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Ministry of Higher Education and Scientific Research



University of Tlemcen
Faculty of Letters and Languages
Department of English

Teachers' role in Improving Students' Pair Work Quality
Case of EFL Teachers and Students at Tlemcen University

Extended Essay Submitted of the Department of English as a Partial fulfillment for the requirement of the master's Degree in English Language Teaching (ELT)

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Academic Year: 2016/2017

Dedications

To my mother and father, deepest thankfulness is gifted to them, they are the source of my happiness and success in life.

Enormous thanks are offered to my dearest sisters.

To the best friend that I have ever had Omar, Seyf eddin, Mouhamed.

To my extended family and to all who supported and prayed for my success.

Abdel Wahab

Dedication

I dedicate this work to my parents, my mother is the soul of my life.

To My father that Allah bless him.

To my sisters that supported me to reach the success.

To my friends who encouraged me to do the best.

To all my extended family who prayed for my happiness and success.

Omar

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Abstract

The educational system has developed and become more optimized in the last decades. This creates new methodologies in teaching. These developments are referred to communicative language teaching, however, what is known by pair work. Thus, this study focuses on the role of the teacher to ensure pair work quality, and also the problems of how to get students to express themselves freely in pair work activities. The participants were twenty (20) EFL students and five (05) EFL teachers. Two research instruments were used to collect data; the semi-structured interview was addressed to teachers and the questionnaire addressed to second year students. The collected data were analyzed qualitatively and quantitatively. The results revealed that the most of the EFL students preferred whole class discussion rather than pair work activities. Whereas, the teachers are straggling to enhance their lectures using pair work activities as possible as they can. The research work was concluded with some suggestions and recommendations aimed at helping both teachers and learners to build a good rapport and become more aware of pair work benefits and advantages.

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List of Acronyms

AF: Absolute Frequency

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General Introduction

General Introduction

In recent years it has been seen that English Teaching and Learning has developed in terms of teaching outcomes, besides, the role of teacher as a classroom orchestrator is regarded crucial in pair work activities. All of which represent a problematic situation where the interference of teacher is seen important in students involvement. The aim of this research is to shed light on the mentioned problems, and highlight the notion of gender and level during pair work activities.

The research work aims at providing data that can improve the role of the teacher to insure quality of pair-work. It also tries to highlight the importance of pair-work activities in any teaching situation. Moreover, it intends to see whether both teacher and students are aware of the benefits and the importance of pair-work in maximizing student's opportunities for learning, and making them autonomous. The researchers consider both teachers and students as the main informants of this study, however, it is clear to see their opinions and views crucial to test the formulated hypotheses. Thus, the researchers introduce the following research questions:

1. What are the benefits behind pair work implementation?
2. What are the expected problems with the notion pair work?
3. What role the teacher can play within pair work activities?

From the above mentioned questions, the following hypotheses have been formulated:

1. Both teachers and learners found that the notion of pair work is beneficial.
2. The major problems encountered the students in pair work is that having no compatibility, and students may not understand each other, and even destruction

from one part of the pair. However, the teachers are facing the problem of controlling the pairs.

3. The teachers are using pair work activities strategically and that is under objectives by given the students the role and check their understanding of the task then testing them.

In order to test the validity of the proposed hypotheses, the researchers have used two instruments as a research tool, which are teachers' interview and students' questionnaire, to collect data from EFL teachers and second year EFL students at Tlemcen University. The data have been analyzed quantitatively and qualitatively.

The research work consists of three chapters. The first chapter represents the literature review of the notion pair work. It divides into three main parts, the first part deals with the term pair work according to many scholars, the objectives that can be offered from this notion, and the main problems that face the teacher in order to use it. Then, it provides some techniques of how to pair students off. In addition, it states the role of the teacher in pair work activities. The third part, is about correcting mistakes during the students performance in pair work activities. It starts by delayed correction, then, peer correction.

The second chapter deals with the research design and procedures. It describes the research design and the research instruments that have been used for collecting data which have been analyzed and discussed. The last chapter is mainly deals with the data analysis. It tries to make an interpretation of both teacher's interview and student's questionnaire. Then, it provides some activities of pair work. After that, it gives some suggestions and recommendations to build and promote positive relationships between students during performing pair work activities.

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Student's Questionnaire

Student's Questionnaire

Dear students:

We are presently conducting a research trying to shed light on the main difficulties faced a language teacher while involved in **ELT** teaching situation. At this level developing pair or group work activities, and the ways he/she tends to overcome the obstacles, likely to occur will be the core of this questionnaire.

We would be very grateful if you could answer these questions , your responses will be used for research only will remain confidential .

Rubric one ; **Classroom activities**

1- What type of work do you like in English lesson ?

a-Whole class discussion activities.

b-working in groups.

c-working in pairs.

2-During pair work activities do you prefer?

a- working with the same partner.

b-changing various partners.

3-Who do you ask for help during pair work?

a- teacher.

b- partner.

c- wait the answer from other pairs.

Rubric two; pair work activities

1-Did you find working in pairs beneficial

a-Yes **b-no**

-if **yes/no**, justify.....

2-In pair work activities do you prefer working with the same gender?

a-yes

b-no

3-While working with a partner, do you like the teacher to correct all your mistakes?

a-yes

b-no

Rubric three; Role of teacher

1-Do you agree to have the opportunity to speak English in class without teacher's control?

a- strongly agree

b-agree

c-disagree

d-strongly disagree

2-Do you prefer teacher's participation in pair work activities?

a-like

b-sometimes

c-not like

3- Do you find it easy to work with ?

a-high level student

b-lower level student

c-same level student

d-any level student

- And why?.....

4-Which problems did you face while working with a partner in classroom activities?

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5-Can you provide some suggestions and recommendations

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**THANK YOU FOR
YOUR COLLABORATION**

Appendix « B » :
Teacher's Interview

Teacher's Interview

We are presently conducting a research trying to shed light on the main difficulties facing language teacher while involved in an ELT teaching situation. At this level developing pair or group work activities, and the ways they tends to overcome the obstacles, likely to occur is the core of this interview.

We would be very grateful if you could answer these questions, your responses will be used for research only and will remain confidential.

Rubric one: Teacher's Experience in Pair Work

1-How long have you been teaching English?

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2-What are the modules you are teaching?

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3-What is your teaching experience in the module taught?

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4- Do you prefer using pair work or whole class discussion in designing activities?

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5-Do you find pair work activities beneficial? Which type do you use in pair work?

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Rubric two: using Pair Work

1-How do you see teacher's interference with students during pair work activities?

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2-How do you consider giving more speaking time to learners in pairs?

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3-How do you manage following the progress of each pair working on a given task?

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General Conclusion

The notion pair work is widely spread in English Teaching and Learning. Most teachers tend to relay on it in their lessons. Moreover, it is obvious that the teacher plays a crucial role in guiding and monitoring students during a pair work activity, get them participate easily using the efficient techniques. thus, it is possible to point out the advantages of pair work activities, aiming at making an appropriate use of it.

This research work is divided into three chapters. The first chapter was a literature review in which the researchers deal with specific concepts related to pair work, its benefits and problems, then the appropriate techniques to separate pairs. The second chapter was about the theoretical part of the research design. The researchers collected data through teachers' interview and students' questionnaire, which have been defined in this chapter. The third chapter was concerned with data analysis. Then analyzing the findings, in addition to reveal and interpret the main results. Last, it suggest some activities related to pair work, and gives some recommendations which can help both students and teachers to overcome the difficulties encountering them in using pair work.

After all, in the fact that one may admit that no final conclusions have been reached, and it steel the research ongoing in the field of refining learning through the teacher-students rapport. The current results demonstrate that the teacher plays the sensitive role in guiding, organizing and assessing student while they performing the task of pair work. This is through multiple academic techniques to achieve the targeted objectives. However, it is generally accepted that both teachers and students work on the benefits of pair work, and that they seek to find positive relationships under the right circumstance. Thus, in this sense it may enhance the student self-confidence, and even the teacher attitude to gain the academic achievement.

The finding also showed that even there are problems encountering both teachers and students in using pair work. In the part of teachers, it seems that the problem is in controlling the pairs during the work, and even the destruction from others students. While, the students may not respect their roles and they find some difficulties in understanding each other view.

As any research, the current study had some limitations. Seemingly, the problems occurring in collecting data concerning the theme studied. Finally, the present study tried to emphasis on the pair work problems and how can this later be appropriately used. Thus, these issues may also be asked for future research.

Acknowledgements

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Chapter One :
Literature Review About Pair
Work

Chapter One

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1.1 Introduction

In this chapter first, the purpose is to define what is meant by pair work, and what are the objectives behind implementing it? Then, the problems occurring in pair work process to relate with the necessity on increasing the ability of students talking time in class. The most important part is how to organize pair work , how would the teacher pair students off , mostly the common techniques to use during correcting the activities in pair work i.e.; delayed correction , peer correction and observers.

1.2. Pair Work

Researchers have made several definitions related to the term “pair work”, thus, there are some clear definitions, which seem to be more general and well understood.

1.2.1. Definition

The notion “pair work” has recently widely used and discussed in classroom teaching. Accordingly, some researchers stated that, in pair work student are able to develop their language competence they better achieve their fluency , these are done in collaborative environment then they would be capable of dependently . Richard and Schmidt mentioned that:” pair work in classroom teaching is one of the techniques in teaching and learning , which carries several benefits for both the learner and the teacher . However, pair work is mainly used for specific objective, for the purpose of making the teaching process are better than before. Douglas (2002: 381) points out that using pair work in classroom teaching requires many techniques among each task assignment **“Pair work is a learning activity which involve learners to work together in pairs”** Longman dictionary of language defines pair work as putting students in small groups , two or three to do an activity together.

Another definition that ties pair work to learning is provided by Moon (2005:53) who defines pair work as **“a strategy to organize students in a way that will maximize opportunities for learning”** Thus working in peers promotes a meaningful interaction

between learners , then develops their outcomes . In this sense, Swain and Lap kin (1998:89) argue that:

“It is a sort of cool to have a person that you can talk to and say, OH you know is this right ? Is this the way you did it?they can help you , guide you sort of , and you guide the other person .It sort of feel good then the other person is just like I don’t know what I’m doing and then you help them , that is why it feels good”.

In other words, this view refers to that pleasure and mutual exchanging when doing pair word, in addition to the positive side of it in terms of helpfulness, and gaudiness

1.2.2. Objectives

Using pair work in classroom teaching is one of the techniques in teaching and learning, which carries several benefits for both the learner and the teacher. However, pair work is mainly used for specific purpose of making the teaching process better than before. Douglas (1992:177) points out that using pair work in classroom teaching require many techniques among each task assignment:” **Pair work is generic covering a multiplicity of techniques in which two or more student are assigned a task that involves collaboration and self initiated language”.** Thus, from the proposed quotation, it can easily assume that, working together and approach to language benefits us with a multiplicity of techniques.

Additionally, Douglass (1992:177) suggested another benefits of pair work, which he mentioned that working with a partner increases self motivation , then pushes the learners to seek for their objectives comfortably:

“A further effective benefit if small-group working is an increase in student motivation, with Maslow’s “security/safety” level satisfied through the cohesiveness of small group, learners are thus free to pursue higher objectives in their quest for success”

Therefore, pair work may push student with varying abilities to achieve separate goals, the teacher needs to be aware of some individual differences,

seemingly “age, cultural heritage and field of study” by careful selection of the pair and delivering deferent tasks to deferent pairs. Mostly, behind implementing pair work in classroom teaching is that offering an easy control for the teacher to manage the whole students, and then encouraging and pressing them in the same time to work effectively.

1.2.3. Advantages

In back of each use of pair work techniques are some clear advantages, since it offers students with the opportunity to speak freely and express themselves, rather than individual talking, also encourages learners to collaborate in their classroom assignments. Additionally, it changes the atmosphere of the class, more than this it brings the physical sustain, which is given by each other among the group. In relation to what have been said, Bercikova (2007:17) notes that: **“Many pair work activities especially of ice-breaker lead to a great personalization and students begin to express their personalities in more natural and less inhabited way”**

Some researchers claimed that while collaboration between learners, and when they are working in pairs , it may raise their individual thought and allows them to act another role , for example they act both student and teacher’s role in this sense they easily receive each other feedback” learners feedback” which in reality participate in developing their individual thought “ Finally , pair work helps the teacher indeed to take a rest while student are working , in the same time feedback each pair with the necessary guidelines.

1.2.4. Problems

The concept of pair work in language teaching is really new one, which may drag the teacher to a real hard situation, which he did not see it before or even thinks of and dealt with. Mostly, when using pair work means that many learners are speaking in the same time, therefore, it seems very difficult for the teacher to control all students and specially to notice what they are saying. Doing mistakes by the learner in this noisy atmosphere, since the teacher cannot notice all the students’ outcome, is merely viewed as one of the disadvantages. According to Byrne (1989.31):

“when the teacher’s aim is accuracy, you have to surpass mistakes as much as possible, by giving a clear and simple model to the students, besides giving them enough activities and practices before they start on their own” From the stated quotation we easily notice that in pair work, it is preferable for the teacher to surpass some mistakes come from the learner, and this means that the outcome still needs betterment and enhancement in doing pair work.

Many scholars argue that pair work also brings a lot of disadvantages, for the students and the teachers. The first common problem is that students tend to speak with their native language while working in pairs. Therefore, this is seems to be difficult to eliminate in large classes. Another disadvantage for learners is that shy or weak students can be eliminated or neglected from the practice of the activities, and here the role of the teacher should appear to act the role of the “assigner” to avoid one or two students talking over the activities.

At last, all teachers should remember that in class there is always a very specific mixture of characters, you can find introverts and extroverts learners, the teacher can easily work with extroverts, but introverts not, because they prefer working alone, and that is why pair work in classes teaches students a very important life skill-how to work with other people.

In many cases, we can notice that many teachers drop pair work they are not satisfied that all learners are doing correct things, since the teacher particularly works with a certain pair in the corner, and the rest of the class may forget their work. Thus, sensibility of pair work seen extremely when the teacher is not able to listen to everyone at once and focus on what they are saying, mostly, if the pairs or the numbers are not participating equally in discussion.

1.3. Organizing Pair Work

Putting students in pairs merely up to the teacher, giving an importance to many individual differences which formulate the state of the class,

Bercikova (2007:24) suggested that; “sex, gender, age, and extremely the learner’s tolerance”, all have to be well chosen and discussed by every teacher. Then, your pair work is mostly effective if one sure to fully explain the procedures before dividing the students, after than you can check their understanding through some questions, and directly give them the activity, but be sure that they complete the task correctly. However, the teacher’s feedback is obvious relevant, and helpful for the students, then lost control who works with whom aren’t.

1.3.1. How to Pair Students off

The seating arrangement of student during pair work, acts the main role to oblige students and makes communication between them easier. Underwood (1987:52) comments that: “for teachers who are used to a more formal arrangement-with the teachers facing rows of students-it is advisable to try out less formal regular used layout.”

1.3.2. The Role of Teacher during Pair Work

The role of the teacher depends on his performance of different activities. Harmer (1995:200-205) determines the roles of; controller, organizer, assessor, promoter, participant, resource, tutor, and investigator. It seems that the teacher’s behavior for several types of activity will be different.

For communicative output as he notices, the role of the teacher should be a state of flux. Pair work is based on communicative activities for this reason role of teacher should change. The teacher will be able to perform as an assessor, promoter or resource. Therefore, students can practice language use and joint learning.

Wacyn (2002:10) emphasizes that once the pair work has actually started, the students must work independently of the teacher and their own manner. The role the teacher is monitor the student’s progress by moving round the classroom, stay for a while beside each pair, listening to them and taking notes of any language errors or communicative problems which can be taken up later on with the whole class.

It is well not to disturb them or correct them while they are working as this will expedite fluency, ruin the atmosphere, divert them from what they are doing and, at worst destroy their confidence! However, if things are not going well, the n motivate them and he attempts to get them working again. He also predicts and advices to the teachers that while moving round, it is helpful to have a notebook on which you note down any mistakes or common problems. As mentioned above, can make a whole session for feedback after they have completed the activity. All teacher's roles are used in pair work expect the role of controller who correct everything during the activity.

1.3.3. Correcting Mistakes in Pair Work Activities

Julian Edge (1989:38) in his book *Mistakes and Correction* focus on three main principles for correction and fluency in spoken English. Student needs experience of making a false meaningful communication if he is using the language. Secondly, if student wants to say meaningful sentence or paragraph, he needs to feel that the other students are listening and interacting with him. Finally making mistakes in language use is normal, it is worth to language learning. Edge provides several possibilities for errors correction in pair work. One of them delayed correction.

1.3.4. Delayed Correction

Edge (1989:39) mentioned that in this type of error correction, the teacher moving round he class to get all students are working properly. He or can stop just if he finds that some students do not know what to do or do not understand the task. If majority of pairs doing the wrong things, it prefers to stop the whole class and ask one pair to show them how to do the task in right way. When he teacher hears mistakes, he takes note of them. It is very important information for the teacher. If he hears a mistake much time, he waits until they finished the activity and then ask one of them to do the question in which she heard the mistake.

If they do a lot of mistakes in important points, here the teacher should realize that the class has not understood what he presented and he tries to search for different ways of presenting the same point again. It is an opportunity for teacher to know this important information only if they give students the chance to make mistakes. It is

obvious that the teacher walks round and noticing what he does not teach. But Edge (1989:40) believes that this is not easy and important part of teacher's work. The decision has made by the teacher if they have learned well enough what was taught, notice the mistakes made decide if it is worth doing more work on these mistakes. Decide doing a necessary correction. The teachers are working had just to help students do their learning.

1.3.5. Peer Correction

It is another type of correcting mistakes in pair work. In this case when students can correct each other in a positive way, this can be very helpful during pair work, however, if the students confuse of what is correct, they make some note of their difficulty, complete all the exercise, and ask the teacher later. Edge (1989:42) Here there is a question if one of the partner does not notice a mistake and the other one continue with their work, what will happen in this case. I coincide with Edge (1989:42) who said that at this stage of learning, it is useful and important for students to have a great deal of practice in the language than that everything is absolutely correct.

In fluency activities, the learners should not interrupt each other. They have to focus on what their partner is saying. Sometimes, however, it is worth to have one of the students focusing on how things are said. Furthermore, to the teacher when he is moving round the class and making notes, it is possible to turn someone into observers. Ibid

1.3.6. Observers

Edge (1989:45-46) Proposes observers for group work but I guess it is useful also for pair work, especially for odd one student. The students work in group of three. Two of them continue with the exercise while the third one listens and attempts to note down mistakes that the others make. The teacher should know that all students take turns at being the observer. When they finished the activity, the observer shows the class what he or she has written down and the group discusses the correct and wrong answer. Disagreement can be given to the teacher. The use of observer can be good for learners, but

the observer's job is very hard and it is important for the teacher to make clear what this job is and what is not.

1.4. Conclusion

Finally, there are a number of strong claims in this chapter which might generate controversy; the main focus was on giving many definitions of pair work provided by some common scholars, then, the objectives of this technique used by the teachers. Meanwhile, the importance of using pair work doesn't appear just in classroom activities, but also in providing a life skill for the learner. Accordingly, many drawbacks of this term was founded in this chapter, to shed light on the main weaknesses of pair work for the purpose of giving a clear image of the study. Lastly, the role of the teacher in organizing pairs, and putting them in a formal arrangement, all of that are appeared in this chapter, besides, correcting mistakes by the teacher while pairs are working, and the common techniques used for that purpose.

Chapter Two :

Research Design and Procedures

Chapter Two

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2.1. Introduction

The second chapter aims at explaining, highlighting and analyzing the collected data. The collected instruments include student's questionnaire and teacher's interview. It aims also to give the reader with the main objectives of the research work. Additionally, it includes the sample population and deals with the description of the research instrument in addition to the analysis of the data. Finally, this chapter tends to discuss the main results.

2.2. Research Design

The research design refers to the overall strategy that you choose to integrate the different components of the study in coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurements and analysis of data. Note that your research problem determines the type of design you should use, not the other way around.

The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem logically and as unambiguously as possible. In social science research, obtaining information relevant to the research problem generally entails specifying the type of evidence needed to test a theory, to evaluate a problem, or to accurately describe and assess meaning related to an observable phenomenon. In this research we have opted for case study as a research approach.

2.3. Case Study Defined

The researchers opted for the case study as a research design in order to develop the work of pair work. In this regard the case study seemed to be a suitable to conduct the research work

Mitchell (1983:192) defined a case study as a **“detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibit) the operation of some identified general theoretical principals”**.

From the proposed quotation it is seen that a case study is simply referred to the very careful detailed examinations of a such events, where the researcher demonstrates the operation of the identified general principals.

A case study is an in-depth study of a particular research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. It is often use to narrow down a very broad field of research into one or a few easily researchable examples. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world. It is a useful design when not much is known about an issue or phenomenon.

2.4. Data Collection

Data collection is viewed as a compulsory step and quite essential component to conducting our current case study-based research work. Hence, it is the process of gathering and measuring information and targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities and business. The goal for all data collection is to capture quality evidence that then translates to rich data analysis and allows the building of a convincing and credible answer to questions that have been posed.

Regardless of the field of study or preference for defining data (quantitative or qualitative), accurate data collecting is essential to maintaining the integrity of research. Both the selection of appropriate data collection instruments (existing, modified, or newly developed) and clearly delineated instructions for their correct use reduce the likelihood of errors occurring.

A formal data collection process is necessary as it ensures that data gathered are both defined and accurate and that subsequent decisions based on arguments embodied in the findings are valid. The process provides both a baseline from which to measure and in certain cases a target on what to improve.

Thought, generally, conceived as complicated and a hard task; O'Leary (2004:150) remarks:

Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

2.4.1. Setting

In any academic research the collected data should have a certain setting (where and when) are gathered. In our research work all the information have obtained from the University of Abou Bakr Belkaid Tlemcen. The work has been made for one year, where all the necessary information are possessed in the academic year (2016-2017)

2.4.2. Student's Profile

The second year students of English at Tlemcen University were the selected population. It deals with (20) students who were randomly selected to response to a questionnaire about the role of the teacher insuring quality pair-work. The researchers focus on the second year EFL students because they are more dealing with pair work in classroom activities, and they are familiar with some pair work techniques and activities.

2.4.3. Teacher's Profile

Additionally, the researchers chosen (05) EFL teachers from different specialties, three (03) of them are specialized in didactics, and (02) are teachers of oral expression module. They all held the Doctorate degree. The proposed behind choosing them is that they are most familiar with the term of pair-work, they use to implement it in most of their teaching activities, and they have enough experience to manage students during dispensing a lecture even pair off students to engage an activity.

2.5. Instruments

The most of researchers tend to use both questionnaire and interview to collect data about their theme studied. Therefore, in this research work the researchers used both the teacher's interview and student's questionnaires as the main instruments. In this regard, the main aim was to obtain data from both teachers and students to clarify the use of pair work term.

2.5.1. Interview

Good & Hatt defined interview as **“a close face to face conversation or dialogue between the investigator or the interviewer and the interviewee”**

It is obvious that the interview is a conversation between the researcher and the informant. Its main purpose is to collect data about people's opinions and attitudes. The interview often includes more open ended questions.

The rational, on the other hand, behind administrating the interview to EFL teachers in our department was for the researchers a tool of collecting information about teachers' experience on pair work. The researchers went to used semi-structured interview as a first instrument to collect data about the research work.

2.5.1.1. Semi Structured Interview

According to Edwards & Holland (2013:03) a semi structured interview is a method of research used most often in the social sciences. It is widely used in qualitative research for example couple interview. A semi structured interview involving two spouses can result in the production of rich data including observation data.

2.5.1.2. General Objectives of Semi-Structured Interview

In any interview the researcher should prepare a plan in advance, and take into considerations the factors such as the objectives of the interview, the nature of the topic, and the despondence's level of education. However, the researcher should organize the interview also the question should be well formulated. Therefore, the interviewee can feel at ease during the interview. Additionally, it is preferable for

the interviewer to have the ability to discuss and listen to help the interviewee to collaborate and participate in the conversation.

2.5.1.3. Advantages of Semi-Structured Interview

The interview is one of the best methods of providing more information about the research work. The interview gives the opportunity to restrict the questions and records the answers. Meanwhile, the interview can control and manage the sample. For this reason the researchers found the benefits of this tool suitable to their subject.

2.5.1.4. Procedures

The interview was addressed to five EFL teachers. The interview owns two rubrics; the first rubric is about the teacher's experience in pair-work. It consists of five questions. The second rubric aims to show the teacher's implementation of pair-work activities in their classroom teaching. All questions are open-ended questions. The objectives will be put as follows;

2.5.1.5. The Interview Design

The interview has specific purpose. Therefore, the researchers tend to use this table to illustrate the aim of the interview.

Table 2.1. The Description of Teachers' Interview.

Questions	Description
<p align="center">Rubric One: Teachers' Experience in Pair Work</p>	<p>-Q1: is about the teacher's career in teaching.</p> <p>-Q2: concerning the modules taught.</p> <p>-Q3: is about the experience in the modules taught.</p> <p>-Q4: related to the teacher's implementation of pair-work activities in</p>

	<p>their lectures.</p> <p>-Q5: showing the importance of pair-work activities.</p>
<p>Rubric Two: Using Pair Work</p>	<p>-Q1: concerning the teacher's interference during pair work activities.</p> <p>-Q2: highlights the main problems encounter the teacher in pair guiding pairs</p> <p>-Q3: aims to show some strengths and weaknesses related to pair-work.</p>

2.6. The Questionnaire

The most of researchers tend to use the questionnaire as an instrument to collect data about their theme studied. According to English Oxford Dictionary (2006.306); "A questionnaire is a list of questions for people to answer so that information can be collected from the answers".

Brown (2001.06) defines questionnaire as; "**Any written instrument that present respondents with a series of questions or statement to which they are to react either by written out their answers or selecting from among existing answers**".

2.6.1. Strengths of Using the Questionnaire

The questionnaire has a formal structure to be appropriate in any research work. Therefore, the questions of the questionnaire should be short, simple and clear. It is preferable to move from closed questions to open-ended questions. The researcher should consider the reading and writing abilities of the respondents, also they should insure that the respondents know how to reply like circling, ticking or writing. In addition it is necessary to pilot your questionnaire. In this case the researchers tend to use the questionnaire as a second tool for the main of gathering data concerning the research subject.

2.6.3. Types of questionnaire

Open-ended and close-ended question defer in several characteristics, especially as regards the role of respondents when answering such questions. The researchers used both open-ended and closed-ended questions to collect the necessary information the selected participants. Thus, the researchers seen that it is suitable to their research work.

2.6.3.1. Open-ended questions

An open question should be used as an adjunct to the main theme of the questionnaire and could allow the respondent to elaborate upon an earlier more specific question. Open questions interested at the end of major sections, or at the end of the questionnaire, can act as safety valves. The researchers used open-ended question since it could offer their work with additional information and possibly provided the researchers with an extra data to enlarge in the current work.

2.6.3.2. Closed-ended questions

Closed-ended questions limit the respondents to the set of alternatives being offered. Closed-ended questions consist of three main types: yes / no questions, multiple choice, attitude questions. The researchers premeditate to implement this type of question in their work, aiming at offering additional information in this research.

2.6.4. Procedures

We distributed (20) questionnaires forms to the students of ten classes, all of them participated in our questionnaire, but also their learners of our department of English Language (3rd year). I have received back just (18) forms, all of them were useful and suitable for analysis. The questionnaire inholds (10) questions: close-ended, open-ended, and multiple choice questions. (see appendix). In close-ended questions the respondents require to answer with “yes” or “no”. In multiple choice questions the respondents have to select one response from the proposed items. The objectives will be put as follows:

2.6.4. 1. Questionnaire Design

This questionnaire consists of three rubrics, each one has a set of questions under a certain aim.

Table 2.2. Student’s Questionnaire Design

Questions	Description
<p style="text-align: center;">Rubric One: Classroom Activities</p>	<p>-Q1: is about the work that learners like in English lesson.</p> <p>-Q2: concerns what the learners like to work with.</p> <p>-Q3: related to the learner’s preference to ask the help during pair-work.</p>
<p style="text-align: center;">Rubric Two: Pair Work Activities</p>	<p>-Q1: concerning the benefits of pair-work</p> <p>-Q2: aims to show the preference of the learners to which gender want to work with.</p> <p>-Q3: this question is about liking or not the teacher’s interference in pair-work.</p>

<p style="text-align: center;">Rubric Three: Role of Teacher</p>	<p>-Q1: related to the learner's opportunities to speak English in class without teacher's control.</p> <p>-Q2: concerning the teacher's correction of mistakes immediately during pair work-work performance</p> <p>-Q3: shows the importance of working with a partner of deferent levels.</p> <p>-Q4: showing the main problems facing the learner during pair-work.</p> <p>-Q5: aims at providing some suggestions and recommendations.</p>
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2.7. Data Analysis

Data analysis is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting, conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

According to Brianna Whiting data analysis is a method in which data is collected and organized so that one can derive helpful information from it. In other words, the main purpose of data analysis is to look at what the data is trying to tell us. For example, what does the data show or do?

So far, data analysis represents the construction phase of the study. This process includes: deciding on the suitable analysis to conduct for each question, preparing data for analysis, and summarizing results. From the existing literature – be it qualitative or quantitative analysis-successful data analysis requires the following steps:

- Understanding the existing data analysis methods.
- Early planning for data analysis in the study and making revisions in the plan as the work develops.
- Understanding which methods will best answer the research questions put forward by the researcher.
- Highlighting the data have been collected.
- Once the analysis is finished, recognizing how the weakness or the limitations in the data or the analysis affect the conclusions driven.

2.7.1. Quantitative Data Analysis

Quantitative analysis is suited to theory testing and developing universal statement, i.e. it is supposed to supply researchers with a broad picture of the situation or the context under investigation. It thus produced results that are generalizable across other contexts, although they neglected the reality of situations. Furthermore, quantitative investigation may smooth the task of understanding the topic by using some programs such as the SPSS (statistical package for social sciences).

According to Matthews & Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and could be represented numerically. Generally, quantitative data is collected when researcher has adopted the positive epistemological approach and data is collected that can be scientifically analyzed.

Hence, the use of graphs (histograms, scatter plots...etc) or smart arts (hierarchy, processes..Etc) may give the work a more scientific direction. These techniques have been used to analyze the questionnaire findings. It should be mentioned that in the problematic situation when the sample size was a certain extent satisfactory and has been rightfully selected to represent the target population of awareness, the relevance of statistical methods has helped a lot in reaching greater validity to research' conclusion.

2.7.2. Qualitative Data Analysis

Bogdan & Biklen (1982:145) defined Qualitative data analysis as “**working with data, organizing it, breaking it into manageable unites, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others**”. This means that quantitative data analysis requires a several tasks, which the researcher must go through to achieve the best results.

After collecting data, the research engaged in a two step process of qualitative analysis, which is appropriate in this study since it focuses on aspects such as interaction, motivation and behavior:

- Data reduction which refers to the process of selecting, and thus simplifying the data appears in written field notes or transcriptions.
- Data display, i.e. ways used to display data. These include: matrices, graphs, and charts illustrating the patterns and findings from the data.

2.8. Conclusion

Chapter two offers a discussion of the rationale behind the choice of case study as a research design and the choice of the methodology used to conduct a work. The range of methods and approaches should be highlighted and fall within the paradigms of both quantitative and qualitative research. It is supposed by a description of the use of combination and its benefits. Finally, the method of data collection, analysis, sampling and procedures are to be described.

The following chapter or chapter three will essentially deal with the findings of each instruments and the analysis of data as the interpretation of the main results according to the stated objectives, research questions and hypotheses.

Chapter Three :
Data Analysis Discussion and
Future Directions

Chapter Three

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3.1. Introduction

The third chapter aims at explaining, highlighting and analyzing the collected data. It also aims at giving the reader the main objectives of the research work, and tends to discuss the main results. Finally, the third chapter provides some suggestions and recommendations related to the stated objectives, research questions and hypotheses.

3.2. Analysis of Student's Questionnaire

As it is said before, the questionnaire was addressed to second year EFL students. Twenty of them were taken as a sample for this questionnaire. The questions that they were asked are about classroom and pair-work activities, and the role of the teacher to ensure pair-work quality.

Question One: What type of work do you like In English lesson?

When the participants were asked about the work they like in English lesson. (09) Nine said that they like working in whole class discussion. (07) Seven replied that they like working in pairs. Whereas, the rest of them (03) Three answered that they like to work in groups.

Table 2.1. Students Activities in English Lesson

Options	AF	RF
Whole class discussion	(09)	60%
Working in groups	(03)	10%
Working in pairs	(07)	30%

Question Two: During pair-work activities what do you prefer?

The aim of this question was to know if students want to work with the same partner, or prefer working with other partners. The pie chart bellow shows that (15)

Fifteen students wanted to work with the same partner. While (03) Three students preferred changing various partners.

Table 2.2. Students Preference to Work With

Option	AF	RF
Same Partner	(15)	95%
Others	(03)	05%

Question three : Who do you ask for help during pair-work?

Regarding the question three. Twelve (12) students prefer to ask the help during pair work activities from the teacher. Eight (08) students tend to ask the help from their partners. However, no one (0) prefers to wait the answer from other pairs.

Table 2.3. Frequency of Students to Ask the Help in Pair Work Activities

Option	AF	RF
Teacher	(10)	60%
Partner	(08)	40%
Other pairs	(00)	00%

Question four : Did you find working in pair beneficial?

16 students out of 20 answered that they find pair work beneficial, they feel that they are motivated, improve their levels with their pairs, and they can also exchange ideas and opinions. (02) Students did not find it beneficial, they saw it as source of wasting time.

Table 2.4. Student's Attitude towards Pair Work Benefits.

Option	AF	RF
Yes	(16)	96%
No	(02)	04%

Question Five: In pair work activities do you prefer working with the same gender?

Concerning question five, eleven (11) students confirmed that they prefer working in pair work with the same partner. However, the rest (07) students stated that they did not like working with the same partner in all activities of pair work. The answers are provided in following pie table:

Table 2.5. Student's Preferred Gender

Option	AF	RF
Like	(11)	74%
Not Like	(07)	26%

Question Six: While working with partner, do you like the teacher to correct all your mistakes?

The reason behind this question was to prove whether students feel secure and confident when the teacher corrects immediately the students. Fifteen (15) students replied by "yes" that they like the teacher to correct them while working in pairs. Three (03) the students said the rivers. The information are shown in the table below:

Table 2.6. Teacher Correcting Mistakes

Options	AF	RF
Yes	(15)	85%
No	(03)	15%

Question Seven: Did you agree to have the opportunity to speak English in class without teacher's control?

Question Seven aimed at knowing student's desire to speak freely without teacher's control in the front of their classmates. Nine (09) strongly agree to have the have the opportunity of speaking in class. Five (05) of them agree also. While, Four (04) students disagree. No student mentioned strongly disagrees. Their responses are summarized in the following table.

Table 2.7. Frequency of Student's Desire to Speak without Teacher's Control

Options	AF	RF
Strongly agree	(09)	60%
agree	(05)	25%
Strongly disagree	(04)	15%
disagree	(00)	00%

Question eight: Did you prefer teacher's participation in pair work activities?

The question tends to investigate if learners prefer the teacher to participate in their pair work activities. Thirteen (13) students reported that they sometimes preferred the teacher to participate with them in their work. Five (05) of them opted for like. However, no option for not like. The following table gives an idea about their responses:

Table 2.8. Students' Attitude towards their Teacher's Participation in their Work.

Option	AF	RF
Like	(05)	30%
Always	(13)	70%
Not Like	(00)	00%

Question Nine: Do you find it easy to work with high level students?

The question nine was concerned with the students with the students level in English, and it aimed at knowing which partner's level can the learner see him/her self at ease to work with. Eight (08) learners said that they preferred to work with high level student, because they felt comfortable when they work with someone who is tolerant enough. Seven (07) learners stated that they can work with any level; thus they are sociable and extrovert learners, they don't care about the level. Three (03) of them preferred to work with the same level student, because they have anxiety and they have the feeling of compatibility towards tolerant students. While no answer were selected for lower level student. The following pie chart mentioned the student's responses.

Table 2.9. Student's Preference to Work with their Partners

Option	AF	RF
High Level	(08)	54%
Same Level	(07)	40%
Any Level	(03)	06%

Question Ten: which problem did you face while working with a partner in classroom activities?

Question ten tried to know which problems faced the learners while working with their partner during pair work activities. The majority of students claimed that they have no compatibility, and they cannot understand their partners in the most of times. Others said that, they found no mutual intelligibility during interacting in pair work activities. The rest stated that in pair work activities you can find laziness, selfishness, destructions, and the high level students are always prefer to dominate the work, additionally, there is demotivation when working in pairs.

Question Eleven: Can you provide some suggestions and recommendations?

The answers of this participants for this question were varied and very , detailed. The most of them suggested that it is preferable that the teacher monitor the activities, and gives feedback. Meanwhile, let the student to choose and change their partners, and even change the gender of the partner. However, the rest of the participants suggested that the pairs should collaborate equally in working, and respect each other's views.

3.3. The Analysis of the Teachers' Interview

The interview was addressed to three (03) ELF teachers aiming at obtaining data and different points of view concerning the teachers experience in pair work, and how it can be used.

Question One: How long have you been teaching English?

Concerning this question, there are a distinct teaching periods, from eleven (11) years to thirty (30) years.

Question Tow: What are the modules you are teaching?

The answers of the participants of this question were different in which some of them taught linguistics, TEFL, and other are teaching oral expression and phonetics, whereas the rest are teaching grammar and listening comprehension.

Question three: What is your teaching experience in the module taught?

In this question the majority of teachers mentioned that they are dealing with language experience through many years.

Question Four: Do you prefer using pair work or whole class discussion in designing activities?

Question four tried to know teacher's performance of pair work activities or whole class discussion in designing activities, the majority of them (02) said that they are using both of them, however, the other (01) are using whole class discussion widely. The following table presents the results.

table 2.10. Teachers' Preference in Designing Classroom Activities.

Option	AF	RF
Both	(02)	55%
Whole Class	(01)	45%

Question Five: Do you find pair-work activities beneficial ?

Concerning the question five (05) teachers replied that pair-work make interaction between learners, and prevents motivation. While others suggested that it can make competitively which led to a better performance.

Question Six: How do you see teacher's interference with students during pair work activities?

In question six (06) two teachers answered that teacher's performance depends on the objectives of the activities, learner's understanding of the task and it should be minimized. One teacher replied that learners learn better if they manage the task and it is better to guide the learner first before correct his mistakes.

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The question seven (07) aimed at knowing how the teacher can consider giving more speaking time to the learner during pair work activities. Most of the teachers (02) said that giving more priority to fluency rather than accuracy, and allocating more time to each learner. The rest (01) answered that give the learner the rule plus the task in addition it is obvious to provide them with language skills (speaking. Writing)

Question Eight: How do you manage following the progress of each pair working on a given task?

Concerning the last question. The teachers were requested to mentioned some suggestions to manage the progress of each pair working on a given task. Their suggestions were as follow:

- Peer evaluation.
- Move around and checking students work.
- Allowing certain time for each pair to perform the task.
- Discuss the result with the whole group.

3.4. Discussion of the main Results:

To test our hypotheses which were formulated in the beginning of research work. The student's questionnaire was used as a research instrument for the sake of gathering data. Besides the teacher's interview, those instruments were distributed for both EFL teacher and learners. The following result seemed to be as follow.

The analysis of student's questionnaires revealed that the majority of the participants preferred whole class discussion in their lessons rather than pair work activities. However, the other participants did not feel comfortable when engaging

in whole class discussion; they preferred to work with the same partner (pair work activities).

The analysis of student's questionnaire demonstrated that most the participants preferred to ask for help during pair work activities from the teacher rather than the partner. The result have shown that most of them found pair work activities beneficial, they feel that are motivated and improving their level when exchanging ideas and opinions with their pairs.

It is clear from the analysis that most of them feel secure and confident when the teacher corrects their mistakes during pair work interactions. This rise their self confidence and help them to participate. In addition to speak in class since it pushes them to learn better and diminished their anxiety. It is obvious that the students did not always like the teacher's participation in their activities when they are engaging in pair work. This was confirmed by the students' answers in which they mentioned that they feel comfortable when working with the same level partner. Other tends to work with the high level partners, thus they are more invited and encouraged to work and participate. However, the rest of them confirmed to work with any level student, since they stated that they are sociable and extrovert learners, they don't care about the level.

The analysis indicates that most of the participants have no compatibility and they cannot understand their partners in most of time while engaging pair work activities. Other said that they find no mutual intelligibility during interacting with their peers. Meanwhile, the rest claimed that in pair work activities you can find laziness, selfishness and destructions. Additionally, the tolerant students tend to dominate the work in most of time. Moreover, it is clear from the findings that the answers of the questions were varied and very detailed and followed by some suggestions and recommendations concerning the research work topic. The most of the students suggested that it is preferable that the teacher mentions the activity then gives immediately the feedback, and he can also let the students to select and exchange the gender of their partners. While, the rest of the participants proposed

that the pairs should collaborate equally in the work, and respect carefully each other views.

The analysis of the teacher's interview revealed that most of EFL, linguistic, and grammar, they are specialized in language skills. Their careers turns around eleven (11) years to thirteen (30) years in the mentioned modules. For farther more, the majority of the teachers tend to use pair work hand to hand with whole class discussion. The aim of this educational behavior is to make their students aware of each other, and even to push them discuss their topics and activities collaboratively.

Regarding the last finding of this research work almost all the teachers go that the teacher's interference with their students during pair work activities preferably done under objective regarding the given activities and the learner's understanding of the task. Other suggestions are that the teacher talk should be minimized as possible in order to lead the student to learn better if they manage the activity and the task, in the same time check their understanding and allocate more time to each student to improve their fluency by providing some language skills such as "speaking and writing".

It is clear from the analysis of the last question of the teacher's interview about managing and controlling pairs in a given task the majority of the teachers suggested to let peer evaluation occur, moving around and checking their working with help if needed. Other teachers mentioned that it is better to discuss the results with the whole group.

To enlarge this research work, the researchers suggested three hypotheses. The first one was that the role of the teacher that he can play in pair work activities. This was proved after the data collected were analyzed because the most of the teachers tend to relay on pair work activities in their lectures, they mentioned that they use pair work activities strategically and that is under objectives by given the students the role and check their understanding of the task then testing them.

The second hypothesis proposed by the researchers was that the benefits behind pair work. The results of this research work proved this hypothesis since

both teachers and learners agreed that they found pair works beneficial, the students replayed that they can collaborate to solve the task, exchange ideas, and even motivate each other. Whereas, the teachers claimed that pair work help the learners to interact comfortably, make competition which lead to better performance.

The last hypothesis was that the expected problems in pair work activities. It is also demonstrated by the results of the research work that this hypothesis was proved. Because both students and teachers harmonized in this hypothesis. The students have stated that the main problems encountered in pair work is that having no compatibility, and students may not understand each other, and even destruction from one part of the pair. However, the teachers claimed that the hardest problem occurs in controlling the pairs.

3.5. Suggestions

In this part, researchers suggested some pair work activities, which are mostly used in class by teachers. These activities aim to make students interact with each other and with their teacher.

3.6. Pair-work Activities for EFL Students

The following 3 activities are designed for EFL learners in the secondary school. The learners would be aiming towards upper middle level according to the English as a Second Language (ESL). The activities have been designed to have students working in pairs, communicating with each other in order to achieve the goals of the activities.

Activity One: Read a Conversation Script Together

If you're using a textbook or creating your own materials, you'll often want students to practice a conversation to shake things up. To help them learn good spoken English and also use proper conversational intonation rather than a flat reading voice, give them these instructions:

“Always look at your partner when you speak.”

To achieve this they must first read the line they're going to say, hold the words in their memory, look up at their partner and then say the line. When they've said their line(s), their partner can look down, read and prepare to say theirs.

Activity Two: Information gap

This is often referred to as a “jigsaw” activity. It involves getting pairs to converse naturally about a topic. When you speak to someone in real life, you don't know the whole story already, and a script will give away the whole story.

In this activity, you'll be giving each student in a pair half of the information for the conversation. Then you'll let them talk about it until they both have the complete story.

Many textbooks include information gap activities, and there are worksheets for this that you can take from ESL websites. However, you can also create your own worksheets and stories to suit what you're presently teaching in class. Some examples are:

- A filled in crossword puzzle with each part missing different letters or words.
- A story or series of sentences with gaps for different words in each.
- Two pictures with different items or details removed from each.

Activity Three: Line up role plays

In this activity your students get to pair off several times with different people and have a similar conversation with each new partner. They get to practice improvising a little bit instead of just repeating the same things over and over. Students are divided into two groups and each group is assigned one of two roles, such as:

- Buyers and sellers
- Complainers and listeners
- Policemen and offenders
- Doctors and patients

Or anything else that you've been working on teaching in class.

Students in one group pair up with members of the other group, each for a few minutes, and then move on to another at your call. They could have specific guidance from the teacher about what to discuss at each position or they could improvise, depending on their level of ability.

For example, in a buying and selling role play each Seller could have a list (or pictures) of what they're selling. This could either be devised by the teacher beforehand or created by them during the activity. The Buyers could each have a shopping list (words or pictures) also devised by the teacher or created by students. The Sellers could be seated, and the Buyers could each approach a Shop, ask about something(s) on their shopping list: do they have the item, how much is it, etc.

Activity Four: Picture dictation

After pairing up for this activity, partners will need to sit facing each other, one with a blank sheet of paper and the other with a simple picture held so that their partner can't see it. (Make sure that the light doesn't shine through so that their partner can see it.) The student with the picture dictates to their partner what to draw.

Dictation vocabulary will depend on what stage your students are at. If the picture is very simple then it can be described in terms of shapes (circle, line, straight, etc.), sizes and spatial relationships (next to, under, etc.). For a more complex picture, the elements could be described as they are (man, dog, house, hill, etc.)

To make it interesting, the students could both have the same background picture in front of them to start. One student in the pair will have simple stick figures or animals in the foreground that the other student doesn't have. The student with the more elaborate illustration will then attempt to describe how to complete the drawing.

3.7. Recommendations

Based on the previous results, it is obvious to come with some suggestions and recommendations for both the teachers and the students. Merely, some common roles that the teacher should play in EFL classroom in order to enhance the

student's cohesion to perform pair work activities easily. Then, it proposed how the students can work intelligibly and overcome their difficulties within practicing pair work activities. Moreover, it states some ways to help the students pass their lack of confidence and have more willing to perform any task.

3.7.1. Teacher's Role

The teacher plays a sensitive role in the education system where he should help the students to study more enjoyably. Therefore, he preferably creates good conditions for learning. Additionally, he can act a variety of roles in the classroom depending on the kind of the activity. However, these roles aim at facilitating the learning process, and help the student to deal with the activity comfortably.

3.7.2. Organizers

According to Harmer (2001) the teacher plays the role of organizer by giving clear instructions to learners, through pairing them off into pairs or groups and giving them enough time to do the task. In such role, it is important to give them the opportunity to participate.

3.7.3. Participant

Harmer (2001) suggested that the teacher preferably takes part in pair work activities such as role play and discussion to make the activity more enjoyable and creates a good atmosphere to increase the learner's willingness to participate

3.7.4. Prompter

Harmer (2001) stated that the teacher lets the students work by themselves. He encourages and helps them only if needed and that is by offering words, phrases, or questions to carry on the activity.

3.8. Students Role

The students have a crucial role in developing and in performing pair work activities. According to Harmer (1998) students must change the idea that it is the role of the teacher is not only to teach them. They have to understand that the

teacher's role is not only to feed them, but rather a guider and facilitator. In this regard, the student's task in any pair work activity should appear in collaborating and performing intelligibly to realize the objectives of pair work activity.

During gathering our data, the researchers have found that the students of the same level, especially low achieving students, preferred to work collaboratively to solve their tasks. On the other hand, high achieving students, preferred to work on alone. Most of the time, high achieving students would dominate the work and would not to work hand to hand with their peers.

From the questionnaire analysis, it is obvious that students concentrate more on tasks when each one of them was assigned a role. Therefore, it is better that the teacher assigns a role for each member in the peers in order to make a parallel work inside each peer. Meanwhile, students learn the ability to take turns when the pair is earmarked roles such as leader, time keeper or reporter. They need to listen to each other and participate according to their roles in order to perform the work properly.

Moreover, it is obvious from the recent analysis that pair work activities contributed to enhance student's self-esteem and confidence. As they felt that they could achieve better their tasks when they are collaborate the work in pairs. According to Jamila (2012:118) progressing student's self-confidence requires a good atmosphere. She stated that "teachers should create a comfortable and flexible atmosphere (...) as it is very important to provide learners such environment where learners have the opportunities to use English at ease and which are supportive to develop self-esteem and self-confidence".

3.9. Conclusion

Chapter three is mainly focus on different roles of the teacher in various phases in guiding and monitoring pair work. From both the teacher's interview and student's questionnaire we have found that the teacher should carefully deal with every single pair in case of engaging pair work activities.

The researchers discovered as well from the previous discussion of the main results that the most of students preferred to work in whole class and discuss the results with their classmates. Others like to work in pairs; they tend to work with the same partner and even preferred the same level to work with. It is obvious that changing partners is necessary since students can easily exchange their points of view, check answers, and even learn better from other people. We have discovered that it is better from time to time to allow students to work with a partner of their choice, and keep the same gender to work with each other for the aim of not facing problems such as “anxiety and shame.”

Chapter Three

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3.1. Introduction

The third chapter aims at explaining, highlighting and analyzing the collected data. It also aims at giving the reader the main objectives of the research work, and tends to discuss the main results. Finally, the third chapter provides some suggestions and recommendations related to the stated objectives, research questions and hypotheses.

3.2. Analysis of Student's Questionnaire

As it is said before, the questionnaire was addressed to second year EFL students. Twenty of them were taken as a sample for this questionnaire. The questions that they were asked are about classroom and pair-work activities, and the role of the teacher to ensure pair-work quality.

Question One: What type of work do you like In English lesson?

When the participants were asked about the work they like in English lesson.(09) Nine said that they like working in whole class discussion. (07) Seven replied that they like working in pairs. Whereas, the rest of them (03) Three answered that they like to work in groups.

Table 2.1. Students Activities in English Lesson

Options	AF	RF
Whole class discussion	(09)	60%
Working in groups	(03)	10%
Working in pairs	(07)	30%

Question Two: During pair-work activities what do you prefer?

The aim of this question was to know if students want to work with the same partner, or prefer working with other partners. The pie chart bellow shows that (15)

Fifteen students wanted to work with the same partner. While (03) Three students preferred changing various partners.

Table 2.2. Students Preference to Work With

Option	AF	RF
Same Partner	(15)	95%
Others	(03)	05%

Question three : Who do you ask for help during pair-work?

Regarding the question three. Twelve (12) students prefer to ask the help during pair work activities from the teacher. Eight (08) students tend to ask the help from their partners. However, no one (0) prefers to wait the answer from other pairs.

Table 2.3. Frequency of Students to Ask the Help in Pair Work Activities

Option	AF	RF
Teacher	(10)	60%
Partner	(08)	40%
Other pairs	(00)	00%

Question four : Did you find working in pair beneficial?

16 students out of 20 answered that they find pair work beneficial, they feel that they are motivated, improve their levels with their pairs, and they can also exchange ideas and opinions. (02) Students did not find it beneficial, they saw it as source of wasting time.

Table 2.4. Student's Attitude towards Pair Work Benefits.

Option	AF	RF
Yes	(16)	96%
No	(02)	04%

Question Five: In pair work activities do you prefer working with the same gender?

Concerning question five, eleven (11) students confirmed that they prefer working in pair work with the same partner. However, the rest (07) students stated that they did not like working with the same partner in all activities of pair work. The answers are provided in following pie table:

Table 2.5. Student's Preferred Gender

Option	AF	RF
Like	(11)	74%
Not Like	(07)	26%

Question Six: While working with partner, do you like the teacher to correct all your mistakes?

The reason behind this question was to prove whether students feel secure and confident when the teacher corrects immediately the students. Fifteen (15) students replied by "yes" that they like the teacher to correct them while working in pairs. Three (03) the students said the rivers. The information are shown in the table below:

Table 2.6. Teacher Correcting Mistakes

Options	AF	RF
Yes	(15)	85%
No	(03)	15%

Question Seven: Did you agree to have the opportunity to speak English in class without teacher's control?

Question Seven aimed at knowing student's desire to speak freely without teacher's control in the front of their classmates. Nine (09) strongly agree to have the have the opportunity of speaking in class. Five (05) of them agree also. While, Four (04) students disagree. No student mentioned strongly disagrees. Their responses are summarized in the following table.

Table 2.7. Frequency of Student's Desire to Speak without Teacher's Control

Options	AF	RF
Strongly agree	(09)	60%
agree	(05)	25%
Strongly disagree	(04)	15%
disagree	(00)	00%

Question eight: Did you prefer teacher's participation in pair work activities?

The question tends to investigate if learners prefer the teacher to participate in their pair work activities. Thirteen (13) students reported that they sometimes preferred the teacher to participate with them in their work. Five (05) of them opted for like. However, no option for not like. The following table gives an idea about their responses:

Table 2.8. Students' Attitude towards their Teacher's Participation in their Work.

Option	AF	RF
Like	(05)	30%
Always	(13)	70%
Not Like	(00)	00%

Question Nine: Do you find it easy to work with high level students?

The question nine was concerned with the students with the students level in English, and it aimed at knowing which partner's level can the learner see him/her self at ease to work with. Eight (08) learners said that they preferred to work with high level student, because they felt comfortable when they work with someone who is tolerant enough. Seven (07) learners stated that they can work with any level; thus they are sociable and extrovert learners, they don't care about the level. Three (03) of them preferred to work with the same level student, because they have anxiety and they have the feeling of compatibility towards tolerant students. While no answer were selected for lower level student. The following pie chart mentioned the student's responses.

Table 2.9. Student's Preference to Work with their Partners

Option	AF	RF
High Level	(08)	54%
Same Level	(07)	40%
Any Level	(03)	06%

Question Ten: which problem did you face while working with a partner in classroom activities?

Question ten tried to know which problems faced the learners while working with their partner during pair work activities. The majority of students claimed that they have no compatibility, and they cannot understand their partners in the most of times. Others said that, they found no mutual intelligibility during interacting in pair work activities. The rest stated that in pair work activities you can find laziness, selfishness, destructions, and the high level students are always prefer to dominate the work, additionally, there is demotivation when working in pairs.

Question Eleven: Can you provide some suggestions and recommendations?

The answers of this participants for this question were varied and very , detailed. The most of them suggested that it is preferable that the teacher monitor the activities, and gives feedback. Meanwhile, let the student to choose and change their partners, and even change the gender of the partner. However, the rest of the participants suggested that the pairs should collaborate equally in working, and respect each other's views.

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In this question the majority of teachers mentioned that they are dealing with language experience through many years.

Question Four: Do you prefer using pair work or whole class discussion in designing activities?

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For example, in a buying and selling role play each Seller could have a list (or pictures) of what they're selling. This could either be devised by the teacher beforehand or created by them during the activity. The Buyers could each have a shopping list (words or pictures) also devised by the teacher or created by students. The Sellers could be seated, and the Buyers could each approach a Shop, ask about something(s) on their shopping list: do they have the item, how much is it, etc.

Activity Four: Picture dictation

After pairing up for this activity, partners will need to sit facing each other, one with a blank sheet of paper and the other with a simple picture held so that their partner can't see it. (Make sure that the light doesn't shine through so that their partner can see it.) The student with the picture dictates to their partner what to draw.

Dictation vocabulary will depend on what stage your students are at. If the picture is very simple then it can be described in terms of shapes (circle, line, straight, etc.), sizes and spatial relationships (next to, under, etc.). For a more complex picture, the elements could be described as they are (man, dog, house, hill, etc.)

To make it interesting, the students could both have the same background picture in front of them to start. One student in the pair will have simple stick figures or animals in the foreground that the other student doesn't have. The student with the more elaborate illustration will then attempt to describe how to complete the drawing.

3.7. Recommendations

Based on the previous results, it is obvious to come with some suggestions and recommendations for both the teachers and the students. Merely, some common roles that the teacher should play in EFL classroom in order to enhance the

student's cohesion to perform pair work activities easily. Then, it proposed how the students can work intelligibly and overcome their difficulties within practicing pair work activities. Moreover, it states some ways to help the students pass their lack of confidence and have more willing to perform any task.

3.7.1. Teacher's Role

The teacher plays a sensitive role in the education system where he should help the students to study more enjoyably. Therefore, he preferably creates good conditions for learning. Additionally, he can act a variety of roles in the classroom depending on the kind of the activity. However, these roles aim at facilitating the learning process, and help the student to deal with the activity comfortably.

3.7.2. Organizers

According to Harmer (2001) the teacher plays the role of organizer by giving clear instructions to learners, through pairing them off into pairs or groups and giving them enough time to do the task. In such role, it is important to give them the opportunity to participate.

3.7.3. Participant

Harmer (2001) suggested that the teacher preferably takes part in pair work activities such as role play and discussion to make the activity more enjoyable and creates a good atmosphere to increase the learner's willingness to participate

3.7.4. Prompter

Harmer (2001) stated that the teacher lets the students work by themselves. He encourages and helps them only if needed and that is by offering words, phrases, or questions to carry on the activity.

3.8. Students Role

The students have a crucial role in developing and in performing pair work activities. According to Harmer (1998) students must change the idea that it is the role of the teacher is not only to teach them. They have to understand that the

teacher's role is not only to feed them, but rather a guider and facilitator. In this regard, the student's task in any pair work activity should appear in collaborating and performing intelligibly to realize the objectives of pair work activity.

During gathering our data, the researchers have found that the students of the same level, especially low achieving students, preferred to work collaboratively to solve their tasks. On the other hand, high achieving students, preferred to work on alone. Most of the time, high achieving students would dominate the work and would not to work hand to hand with their peers.

From the questionnaire analysis, it is obvious that students concentrate more on tasks when each one of them was assigned a role. Therefore, it is better that the teacher assigns a role for each member in the peers in order to make a parallel work inside each peer. Meanwhile, students learn the ability to take turns when the pair is earmarked roles such as leader, time keeper or reporter. They need to listen to each other and participate according to their roles in order to perform the work properly.

Moreover, it is obvious from the recent analysis that pair work activities contributed to enhance student's self-esteem and confidence. As they felt that they could achieve better their tasks when they are collaborate the work in pairs. According to Jamila (2012:118) progressing student's self-confidence requires a good atmosphere. She stated that "teachers should create a comfortable and flexible atmosphere (...) as it is very important to provide learners such environment where learners have the opportunities to use English at ease and which are supportive to develop self-esteem and self-confidence".

3.9. Conclusion

Chapter three is mainly focus on different roles of the teacher in various phases in guiding and monitoring pair work. From both the teacher's interview and student's questionnaire we have found that the teacher should carefully deal with every single pair in case of engaging pair work activities.

The researchers discovered as well from the previous discussion of the main results that the most of students preferred to work in whole class and discuss the results with their classmates. Others like to work in pairs; they tend to work with the same partner and even preferred the same level to work with. It is obvious that changing partners is necessary since students can easily exchange their points of view, check answers, and even learn better from other people. We have discovered that it is better from time to time to allow students to work with a partner of their choice, and keep the same gender to work with each other for the aim of not facing problems such as “anxiety and shame.”

General Introduction

General Conclusion

The notion pair work is widely spread in English Teaching and Learning. Most teachers tend to relay on it in their lessons. Moreover, it is obvious that the teacher plays a crucial role in guiding and monitoring students during a pair work activity, get them participate easily using the efficient techniques. Thus, it is possible to point out the advantages of pair work activities, aiming at making an appropriate use of it.

This research work is divided into three chapters. The first chapter was a literature review in which the researchers deal with specific concepts related to pair work, its benefits and problems, then the appropriate techniques to separate pairs. The second chapter was about the theoretical part of the research design. The researchers collected data through teachers' interview and students' questionnaire, which have been defined in this chapter. The third chapter was concerned with data analysis. Then analyzing the findings, in addition to reveal and interpret the main results. Last, it suggest some activities related to pair work, and gives some recommendations which can help both students and teachers to overcome the difficulties encountering them in using pair work.

After all, in the fact that one may admit that no final conclusions have been reached, and it steel the research ongoing in the field of refining learning through the teacher-students rapport. The current results demonstrate that the teacher plays the sensitive role in guiding, organizing and assessing student while they performing the task of pair work. This is through multiple academic techniques to achieve the targeted objectives. However, it is generally accepted that both teachers and students work on the benefits of pair work, and that they seek to find positive relationships under the right circumstance. Thus, in this sense it may enhance the student self-confidence, and even the teacher attitude to gain the academic achievement.

The finding also showed that even there are problems encountering both teachers and students in using pair work. In the part of teachers, it seems that the problem is in controlling the pairs during the work, and even the destruction from others students. While, the students may not respect their roles and they find some difficulties in understanding each other view.

As any research, the current study had some limitations. Seemingly, the problems occurring in collecting data concerning the theme studied. Finally, the present study tried to emphasis on the pair work problems and how can this later be appropriately used. Thus, these issues may also be asked for future research.

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Appendices

APPENDIX << A >> :
STUDENTS' QUESTIONNAIRE

Students' Questionnaire

Dear students:

We are presently conducting a research trying to shed light on the main difficulties faced a language teacher while involved in **ELT** teaching situation. At this level developing pair or group work activities, and the ways he/she tends to overcome the obstacles, likely to occur will be the core of this questionnaire.

We would be very grateful if you could answer these questions , your responses will be used for research only will remain confidential .

Rubric one; Classroom activities

1- What type of work do you like in English lesson ?

A-Whole class discussion activities.

B-working in groups.

C-working in pairs.

2-During pair work activities do you prefer?

A- Working with the same partner.

B-Changing various partners.

3-Who do you ask for help during pair work?

a- Teacher.

b- Partner.

c- Wait the answer from other pairs.

Rubric two; pair work activities

1-Did you find working in pairs beneficial?

A-Yes **b-No**

-if yes/no,

justify.....
.....

2-In pair work activities do you prefer working with the same gender?

A-yes

b-No

3-While working with a partner , do you like the teacher to correct all your mistakes?

A-yes

b-No

Rubric three; Role of teacher

1-Do you agree to have the opportunity to speak English in class without teacher's control?

a- strongly agree

b-agree

c-disagree

D-strongly disagree

2-Do you prefer teacher's participation in pair work activities?

a-like

b-sometimes

c-not like

3- Do you find it easy to work with ?

A-high level student

B-lower level student

C-same level student

d-Any level student

- And

why?.....

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4-Which problems did you face while working with a partner in classroom activities?

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5-Can you provide some suggestions and recommendations

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THANK YOU FOR YOUR COLLABORATION

APPENDIX << B >> :
TEACHERS' INTERVIEW

Teachers' Interview

We are presently conducting a research trying to shed light on the main difficulties facing language teacher while involved in an ELT teaching situation. At this level developing pair or group work activities, and the ways they tend to overcome the obstacles, likely to occur is the core of this interview.

We would be very grateful if you could answer these questions, your responses will be used for research only and will remain confidential.

Rubric one: Teacher's Experience in Pair Work

1-How long have you been teaching English?

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2-What are the modules you are teaching?

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3-What is your teaching experience in the module taught?

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4- Do you prefer using pair work or whole class discussion in designing activities?

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5-Do you find pair work activities beneficial? Which type do you use in pair work?

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Rubric two: using Pair Work

1-How do you see teacher’s interference with students during pair work activities?

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2-How do you consider giving more speaking time to learners in pairs?

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3-How do you manage following the progress of each pair working on a given task?

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Thank you