom; they are required to look for the best ways for improving learners' ability of communicating in a foreign language. They need to ask intelligent questions about learning and teaching processes. Recent research, as we have said before, shifts teacher's attention from focusing on methods of teaching to a focus on the learner's behavior in the classroom.

The sake of managing interaction between peers is to give every learner the possible opportunities to use the language (Black, 2005). In fact, everything we do in the classroom is for what learners possibly learn from being there (Brown, 2001: 13). Interactive language instruction involves teachers and learners to engage in activities that create conditions for faster language use which leads to achieve communicative competence.

Interactive activities need to be managed well (i.e. decide the kind of activities: role play, games, discussing topics...) and the teacher needs to stay engaged throughout, even when learners are working in peers. Teachers need to be ready to facilitate and provide resources for learners. According to Ellis (1980), it is important to spend time listening to learners talking to each other. This may help teachers to hear something that the whole group

would be interested in talking about and to discover vocabulary problems or problems with learner's use of grammatical form that is causing communication breakdowns.

According to (Brown, 2001: 15), to make interaction meaningful and effective, teachers need to know their students well. Which students work well with other students? Are their individuals who would not be comfortable to work with each other? What are learners' goals, interests, and expectations? What do they want to get from the class? Interactive opportunities flourish in the classroom when there is a sense of trust and community among peers. The teacher can create this positive relationship by showing interest in students, encouraging them to voice their ideas and feelings, valuing what learners think and say, providing feedback.

2.1.2 Cooperative and Collaborative Learning

Choosing a given methodology for teaching a foreign language depends on what assumptions we have about learning and the way it takes place. In the classroom, learners use different strategies to achieve their goals. O'Mally & Chamot (1990: 139) classify learning strategies used by learners into three: metacognitive, cognitive and social/affective strategies. The latter include: questioning for clarification, cooperation, self talk and self reinforcement. They consider cooperation in classroom as an important factor in learning. They define it as "working together with peers to solve a problem, pool information, check a learning task, model a language activity or get feedback on oral or written performance."

Cooperative learning involves interaction with other people; this meets the principles of communicative language teaching. According to Richards and Rodgers (2001: 151),

Cooperative language learning originates outside of language teaching, but because it is compatible with many of the assumptions of communicative language teaching it has become a popular and relatively uncontroversial approach to the organization of classroom teaching in many parts of the world

Cooperative and competitive learning are two processes which promote progress in a foreign language. During interaction learners are required to help each other in providing knowledge. Only cooperation can meet this requirement. From Oxford's (1990: 145) standpoint "Cooperation implies the absence of competition and the presence of group spirit.". Some learners do not have enough knowledge of the target language to provide useful input. In addition, some personalities of learners can make interaction ineffective. Most of these problems can be solved by using cooperative learning.

Richards and Rodgers (1986: 195) emphasize the role of cooperation in enhancing learning and provide the following definition:

Cooperation is working together to accomplish shared goals.
Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members.
Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each others' learning.

Learning a language is not a matter of looking to what other learners are doing. It requires engaging and interacting with them. Piaget (1964, cited in Woolfolk, 2004: 4) emphasizes on the vital role of interaction in helping learners to construct their own knowledge and understand a foreign language:

Knowledge is not a copy of reality. To know an object, to know an event, is not not simply to look at it and make a mental copy or image of it. To know an object is to act on it. To know is to modify, to transfer the object, and to understand the process of this transformation, and as a consequence to understand the way the object is constructed.

Cooperative and collaborative learning have many advantages for learning. Nunan (1992: 13) mentions some of these:

- Learners are an important resource for their own collective learning, and this resource can be assessed through collaboration, cooperation and experiential learning.
- Learning is a social as well as a psychological process
- Collaborative learning can help learners to use what they already know to go beyond what they currently think.

2.2 Communicative Activities

A communicative activity is any kind of activity which engages the learner to use the L2. In interactive learning, teachers are asked to design communicative activities so as to provide opportunities for learners to produce the language. These communicative activities are designed to help learners to bridge the gap between linguistic competence and communicative competence (Widdowson, 1978). In addition, these activities provide opportunities for positive personal relationships that develop among teachers and learners. These relationships create an environment that supports the individual to use language.

In traditional methods, teachers are dominant the factor in the learning process. They play the principle roles: discussing, correcting, and giving knowledge. Learners are only

listening and memorizing information; they are passive participants. Recent teaching method shows that to develop communicative competence learners are required to conduct their learning. According to Littlewood (1991: 19), the role of the teacher is less important than in traditional methods. He can offer advice or provide necessary language items. If learners cannot agree on any point, he can resolve their disagreement. In other words, he is available as a source of guidance and help.

In communicative activities, the learner has to activate and integrate his knowledge and skills in order to use them for communication. During interaction process, learners are aware of the kind of language they use and, they try to look for ways of improving it. Some activities like discussion, peer feedback, negotiation of meaning are in a high status because they help learners to use and build knowledge about a foreign language.

2.2.1 Functional Communicative Activities

According to Littlewood (1981: 12), language practice should help the learners relate the language forms to their social meaning. On the one hand, the activities should involve the learners in using the language to achieve a communicative purpose. Littlewood(1981) called this type of activities 'Functional Communicative Activities'. They are used to help the learners develop communicative abilities and strategies such as to keep in mind shared knowledge, to use feedback, to negotiate meaning, and to paraphrase. In addition, these activities help learners to learn how to interact successfully, when to interrupt, how to disagree, and how to take turns.

2.2.1.1Peer Feedback

Students' discussion is identified as a key component of interactive learning; researchers agree that this is where real learning takes place. According to Long (cited in Black, 2005), "good discussion engages participants in a dialogical process that leads to increasingly sound well grounded and valid understanding of a topic or issue.". Through discussion, learners develop their reflection and thinking. Thus, students are viewed as participants in the construction of meaning through interaction with their peers (Black, 2005). However neither interaction nor discussion alone is enough to guarantee that students will reach the critical interaction of learning the communicative competence.

Black (2005: 15) considers that most discussions consist of sharing and comparing information while little attention is given to promoting correction and analysis of language. In this exploratory study, peer feedback is used as a means of language development. Students provide feedback to each other, specifically related to the quality of language use. These feedbacks enable learners to grow and learn from each other.

Feedback plays an important role in learning a foreign language. In general, instructional feedback provides students with information that either confirms what they already know or changes their existing knowledge and beliefs about language (Mory, 2004: 745-783). Nicol and Macfarlandick (2006: 205) suggest that feedback serves as a form of formative assessment, designed to improve and accelerate learning the target language. Specifically, they describe feedback as "anything that might strengthen students' capacity to self regulates their performances". According (Nicol and Macfarlandick: 2006), good feedback performs the following functions:

1. Clarifies what good performances are (goals, criteria, and standards).
2. Facilitates the development of self- assessment and reflection about the language.

3. Delivers high quality information to students about their learning of the communicative competence.
4. Encourages teacher and peer dialogue around learning which promotes communicative competence.
5. Provides opportunities to close the gap between current and desired performance.
6. Encourages positive motivational beliefs and self esteem.
7. Provides information to teacher that can help shape teaching.

2.2.1.2 Advantages of Peer Feedback

The use of peer feedback in the classroom has a number of advantages. It provides new learning opportunities for both givers and receivers, and builds community that will create interaction (Mory, 2004). By asking students to provide feedback to each other, learning takes place and learners achieve greater understanding.

When students engage in a feedback process, meaningful interaction increases. Interaction with peers and interaction with the content of the discussion promote students satisfaction with the course (Swan, 1985). Peer feedback has the potential to increase the quality of discourse, and thus the quality of learning the target language. Receiving feedback has an influence on learning the language. In addition, students may also benefit from giving feedback to peers. Lin, Lin, Chiu and Yuan (2001: 248) propose that, "When asked to offer feedback to peers , students progress beyond the cognitive processes required for completing a given task, as they must now read, compare, or question ideas, suggest modifications, or even reflect on how well one's own work is compared with others".

McConnell (2002: 89) suggests that collaborative assessment moves students away from dependence on instructions as the only, or major, source of judgment about the quality

of learning to a "more autonomous and independent situation where each individual develops the experience, know-how, and skills to assess their own learning". Thus, students are offered the opportunity not only to reflect on the work of their peers but also on their own work.

2.2.1.3 Negotiation of Meaning

For Littlewood (1991), the concern in the communicative approach is to develop learners' ways of communication which aims at developing their communicative competence. It is widely argued that engaging in communicative language tasks help learners to enhance in a language. These tasks provide opportunities not only in producing the language, but also to manipulate, modify it, checking and clarifying problem utterances.

Negotiating for meaning confirms that through this process participants receive comprehensible input and generate comprehensible output, both have a role to achieve a communicative competence. Moreover, learners' should be given the opportunity to negotiate the new input through speech modifications and conversational adjustments. Long (1983: 19) justifies the need for negotiation of meaning as follows:

if it can be shown that linguistic and/or conversational adjustments
promote comprehensibility, and that comprehensibility promotes
acquisition, it can be decided that the adjustments promote acquisition.

Furthermore, since the purposes of communicative approach is to achieve communicative competence. It is not enough for students to have knowledge of a foreign language: forms, meaning and functions. They must be able to apply this knowledge in negotiating meaning and this can be achieved through interaction between learners.

2.2.1.4 Comprehensible Input

For language learners, successful comprehension has a role to develop in communicative processes. It is now regarded important to progress in a foreign language. Krashen has popularized the term comprehensible input. It refers to the fact that not all the target language they hear makes sense to them. According to Krashen(1982), we make progress in the language by understanding messages expressed in a way that is slightly beyond our current level of competence, but which we can make sense of by using background knowledge and the context (in Long: 1983, 211).

Inputs learners get do not only serve to comprehend the current message, but also to pick new items of grammar and vocabulary and to improve their fluency in speaking. It is not easy to see how comprehensible input promotes development (Long, 1983). One possibility is that it is the effort made by the learner to comprehend the input that fosters development. Long (1983: 214) has proposed the following model to account for the relationships between negotiated interactions, comprehensible input, and language acquisition.

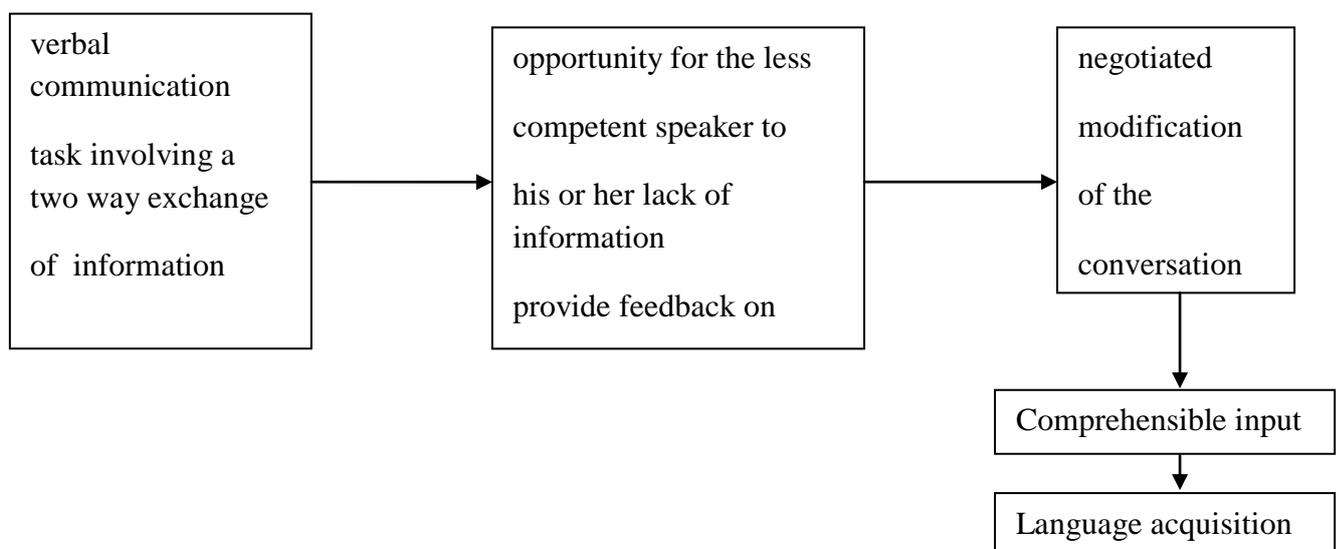


Figure2: Long's Model of the Relationship between Type of Conversational Task and Language Acquisition (from Long 1983:214)

This model is different from Krashen's idea of the sequence of events involved in acquisition of a foreign language. He summarized his idea as follows:

Comprehensible input is possible for progress in language acquisition.

Output is possible as a result of acquired competence. When performers speak,

they encourage input (people speak to them). This is conversation. (Krashen, 1982:61)

Comprehensible input is regarded sufficient for acquiring semantic competence in the target language. Comprehensible output is needed in order to gain grammatical competence. That is students are required to struggle with producing output which is comprehensible to their interlocutors if they are to master the grammatical markers of the language. Such mastery is a result of the negotiations in the process of interacting. (Swain, 1985).

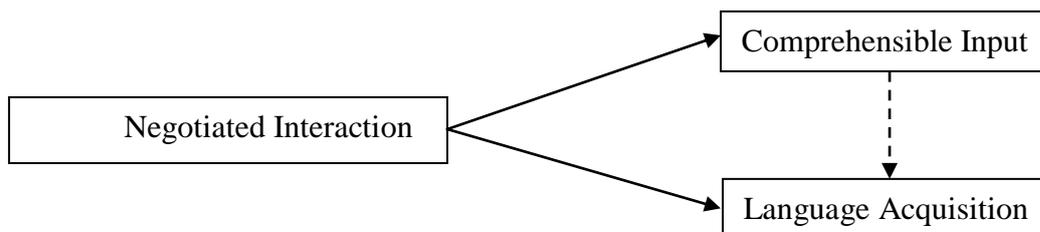


Figure3: a Model of the Relationship between Negotiated Interaction and Language Acquisition (from Long, 1983).

The broken line between comprehensible input and language acquisition represents the possibility that comprehensible input might still make a direct contribution to language acquisition. Negotiated interaction refers to those modifications that occur in conversations between peers. These interactional adjustments include a range of attempts to understand and be understood.

2.2.2 Social Interactive Activities

In these activities, we take into consideration the social context for language use. Learners here have to pay attention to both the communicative and the social meaning of language. To achieve this purpose, teachers should give to the learners opportunities to use language in different social situations that go beyond the classroom environment. Learners are asked to imagine themselves outside the classroom. Their focus should be on communicating meanings rather than producing language forms.

2.2.2.1 Role play

Providing role play in the classroom is very important in developing learners' oral proficiency. The students may be asked to perform dialogues using the foreign language. This will help them to know how to behave in specific social contexts. This kind of activity creates a good atmosphere in the classroom that gives learners the freedom to practice the language and improve it.

Role play is a good technique for providing interaction in the classroom. Revell (1979: 60) sees role play as: "an individual's spontaneous behavior reacting to others in a hypothetical situation." This indicates that the learner creates a new identity with new views. The advantages of role play are:

- Acting requires the use of language; hence learners will develop their ability of communicating
- It provides spontaneous use of language during interaction
- Role players learn the interactive skills of arguing, informing, discussing, asking, and answering.

2.2.2.2 Group work

Group work is extremely fruitful in the development of communicative ability. It gives learners a total freedom to express ideas, knowledge, and different problems they face during learning. Here, learners correct each other's mistakes because they engage in debates with their classmates. Learners in this activity create a social environment of trust and community that helps them to interact freely.

Oral interaction involves collective work to solve problems and provide solution. Group work is a meaningful process because the students need to interact with their peers and to develop a range of social and linguistic skills which are of great importance to progress in language learning. It presents the following advantages:

- During this process they make an evaluation of the utterances.
- Learners can ask for clarification and correction.
- Group work push engages learners in the process of negotiating meaning which is crucial for language development.

2.2.2.3 Discussion

A discussion is an activity for developing learners' communicative ability which aims to give and receive pinions and ideas about the language. For example, after presenting a work, the whole class discusses and comments on the subject. It is thus an important factor in promoting the use of language in interactive situation. In a discussion, not only the ability to speak is developed, but also learners can develop the ability to listen and understand, to answer appropriately. The advantages of discussion are:

- Participants are engaged in producing and analyzing utterances
- There is a give and take of information which promotes the language development.

- The learners use the knowledge of language and put it into communicative use (Revell: 1979).

Conclusion

Learning a language is not a matter of developing the linguistic competence; ie knowing how to use grammatical features in building sentences. It is necessary for learners to develop their ability of communicating and using linguistic knowledge in communication. An important aspect of the communicative skill is the ability to take account of the social meaning as well as the functional meaning of a foreign language forms. The competent speaker chooses language which is not only functionally effective, but it is also related to the social situation he is in

In the classroom setting, teachers social situation he is in. provide some activities that help learners to develop their communicative competence. Interaction is considered as a key to this development because through this process learners have the freedom to use and develop the language.

CHAPTER THREE

DATA COLLECTION, ANALYSES AND RESULT

Introduction

In the first and second chapters, we have presented a literature review about the role of peer interaction in developing communicative competence. In these chapters, we take into consideration different views from various books. To determine this work it is high time to look at something more practical, by the latter we mean our investigation which is undertaken on a specific population.

This study sets to determine the role of peer interaction in developing communicative competence. Hence, we have chosen to work on second-year students. At this level, learners are able to develop their ideas about the best ways of acquiring language as a communicative competence. In this work, we are going to use a questionnaire to investigate the hypothesis. This questionnaire is handed to teachers and learners at the department of English, University of Constantine. It aims at providing an idea about learners' ability of communicating as linking it to their way of interaction in the classroom. In addition, this part of study aims at investigating whether teachers are aware of the characteristics of communicative approach and how they lead their learners towards communicative competence.

3.1 Description of the Questionnaires

3.1.1 Teachers' Questionnaire

The questionnaire is designed to gather information about how teachers help in developing learners' communicative competence through knowing their capacities, their needs and the different activities they must practice in the classroom. The questionnaire is composed of 16 questions. Teachers are required to give answers to some questions by 'Yes'

or ' No' and in other questions, they are asked to pick out the right answer from a number of options and to give full statements whenever necessary.

3.1.2 Students' Questionnaire

This questionnaire is given to learners to know their opinions about the nature of language learning and the kind of activities they need to perform in the classroom in order to develop communicative competence. In addition, this questionnaire helps us to get an idea about the benefits of working with peers through different justifications. Learners are asked to answer by ' Yes' or 'No' with brief justification whenever necessary. Sometimes, they choose the right answer from different options.

3.2 Administration of the Questionnaires

3. 2.1 Teachers' Questionnaire

The questionnaire is handed to 10 teachers of oral expression. This number is a mixture between old and new teachers to collect different views about how to develop communicative competence of the learner. In addition, to know how experience has a role in teaching a foreign language. Since teachers have not enough time, they are given a period of time 'one week' to answer the questionnaire.

3.2.2 Students' Questionnaire

As we have said before, we are going to work with second- year students as a population, but since it is difficult to cover all the groups simply because such a task would be time consuming. We choose to work on a sample. We follow randomization in collecting the sample, we choose a learner or two from different groups and we give them the questionnaire. The number of learners is 25. They answer the questions immediately, Polit et. al. (2001) states that:

Sampling involves selecting a group of people, events; behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible.

3. The Analysis of the Questionnaires

3.1 The students' Questionnaire

1. Background information on the students

Q: Students age

Age	N	%
19	5	12
20	14	56
21	4	16
22	2	8

Table 1: Students' Age

Form the results; we notice that most of learners are at the same age

Q 2: Students sex

options	Male	Female
N	3	22
%	12	88

Table 2: Students' Sex

Twenty two respondents of the questionnaire are females and three males. We find that in Algeria, generally speaking the number of female is higher than that of male in the classroom.

Q 3: Why did you choose to study English?

options	They like it	obliged
N	18	7
%	72	28

Table 3: Learners choice of English

There are different views for the reason why they choose English. Most of learners (72%) choose English because they like it. Others (28%) are obliged to study English for the reason that they like to study another branch, or as they have said, their parents oblige them to study English. This can affect their results in learning English.

Q 4: How would say you speak English?

options	very well	well	average
N	/	14	11
%	/	56	44

Table 4: The Level of Language Speaking

This question aims at assessing learners' speaking ability. They are asked to say how well they speak English: very well, well, or average. As far as the results obtained, we notice that most of learners speak English well (14). This indicates that they master some rules of communication. Eleven students have an average level because they find some difficulties

while communicating. No one answers by ‘very well’. This, in fact, can either be due to the fact that they have not yet built a communicative competence because of the lack of interaction among learners, or some learners do not like to participate.

Q 5 : How often do you participate in the classroom?

options	always	sometimes	rarely	never
N	2	15	8	/
%	8	60	32	/

Table 5: Classroom Participation

Most of the learners respond with 'sometimes'. They do not participate because they are not able to communicate in English. Only two learners respond by ‘always’ and this is a small number if we compare it with the number of learners in the classroom. 8 learners respond with ‘rarely’; we notice here that learners do not use language in the classroom because of the lack of ability to communicate.

Q 6: Do you prefer?

options	N	%
group work	8	32
individual work	8	32
peer work	9	36

Table 6: The Way Learners Work in the Classroom

Learners are asked to say whether they prefer group work, individual work, or peer work. From the results, the majority of them prefer working with peers (9), which translates to (36%). This indicates that most of them are aware of the fact that working in peers helps

learners to practice the language and develop the communicative competence. Since communication requires learners to interact with each other, they are asked to work in groups.

Q 7: Justify your answer

Learners are asked to justify their answers if they prefer working in groups, individually, or in peers

In the different justifications, we notice that learners prefer peer work because they learn from correcting mistakes, they discover new information. They know how to exchange ideas and opinions. In addition, working in peer groups helps them to communicate in different situations. One of students responds saying that, in the classroom most learners are shy; they do not participate in front of the teacher. So, they can feel confidence and practice the language freely when they interact with learners.

Justifications	N	%
eg1: We discuss the ideas together and discover new information.	5	20
eg2: I can not work with noise, a group work need more speaking. Individually I prove my English.	2	8
eg3: I prefer study in groups because we benefit from the different mistakes we made.	8	32
eg4: This kind of work makes a good atmosphere for learning and exchanging opinions.	7	28
No answer	3	12
Total	25	100

Table 7: Learners Justifications

Q 8: How do you prefer to be in the classroom?

options	silent	talkative
N	16	9
%	64	36

Table 8: Learners Situation in the Classroom

Among twenty five respondents, 16 prefer to be silent in the classroom and 9 prefer to be talkative. We notice from these results, most of learners do not try to use the language; they do not interact even with the teacher or their classmates. They prefer to memorize and listen without any reaction and comments.

Q 9: How often do you participate in the classroom activities without being asked by the teacher?

options	frequently	sometimes	rarely	never
N	2	9	14	/
%	8	36	56	/

Table 9: Learners Participation

Within the same line of the research subject the role of Peer Interaction in Developing Communicative Competence we are going to investigate learners' participation in the classroom. Learners are asked to answer by frequently, sometimes, rarely, or never if they participate in classroom activities without being asked by the teacher.

As far as the results obtained, we find that (56%) students are rarely contribute or interact with the teacher even if they are not asked by the teacher. Only 9 learners respond that they sometimes participate and only 2 interact frequently with the teacher. The problem here is related to the teacher's role in the classroom. Even if his role is not to ask learners each time to talk, he needs to motivate them to interact and to use the language.

Q 10: Do you feel satisfied in the different activities you perform in the classroom?

options	yes	no
N	15	10
%	60	48

Table 10: Opinions about Classroom Activities

The vast majority of learners (fifteen from twenty five) says yes and find that these activities enable them to communicate with their peers, exchange ideas and opinions. In addition, these activities help them to practice whatever they learn, use the language, and improve knowledge. Learners who respond by ' no ' (10) which translates to (48%), justify their answers by saying that these activities are not enough to develop communicative competence and to use language in the classroom, they need more activities outside the classroom.

Q 11: What is the type of the relationship between you and your teacher?

options	N	%
good	9	36
Bad	1	4
neutral	15	60

Table 11: Teachers and Learners Relationship

These choices come to check whether the teacher behavior in the classroom has an influence on the learners' performance. To develop communicative competence, teachers are asked to follow certain behavior in order to enable learners to use the language naturally. Out of twenty five, fifteen students answer by 'neutral,' which translates to (60%). Teachers do not yet know how to create interactive classroom because they still think that teachers must put a gap between them and learners. But, communicative language teaching sets that teachers are required to know the learner communicative needs. Only through interacting and discussing everything with them even if is not related to the learning knowledge, they can help learners.

In comparison, others (9) which translate to (36%) consider that they are able to use the language if they interact only with the teacher without learners' interference. For them, good teacher is the one they give them the chance to conduct learning by themselves

Q 12: What is the type of atmosphere which exists in the classroom?

options	friendly	fearful	neutral
N	19	0	6
%	76	0	24

Table 12: Classroom Atmosphere

A look at the tables shows that most of them respond by 'friendly' (out of 25, 19 of learners respond) the equivalent of (76%). This indicates that they are able to communicate and interact with each other naturally. Developing communicative competence requires special environment where learners have the ability to interact and discuss different topics to get knowledge about the language.

Q 13 : When you make mistakes, do you prefer to be corrected?

options	a	b	c
N	21	4	0
%	84	16	0

Table 13: Mistakes Correction

These items of information come to investigate whether learners are aware of the importance of correcting mistakes during interaction with peers. A look at the table shows that the majority of them prefer to be corrected whenever they make mistakes (84%). This result indicates that to develop communicative competence learners need to have more opportunities to practice the language and to correct different mistakes they face.

In comparison, 4 students, which translate to (16%), do not agree with the sequence correction of mistakes. According to CC principles, errors are important in developing language, and providing feedback can enhance learners' oral proficiency. Learners prefer the correction of mistakes that are related to comprehension because they consider them as a key to store vocabulary and to know how to use language in each situation.

To sum up the comments on this question, we need to say since communicative language teaching gives learners the opportunity and the freedom to use the language they could make mistakes. Correcting students mistakes each time may have bad consequences on the performance of the learner and the learning process; here, learners start thinking about mistakes and forget about the communicative competence. Teachers are asked to provide learners with more opportunities to practice English without having to worry about the too many mistakes they make.

Q 14: In learning a language, do you prefer?

a-Learning the grammatical aspects of language

b- Learning how to communicate

options	Learning Grammar	Learning Communication	Both
N	7	16	2
%	28	64	8

Table 14: The Nature of Language Learning

This question investigates learners' opinions about the nature of language learning; whether they learn the grammatical aspects or how to communicate in English. The table above shows that the majority of learners (64%) respond by to learn how to communicate in English. In real life, communicative interaction requires knowing how to use the language in different situations. Learners need first to think of the meaning they want to express. Real language use is when one uses language to say something and not to say something, he uses language forms. For example, in the classroom, learners need to use the language if they want to ask for something; to leave the class, to ask for clarification or repetition.

Out of 25, 2 respond by choosing the two choices). They consider language learning is a matter of knowing the features of grammar and how to use these features in real communication. Through communication learners can learn different grammatical components of the language.

Q 15: Justify your answer, please.

Learners are asked to justify their answers about the nature of language learning. They prefer learning the grammatical rules, or knowing how to communicate with others using the language

Justifications	N	%
eg1: When I know the grammatical aspects I can use English language very well in my communication.	5	20
eg2: Without communication we can not develop linguistic competence because during communication we use the grammatical features to convey messages.	8	32
eg3: In communication we do not focus on how to build grammatical sentences our focus on how not use these sentences in the specific situation.	7	28
Eg4: Learning grammar in facts is good, but it makes me limited. I prefer to communicate in order to feel free in learning English.	1	4
No answer	4	16
Total	25	100

Table15: Justification about the Nature of Language Learning

The justifications provided by learners about learning how to communicate in English are approximately similar, as the following justifications from different learners might suggest. One learner confirms that we learn new words by communicating with each other rather than by learning grammar. Other learners justify saying that the way of communication is important; without communication you can not develop the language. In addition, some

learners focus on learning communication because they are required in daily life more than learning grammar. The rest of learners justify their answers about learning grammar saying that when they know grammatical aspects they can use the English language well in communication. Others say that, the key to develop in the foreign language is to know different grammatical aspects.

Q 16: In classroom lectures, do you prefer?

- a- Listening to the teacher explanation
- b- Interacting with your learners

options	Listening to the teacher	Interacting with learners
N	4	21
%	20	84

Table16: Learners Preference in the Classroom

The main hypothesis of the present research is to show the importance of interaction in developing communicative competence. That is, for one to learn a foreign language, he must use it. Learners are asked, here, whether during classroom lectures they listen to teachers' explanation or interact with learners. Most of learners (84%) prefer interacting with their peers, and only 20% who choose to listen to the teacher. This result indicates that learners are aware of the benefits of interaction in developing communicative competence. Some learners prefer to listen to the teacher because of their personalities and not for their capacities. This may affect their CC performance.

Q 17: If you choose (b), please say why?

Reasons	N	%
eg1: Exchange ideas and knowledge	10	40
eg2: Providing feedback to each other	8	32
eg3: Correcting mistakes and creating a good atmosphere for learning	5	20
No answer	2	8
Total	25	100

Table 17: Reasons

The reasons provided by learners are as follows. In their opinions, interacting with their peers helps them to use the language and discover new information. In addition, they benefit from correcting mistakes and providing feedback.

Q 18: What type of activities do you prefer?

a- Communicative activities

b- Grammatical activities

options	a	b
N	19	6
%	76	24

Table 18: Types of Activities

This question aims at investigating our hypothesis about the way of developing communicative competence. The majority of learners (19) prefer communicative activities. These activities are more beneficial in developing communicative and linguistic competence

since it allows learners to use grammatical knowledge in real communicative situations. In contrary, some learners prefer grammatical activities because they do not like interaction and discussion with others.

Q 19: How do you find working with your peer?

Options	beneficial	not beneficial
N	22	3
%	88	12

Table 19: Opinions about Peer Work

The aim of our research is to show the importance of interacting with peers in developing CC. Learners, here, are asked whether they benefit from working with their peers or not. Not surprisingly, the majority of learners 22 say ‘beneficial’ which is the equivalent to 88%. During their lectures, they notice the development when they interact.

Learners’ justifications of the benefit of working with their peers are quite alike. Some learners say that working with peers enables them to share ideas, knowledge, and information. One of them says working with my peer gives me the power to search about the information I want in any time. Other learners justify their answers saying that when we discuss with our peers, we can understand what they mean because each of us knows his way of thinking, so we can communicate well and naturally. In addition, as others say, working with peers helps us to give and take knowledge, discover, and correct mistakes. This, generally, helps in developing the language use.

To sum up the different views, learners are aware of the benefits of working with learners of the same age. Because they understand each other, discuss, exchange, give and

take information, and benefit from the different mistakes they make. All these factors help in developing communicative competence.

Q20: Would you add other comments about how to develop communicative competence?

Learners are asked to add some suggestions or to give comments about how to develop communicative competence.

Suggestions	N	%
Eg1: Giving more freedom to communicate in the classroom	4	16
eg2: Practice the new words in order not to forget them. In addition, we need to read novels, discuss and debate in the classroom	4	16
eg3: Using internet, TV channels (movies, series), listening to music. In addition, communicating with native speakers	2	8
No answer	15	60
Total	25	100

Table 20: Learners Suggestions

We read comments on how to develop communicative competence. Some learners think seriously about their ability of communicating in the foreign language; they suggest different solutions (reading, discussing, communicating). What we have observed is that the majority of the learner does not yet know how to develop their communicative competence because of the lack of teachers' advice and guidance.

I personally think that the nature of CLT gives learners the freedom to use and to talk about different problems they face them when they learn the foreign language. So, in order to develop their CC they need to know what their abilities are and what they are able to do.

Teachers' Questionnaire

Q 21: How many years have you been teaching English at the university?

Number of years	N	%
One year	2	20
Two year	1	10
Four year	2	20
Eleven year	4	40
More than thirty years	1	10
Total	10	100

Table 21: Teaching Experience

As far as teaching experience is concerned, most of teachers have more than one year teaching experience. This shows that they are familiar with different methods used in teaching, and they are able to talk about learners' requirements and needs of developing communicative competence.

Q 22: Have you followed a particular approach?

Options	N	%	eg
T Yes	7	70	communicative approach, process approach
t No	3	30	use whatever fit the situation

Table 22: Teacher approach of teaching

Since most teachers have experience in teaching English. The majority of them have spent an important number of years in the field of teaching. The experience allows them to use a special approach that they find it appropriate to situations of learning. This tendency is alternating between the communicative and the process approaches. These two approaches are based on the use of language. Teachers who do not yet have experience in the field of teaching respond saying that they follow whatever fits the situation. Experience has a great role in the process of learning.

Q 23: According to you, language is

- a- A system of grammatical rules and lists of vocabulary
- b- A social means of communication

options	Grammatical rules	Social communication	Both
N	2	5	3
%	20	50	30

Table 23: The Nature of Language

According to (50%) of teachers, language is a social means of communication. Learners are required to use it to perform different functions for communicative purposes. This definition corresponds to the views that language is a social means of communication.

Q 24: To learn a language means

- a- To learn the grammatical knowledge
- b- To learn how to communicate

options	Learning grammar	Learning communication	Both
N	2	5	3
%	20	50	30

Table 24: Language Learning

As far as the results obtained, (50%) of the teachers respond by learning how to communicate. They observe that learners can not enhance their language if they do not use it when they interact with others. Other teachers consider language learning as knowing the grammatical features and how to use these features in communication. Language is not a matter of developing linguistic competence, but also how to achieve communicative competence. Both accuracy and fluency are crucial for language learning.

Q 25: Do you consider the role of the teacher is?

- a- A source of knowledge and information
- b- A guide and facilitator of learning

Options	Source of knowledge	Facilitator
N	7	3
%	70	30

Table 25: The Teacher role

The answers provided by the teachers are approximately similar. According to them the role of the teacher is to facilitate learning. This indicates that teachers are aware of the principles of CLT, and it is important to let learners discover and use knowledge by themselves in order to develop communicative competence. So, teachers need to be as facilitators as possible in the learning process (see .p. 9). What we notice here is that there is a contradiction, some teachers answer by teaching communication, and at the same time facilitating leaning. Teaching grammar requires more control, and it requires from the teacher to provide knowledge and information. Teachers need to think about the teaching process.

Q 26: Do you make your learners work?

Options	individually	In pairs	In groups
N	1	4	5
%	10	40	50

Table 26: Classroom Management

(50%) of the teachers make their learners work in groups, and (40%) in pairs. The results show that developing communicative competence requires working together to share ideas, correcting mistakes and providing feedback. Communicative activities are generally interactive in nature and require the learner to work in pairs and in groups. Some teachers prefer individual work because they find difficulties in grouping learners or they prefer to control each learner individually.

Q 27: Are your activities based on?

a- Structural activities (practicing the forms).

B-Communicative activities (interaction and communication among learners).

Options	Structural activities	Communicative Activities	Both
N	1	2	7
%	10	20	70

Table 27: Classroom Activities

Teachers' views on the kind of activities are quite alike. Most of them consider communicative and structural activities go hand in hand with each other. Communicative activities such as group work, discussion, negotiating meaning, should be used to enhance the learner communicative ability. Through these activities, learners can control their grammatical structure and practice different forms of language. So, learners can develop both fluency and accuracy when they practice communicative activities.

Q 28: Do you explain to your learners that they are learning the communicative use of language?

Options	yes	no
N	8	2
%	80	20

Table 28: Communicative Explanation

Here, we notice 8 answering by 'yes' against 2 saying 'no'. Those who answer by yes think that talking about communicative use of language helps to gather information about the learners' needs of developing CC. In addition, teachers can motivate them when they show the benefits of using the language. Other teachers prefer not to talk about language use because this takes a long time of discussion, and learners do not like to listen to long discussions.

To sum up these views, teachers are required to talk about the communicative use of English in order to show to their learners the nature of language they learn. They are not obliged to talk each time, only when they find learners need these advices.

Q29: Do communicative activities come after the structural ones?

Options	yes	no
N	9	1
%	90	10

Table 29: Communicative and Structural Activities

The majority of teachers answer by ‘yes ’only one teacher responds by ‘no .’The justifications provided by teachers are different. One of the teachers confirms that to practice what they have already learned; once they have learned the grammatical knowledge they need practice (communicative activities). Another teacher remarks that students cannot have a single meaningful communication unless they have reasonably practiced enough useful language forms. Teachers who say no, justify as follows, learners may learn the structural activities when they communicate. Others confirm that structure is implied in communication.

To sum up the different views, teachers are aware of the principles of communicative language teaching in developing communicative competence. In order to achieve communicative competence, learners must be able to build correct grammatical sentences that they need in communication.

Q 30: Do all learners participate in the classroom activities?

If ‘No ‘is it because of:

a-Overcrowded classes?

b- Various levels of ability?

c-Lack of motivation?

Options	yes	no	a	b	c
N	4	6	4	3	5
%	40	60	40	30	50

Table 30: Learners Participation

As far as the learner participations in the classroom, most teachers confirm that the majority of learners do not participate because of the huge number of learners in the classroom. They do not have enough time to use the language. In addition, the lack of motivation may influence negatively the learning process. Some teachers focus on particular learners and forget others, this leads to the lack of interest from learners.

Q 31: Do you try to create a friendly atmosphere in the classroom?

Options	yes	no
N	9	1
%	90	10

Table 31: Classroom Atmosphere

90 % of teachers try to create a friendly atmosphere in the classroom. They recognize that in order to create an interactive classroom, teachers are required to build an atmosphere

Options	co-operative	competition	both
N	1	1	8
%	10	10	80

that helps learners to exchange ideas and knowledge through presenting jokes, and role plays.

Q 32: is the relationship which exists in the classroom among learners?

Table 32: Learners Relationship

Teachers' views on the kind of the relationship which exists in the classroom are quite alike. The number of teachers who respond using both options are 8. This indicates that the focus on teaching a foreign language is on cooperation because learners need to cooperate in order to build knowledge and provide feedback to each other. In addition, cooperation guides us toward interaction and group work which lead to the development of communicative competence. Competition on the other hand is regarded as crucial for language development because it pushes the learner to show and develop his abilities and skills through individual work.

To sum up different views, it is vital to create such relationships. But providing a cooperative one help learners to benefit from each other through different knowledge they gain.

Q33: Do you play the role of 'controller' in all the activities during teaching?

Options	yes	no
N	10	0
%	100	0

Table 33: The Role of Controller

The table shows that all teachers play the role of controller in different activities the learner performs in the classroom. There is a contradiction, here, since CLT gives learners the freedom to use the language and to interact with each other, the teacher is not obliged to control everything. Learners feel less confidence and lead them to undertake every action they do, this may affect the learning process negatively especially in acquiring communicative competence.

Q 34: Do you give learners opportunities to talk about their communicative needs?

options	yes	no
N	9	1
%	90	10

Table 34: Learners Communicative Needs

As far as the communicative needs are concerned, teachers are asked if they give learners the chance to talk about their requirements and lacks of communicative abilities. The majority of them respond by 'yes'. This shows that teachers are seriously concerned with knowing what learners are able to do and to know about language since this information help them to put objectives of lessons and to provide the different materials.

Q 35: Do you correct students' mistakes?

options	always	sometimes	never
N	3	7	/
%	30	7	/

Table 35: Students' Mistakes

Teachers are asked if they correct students' mistakes. Most of them answer by sometimes. This indicates that they give learners the role of correcting by themselves in order to develop communicative competence. Through interaction each learner asks for clarification and correction. Teachers who respond by 'always' they interact with learners this lead automatically to the correction of mistakes.

Q 36: Would you add any further comments or suggestions?

Suggestions	N	%
eg1: To learn a language is not to focus on the structural patterns or communication. The two should be used in order to develop communicative competence	4	40
eg2: Teachers should encourage classroom interaction plus more lectures devoted to oral expression.	2	20
eg3: Cooperative learning helps students negotiate meaning, come up with a diversity of ideas, feel less inhibited about speaking out, develop certain communicative techniques (such as turn- taking, arguing in response to others, polite interrupting, etc), and last but not least, provide learners with more opportunity to practice their English among themselves without having to worry about the too many mistakes they make.	1	10
eg4: Encourage learners to use more interaction in the classroom in order to develop their language use.	1	10
eg5: No answer	2	20
Total	10	100

Table 36: Further Suggestions

The suggestions of teachers about how to develop communicative competence are quite different, but in general, they lead to the aim of our research. Most of them consider that in order for learners to interact naturally with each other, teachers should create a friendly atmosphere in the classroom because this gives them freedom to talk about everything. Others suggest providing much time for discussion and debates about their communicative needs. This helps the teacher to know learners difficulties and problems when they communicate.

The questionnaire devoted to the learners shows that learners clearly favor:

- discussing in pairs or groups as they can learn better through working with friends, exchanging and discussing their views.

- working in a cooperative manner helps them to use the language naturally.

The questionnaire devoted to the teachers shows that most of them focus during teaching on providing interaction and group works among learners to help them develop communicative competence

Conclusion

The questionnaires were focusing on the following points: teachers' and learners' personal information, preferred activities, opinions on what activities the learners prefer to do in the classroom to develop communicative competence.

Our aim in this part is to investigate whether teachers and learners are aware of how to develop communicative competence. After collecting data, we observe that the majority of the learners find learning a foreign language is not a matter of knowing rules of grammar. It is also important to know how to communicate. The results also show that most teachers follow communicative language teaching principles since they manage the classroom through

focusing on these principles. To develop learners' communicative competence, the teacher should play the role of a facilitator. Furthermore, teachers should diagnose learners' communicative needs in order to know how to teach them communication.

General Conclusion

This research aims at casting some light on the importance of classroom interaction in developing learners' communicative competence and suggesting some issues for achieving oral proficiency of the population of second -year students.

In this thesis, acquiring communicative competence is related to the types and aims of providing interaction in the classroom. CLT aims at providing learners with the opportunities of practising the language. The study also looks for the possible ways of interacting in the classroom through different communicative activities provided by the teacher. We have also taken into consideration some problems that face learners during interaction like overcrowded classes and the lack of motivation for communicating.

Based on what has been studied theoretically, we came to the conclusion that different investigations and research projects have shown in recent years that there has been a growing interest in developing learners' ways of communicating in the foreign language. These ways are totally different from the traditional ones which focus only on developing grammar. Learners have all the responsibility of managing their learning and searching for knowledge by themselves, the teacher only guides them and plays the role of a facilitator of learning. This is illustrated in the place of communicative language teaching which treats language as an instrument of interaction among human beings in society, and learners need to develop this language through interaction.

The study seeks to demonstrate that learning a foreign language is not a matter of developing linguistic competence, but it requires developing the ability of communicating in different social contexts. If teachers provide interaction in the classroom, most learners could

develop their communicative competence and improve their knowledge and use of the language. Indeed, interaction gives the learners freedom to express themselves.

Based on these considerations, we hypothesized that if peers interact with each other they will develop their communicative competence. After analyzing students and teachers questionnaires, we come to the conclusion that most teachers and learners are aware of the fact that interaction is a crucial factor in developing communicative competence. In addition, providing learners with activities that create a good atmosphere in the classroom is essential for communicating. Learners prefer working with peers because they have the opportunity to say everything without teachers' interference.

Appendices

Appendix 1: Teachers Questionnaire

Teachers' Questionnaire

Dear teachers,

We would be so grateful if you could answer the following questions for the sake of gathering information about the role of peer interaction in developing communicative competence.

Please, put a tick (✓) in the corresponding box and make full statements whenever necessary.

1. How many years have you been teaching English at the university?

.....

2. Have you followed a particular approach?

.....

.....

3. According to you, language is:

a- A system of grammatical rules and lists of vocabulary.

b- A social means of communication.

4. To learn a language means:

a- To learn the grammatical knowledge.

b- To learn how to communicate the language

5. Do you consider that the role of the teacher is?

a- A source of knowledge and information.

b- A guide and facilitator of learning.

6. Do you make your learners work?

a- Individually

b- In pairs

c- In groups

7. Are your language activities based on?

a- Structural activities (practicing the forms)

b- Communicative activities (interaction and communication among learners)

8. Do you explain to your learners that they are learning the communicative use of English?

Yes:

No:

9. Do communicative activities come after the structural ones?

Yes:

No:

In either case, say why

.....

.....

10. Do all your learners participate in the classroom activities?

Yes:

No:

If "No" is it because of:

a- Overcrowded classes?

b- Various levels of ability?

c- Lack of motivation?

11. Do you try to create a friendly atmosphere in the classroom?

Yes:

No:

12. Is the relationship which exists in the classroom among learners?

a- Co- operative?

b- Competition?

c- Both?

Justify your answer, please.

.....
.....

13. Do you play the role of 'controller' in all the activities during teaching?

Yes:

No:

14. Do you give learners opportunities to talk about their communicative needs?

Yes:

No:

15. Do you correct students' mistakes?

Always

Sometimes

Never

16. Would you add any further comments or suggestions?

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

Appendix 2: Students Questionnaire

Students' Questionnaire

Dear students,

This questionnaire is part of a research work. It aims at investigating the role of peer interaction in developing communicative competence.

You are kindly requested to answer the following questionnaire

Please, tick the appropriate box (✓) and make full statements whenever necessary.

1. Background information on the students

a- Age

b- Male Female

c- Why did you choose to study English?

.....
.....

2. How would say you speak English?

Very well Well Average

3. How often do you participate in the classroom?

Always Sometimes Rarely Never

4. Do you prefer?

Group work

Individual work

Peer Work

Justify your answer, please.

.....
.....

5. How do you prefer to be in the classroom?

Silent Talkative

6. How often do you participate in the classroom activities without being asked by the teacher?

Frequently Sometimes Rarely Never

7. Do you feel satisfied in the different activities you perform in the classroom?

Yes:

No:

Justify your answer please

.....
.....

8. What is the type of relationship between you and your teacher?

Good Bad Neutral

9. What is the type of atmosphere which exists in the classroom?

Friendly Fearful Neutral

10. When you make mistakes, do you prefer to be corrected?

a- Whenever you make a mistake

b- Only when your mistake is related to comprehension

c- Not to be corrected at all

11. In learning a language, do you like?

a- Learning the grammatical aspects of language

b- Learning how to communicate in English

Justify your answer, please.

.....
.....

12. In classroom lectures, do you prefer?

a- Listening to the teacher explanation

b- Interacting with your learners

If you choose (b), please say why?

.....

.....

13. What type of activities do you prefer?

a- Communicative Activities

b- Grammatical Activities

14. How do you find working with your peer?

a- Beneficial b- Not Beneficial

In any case, give your opinion about it please.

.....

.....

15. Would you add other comments about how to develop communicative competence?

.....

.....

.....

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ملخص

تتناول هذه الدراسة مشكلة كبيرة يعاني منها الطلبة خلال اكتسابهم للغة الأجنبية و هي عدم قدرتهم على استعمال اللغة و يعود السبب في ذلك إلى غياب التواصل فيما بينهم. الهدف الاساسى من هذا العمل هو إظهار انه من اجل التقدم في اكتساب اللغة على الطالب استعمالها خلال عملية التواصل مع زملائه بالإضافة إلى ضرورة إتباع الإستاد لمنهجية الاتصال حيث يوفر للطلاب الحرية الكاملة في إظهار و تطوير قدراته. لإثبات هذه الفرضية قمنا بتقديم استمارة استبيانيه لكل من اساتدة و طلبة سنة ثانية انجليزية جامعة قسنطينة لجمع آرائهم حول كيفية تطوير استعمال اللغة من خلال التواصل بين الطلاب

أظهرت النتائج المتحصل عليها أن معظم الاساتدة و الطلاب على اطلاع واسع لحقيقة التواصل في بناء معلومات عن اللغة و كيفية استعمالها في اى مكان و زمان ، كما بينت النتائج أن الطالب في حاجة إلى استعمال أكثر للغة لتطوير قدراته

Résumé

Cette étude porte sur un problème majeur, vécu par les étudiants lors de l'acquisition d'une langue étrangère, qui est leur incapacité d'utiliser la langue ; la cause de ce problème est le manque de communication entre eux. L'objectif principale de ce travail est de montrer que, pour progresser dans l'acquisition de la langue, l'étudiant doit l'utiliser dans le processus de communication avec ses collègues ainsi que la nécessité pour le professeur de suivre la méthode de communication, en donnant à l'étudiant la liberté complète de démontrer et de développer ses capacités. Pour prouver cette hypothèse, nous avons proposé un questionnaire pour les enseignants et les étudiants de la deuxième année Anglais, Université de Constantine afin de recueillir leurs points de vue sur la façon de développer l'utilisation de la langue à travers la communication entre les étudiants.

Les résultats obtenus ont révélé que la plupart des enseignants et des étudiants ont une connaissance approfondie du fait de communiquer pour construire des informations sur la langue et la façon de l'utiliser n'importe où et n'importe quand. Les résultats montrent également que l'étudiant a besoin d'utiliser plus la langue pour développer ses capacités.