

**THE ROLE OF LEARNER-LEARNER INTERACTION IN DEVELOPING
SPEAKING SKILLS AMONG UUM INTERNATIONAL POSTGRADUATES**

BY

KARWAN MUSTAFA SAEED

**A THESIS SUBMITTED TO THE COLLEGE OF ARTS AND SCIENCES IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER IN APPLIED LINGUISTICS**

DECLARATION OF ORIGINALITY

I hereby declare that the content of this work is the result of my own efforts and of no other person with the exception of quotations and citations which have been appropriately acknowledged and that it has not been previously presented in any form for any other degree at Universiti Utara Malaysia or to any other institutions.

Karwan Mustafa Saeed

July 2013

PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor or, in their absence by the Dean of Faculty of Applied Linguistics. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to

Dean of Awang Had Salleh Graduate School

College of Arts and Sciences

Universiti Utara Malaysia,

06010 Sintok

Kedah Darul Aman

DEDICATED

TO

MY PARENTS

ACKNOWLEDGEMENTS

First of all, I would like to thank Allah, the one above all of us and omnipresent for answering my prayers for giving me the strength, health, and ability to accomplish this work despite all the circumstances.

I would like to extend my deepest thanks to my academic supervisor Mr. Ahmad Mahreez B. Abdul Ghani. Under his guidance, I have been able to complete my thesis. He was always ready to listen and better evaluate my arguments. Moreover, his feedback was insightful and greatly enhanced this thesis.

I am also grateful to my lecturers at Universiti Utara Malaysia, who gave me a lot of knowledge and cultivated my interest in linguistics. It is also necessary to acknowledge the crucial role of the Language Centre, which provided the permission to use the necessary data to complete this thesis, and to thank the two teachers who participated as interviewees and also UUM international postgraduates who were studying English at the time of my thesis to voluntarily participate as respondents.

In addition, I am indebted to my dear friends, especially Kurdish friends. Their friendship, love and kindness always encouraged me to overcome difficulties in my study. They made my life at UUM a truly memorable experience and their friendship is invaluable to me. I also would like to thank my Pakistani friend Zahid, who helped me a lot in my thesis.

Last but not least, I truly wish to thank and extend my thankful to my beloved family members for always being there for me, in particular, my father who always supported and encouraged me. Words fail me in expressing my heartfelt thanks to my mother for her unquestioning love and patience, understanding and believe in my effort, and for her constant support and prayers. Over and over again, I thank God for showing me the path.

ABSTRACT

The purpose of this research was to examine the role of learner-learner interaction in classroom setting for 52 international postgraduate students who enrolled in an intensive English course at the Language Centre of Universiti Utara Malaysia (UUM) after they failed in English Language Placement Test (ELPT) at the point of entry to the university.

Having recognized the significance of interaction in second language (L2) learning, the researcher in this study used a quantitative approach investigating the effect of learner-learner interaction in developing speaking skills to collect the necessary data. Data included questionnaire survey, score of two tests and short interviews with teachers who were teaching speaking lesson at the Language Centre.

Findings of the study indicated that student-student interaction played a significant role in the classroom. They also presented that several factors such as, language classroom activities, teacher, motivation, teaching materials etc. reinforced promoting learner-learner interaction in developing speaking skills among UUM international postgraduates. The study also supported Long's (1980) Interaction Hypothesis and pointed the importance of interaction among the students. Furthermore, the results assisted broaden the understanding of the role learner-learner interaction played in a second/foreign language classroom.

Lastly, this study also exhibited that students were able to improve their speaking skills through the interaction that happened among them in the classroom atmosphere.

The results of this study also suggested that classroom interaction triggered learners to notice the target form and have a positive effect in improving the learning of a foreign/second language in particular, speaking skills.

ABSTRAK

Kajian ini telah dijalankan untuk mengkaji peranan interaksi antara pelajar dengan pelajar di dalam suasana bilik darjah yang melibatkan 52 pelajar lepasan ijazah antarabangsa yang telah mendaftar dalam program Bahasa Inggeris intensif di Pusat Bahasa UUM selepas mereka gagal dalam ELPT ketika kemasukan mereka ke universiti. Kajian ini meneroka peluang-peluang untuk belajar serta membangunkan kemahiran berbahasa yang berlaku semasa interaksi antara pelajar dengan pelajar.

Menyedari kepentingan interaksi dalam pembelajaran L2, penyelidik kajian ini telah menggunakan pendekatan kuantitatif bagi mengumpul maklumat yang diperlukan untuk menyiasat kesan interaksi pelajar dengan pelajar dalam membina kemahiran bertutur. Data terkumpul adalah hasil soal selidik, skor dua ujian dan temu bual pendek dengan guru-guru.

Penemuan kajian menunjukkan bahawa interaksi pelajar dengan pelajar memainkan peranan yang penting di dalam kelas. Hasil kajian turut menunjukkan bahawa beberapa faktor lain seperti aktiviti dalam kelas bahasa, guru, motivasi, bahan pengajaran dan lain-lain yang diperkukuhkan menggalakkan interaksi pelajar dengan pelajar dalam membangunkan kemahiran bertutur di kalangan lepasan siswazah antarabangsa UUM. Kajian ini turut menyokong Hipotesis Interaksi oleh Long (1980) dan menegaskan kepentingan interaksi di kalangan pelajar. Tambahan pula, hasil kajian membantu memperluaskan pemahaman tentang peranan interaksi pelajar dengan pelajar yang dimainkan dalam kelas bahasa kedua / asing.

Akhir sekali, kajian ini juga menunjukkan bahawa pelajar dapat meningkatkan kemahiran berbahasa mereka melalui interaksi yang berlaku di antara mereka dalam suasana bilik darjah. Hasil kajian ini juga mencadangkan bahawa interaksi di dalam kelas mencetuskan pelajar untuk mengesan bentuk sasaran dan mempunyai kesan positif dalam meningkatkan pembelajaran bahasa asing / kedua, khususnya dalam kemahiran bertutur.

TABLE OF CONTENTS

Approval.....	iii
Declaration of Originality.....	iv
Permission to Use.....	v
Dedication.....	vi
Acknowledgements.....	vii
Abstract (English).....	viii
Abstract (Bahasa Malaysia).....	ix
Table of Contents.....	x
List of Tables.....	xiii
List of Figures.....	xv
List of Appendices.....	xvi
List of Abbreviations.....	xvii

CHAPTER ONE: INTRODUCTION

1.1 Introduction.....	1
1.2 Background of the Study.....	4
1.3 Statement of the Problem.....	5
1.4 Purpose of the Study.....	7
1.5 Research Questions.....	8
1.6 Objectives of the Study.....	8
1.7 Significance of the Study.....	8
1.8 Scope of the Study.....	9
1.9 Organization of the Study.....	9
1.10 The Intensive English Course.....	11
1.11 Definition of Terms.....	11

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction.....	12
2.2 Definition of Speaking.....	11

2.2.1	The Speaking Skill	11
2.2.2	Speaking Difficulties in Foreign Language Learning in Context to UUM .	11
2.2.2.1	Inhibition	11
2.2.2.2	Silence	18
2.2.2.3	Low Participation	18
2.2.2.4	The Use of L1	19
2.2.3	The Importance of Speaking	20
2.3	The Interaction Hypothesis	22
2.3.1	The Role of Interaction	25
2.3.2	Factors Promoting Learner-Learner Interaction.....	28
2.3.3	Interaction as a Type of CLT Frameworks	30
2.3.4	Classroom Interaction	32
2.3.5	Types of Classroom Interaction	34
2.3.6	Aspects of Classroom Interaction	37
2.3.6.1	Negotiation of Meaning	37
2.3.6.2	The Role of Feedback	39
2.4	Teachers' Roles and Responsibilities	40
2.5	Oral Communicative Strategies and Activities	41
2.6	Previous Studies	45
2.7	Theoretical Framework	48
2.8	Chapter Summary.....	11
 CHAPTER THREE: RESEARCH METHOD		
3.1	Introduction	53
3.2	Population	54
3.3	Instruments	11
3.3.1	Questionnaire Survey	56
3.3.2	Test Results	11
3.3.3	Interviews	58
3.4	Ethical Issues	18
3.5	Validity and Reliability	59
3.6	Data Analysis	60

3.7 Data Collection Procedures	61
--------------------------------------	----

CHAPTER FOUR: RESULTS AND DATA ANALYSIS

4.1 Introduction.....	62
4.2 Data Analysis.....	03
4.3 Correlation between Variables	89
4.4 ELPT and Test Two.....	91
4.5 Interviews	92
4.6 Summery.....	91

CHAPTER FIVE: DISCUSSION, CONCLUSION AND FUTURE RESEARCH

5.1 Introduction.....	96
5.2 Discussion.....	90
5.2.1 Discussion on the Findings of First Research Question	91
5.2.2 Discussion on the Findings of Second Research Question.....	101
5.2.3 Discussion on The Findings of Third Research Question.....	114
5.3 Conclusion.....	107
5.4 Suggestions for Future Research	119

REFERENCES.....	110
------------------------	------------

APPENDICES	721
-------------------------	------------

LIST OF TABLES

Table No	Title	Page
Table 3.1:	Students' countries and their numbers	55
Table 4.1:	Teachers motivate you to speak English regardless of grammatical mistakes	64
Table 4.2:	Teaching materials facilitate you to improve your speaking skills	64
Table 4.3:	You feel enthusiastic to learn speaking skills of English language	65
Table 4.4:	Presentations and group discussions enhance your speaking skills	65
Table 4.5:	You are invited by your teacher to interact with your classmates	66
Table 4.6:	Teachers are a good source to arrange meaningful communications among students	67
Table 4.7:	Classroom environment is helpful to interact with your classmates	67
Table 4.8:	You enjoy learner-learner interaction	68
Table 4.9:	Summary of response of students on multiple factors	69
Table 4.10:	You interact in classroom	70
Table 4.11:	Student-student interaction improves your speaking skills	70
Table 4.12:	Free discussions help you in improving your speaking skills	71
Table 4.13:	You interact with your classmates	72
Table 4.14:	The interactional activities help improve your speaking skills	72
Table 4.15:	Regular interaction helps improve your speaking skills	73
Table 4.16:	Regular interaction with your classmates helps you to reduce your speaking mistakes	74
Table 4.17:	You do most of the interaction in the classroom	74
Table 4.18:	You believe your speaking ability is the result of learner-learner interaction	75
Table 4.19:	Summary of response of students on roles of learner-learner interaction	76

Table 4.20:	You find classroom a suitable place for interaction	77
Table 4.21:	You find classroom a good context for input	77
Table 4.22:	You feel ease when you interact in classroom	78
Table 4.23:	Classroom interaction and input help develop your speaking fluency	79
Table 4.24:	Classroom motivates you to interact	80
Table 4.25:	Classroom facilitates your development	80
Table 4.26:	You find classroom suitable for learning	81
Table 4.27:	Summary of response of students on multiple roles of classroom setting	82
Table 4.28:	You find yourself comfortable when you speak	83
Table 4.29:	You speak your ideas easily with your classmates	84
Table 4.30:	You understand others' verbal statements clearly	84
Table 4.31:	You focus on speaking skills when you speak	85
Table 4.32:	You wish to master speaking skills most	86
Table 4.33:	Insufficiency of vocabulary affects your speaking skills When you speak	86
Table 4.34:	Poor pronunciation causes problem in your speaking skills	87
Table 4.35:	You refer to your L1 when you speak	88
Table 4.36:	Summary of response of students on different items in speaking skills	89
Table 4.37:	Correlation between variables	90
Table 4.38:	Statements of interviewees	93

LIST OF FIGURES

Figure 2.1:	Interaction between students	36
Figure 2.2:	The theoretical framework of the Research	51
Figure 4.1:	Comparison of score of students in ELPT and Test two	91

LIST OF APPENDICES

Appendix A:	Students' Questionnaire	127
Appendix B:	Teachers' Interview Questions	130
Appendix C:	Speaking band results of students in both ELPT and Test two	131
Appendix D:	Interviewees' statements	132
Appendix E:	Formal permission letter of supervisor	133

LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELPT	English Language Placement Test
ESL	English as a Second Language
FL	Foreign Language
IEC	Intensive English Course
IELTS	International English Language Testing System
L1	First Language
L2	Second Language
NNS	Non-Native Speaker
NO	Number
NS	Native Speaker
Q	Question
SL	Second Language
SLA	Second Language Acquisition
SLAR	Second Language Acquisition Research
SLL	Second Language Learning
ST	Student
T	Teacher
TL	Target Language
TOEFL	Test of English as a Foreign Language
UUM	Universiti Utara Malaysia
%:	Percentage

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Nowadays, English language has dominated other languages and has become the leading means of communication worldwide. Its domination continues to extend till to date (Gordon, 2005). There are around 309 million speakers of English language and the number is significantly increasing (Nettle & Romaine 2000; p. 40). The modern world of media, mass communication, and internet demand a good knowledge of English, especially of spoken English. Every person wishing to get the benefits of modern education, research, science, trade, etc., knows which it is impossible without a working knowledge of the English language and good communication skills. A person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position (Gordon, 2005). Besides, English language is a prime source to get employed on good posts and to get good status in society. Simply, English language is a mean for different countries of the world to advance in the sectors like arts and sciences, commerce, medicine, engineering, law etc. The mastery for speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency (Richards, 1990).

In the same vein, English language is a language known in almost every part of the world. It is a very interesting and useful language since one can have many advantages from knowing it, for example, it has international standard, so everyone

needs to learn English in order to get in touch on international level. Further, in the educational field, most of the syllabus is written in English. Children in schools, students in universities are taught and encouraged to learn English language. Other languages of the world are important too, but unlike English language. English is important since it is the only language of the world that truly can link the whole world together.

In this day and age, the presence of English as a universal language assumes significance in the fact that more people leave their countries not solely for the sake of business, tourism, pleasure, but also for studying. Education has enlarged the role of English. People who go to another country to study can only have English as their medium of instruction. This is because the individual will not be able to learn a subject in the local language of the country. This again proves the unquestioning fact that English language is crucially important worldwide.

Theorists place different values on the role of interaction in second language acquisition (SLA) or second language learning (SLL) and previous research has shown that interaction assists L2 learners advance their language proficiency since they can perform independently for they practice the language all the time, so this will help them develop their speaking skills (Vygotsky's, 1978 as cited in Ormrod, 2003, P.38). Additionally, interaction has a great impact on L2. Classroom is a good setting if learners are provided with opportunities to have a learner-learner interaction. Moreover, if input is made comprehensible to language learners in classroom, language acquisition will take place. Research has shown that appropriate input and suitable contexts for interaction can greatly lead to successful in SLA (Long, 1983, 1996). It is very clear that language learning, especially in a foreign context of UUM, input plays a very important role in acquiring second or foreign

language. And it has been clear that input (Krashen, 1985) is very necessary for language learning. Stephen Krashen (1987) supports this idea and defines input as "i+1" in which, 'i' standing for the existing knowledge of a learner and '1' for the next level. So, the input that is provided in the classroom can be provided through the meaningful activities in the classroom or through different means of learning which are intended to expose the students towards the target language. In this sense, it is teachers' responsibility to provide the learners with comprehensible input in the classroom which leads language acquisition along with interaction. In addition, face-to-face, pair or group interactions, role plays and free discussions play a vital role in language learning or second language learning as it offers L2 learners opportunities to orally practice language, involve in negotiation, and so forth (Ellis, 2003). Moreover, in the field of second language acquisition, interaction has long been taken into account. Interaction is a way of learning in general and developing the language skills in particular (Kouicem, 2010). In addition, Long (1983, 1996) particularly emphasizes the importance of interaction, arguing that interaction not only enhances comprehension but also aids language learning.

In the same line, the main aim of learning any language is to use it in communication in either spoken or written forms. Classroom interaction is the vital key to obtain that objective. It is where L2 learners can exchange their ideas, feelings or thoughts. Thus, this leads to a mutual influence on each other as Rivers writes:

Through interaction, students can increase their language store as they listen to or read authentic linguistic materials, or even output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges (Rivers, 1987: 4-5).

In the light of the above explanation, this study intends to find out the role of interaction in developing speaking skill among UUM international postgraduate students in the Intensive English Course at the Language Centre. And in particular, it aims to know the specific role of learner-learner interaction in enhancing developing speaking skill when leaning a second language by L2 learners.

1.2 Background of the Study

Interaction has stimulated a lot of research in the past in the field of second language acquisition. Long (1981) suggests that it is the interaction which simplifies comprehension and indirectly promotes second language acquisition. In addition, classroom interactional tasks that encourage negotiation for meaning might turn out to be one of those useful language-learning activities since they may be the easiest ways to assist the learner's focus on speaking. Moreover, classroom interaction tasks often encompass learner classroom participation, group work, teacher talk, role plays that will greatly aid in promoting speaking.

Wong-Fillmore (1982) asserts that interactions between a teacher and individual learners, as well as between and among learners themselves assist L2 learning. Her study recommended that classroom interaction can influence L2 learning, but it does not shed any light on how specific linguistic features are learned. Moreover, interaction aids the learning of language functions as well as of target language forms (Hymes, 1972; Nunan, 1991).

The role of learner-learner interaction in classroom is important since it paves a way for students to improve their English language skills in general and speaking skills in particular. According to Mackey (2007) classroom interaction can be lucrative and conducive for improving speaking skills provided teachers encourage student-student interaction. In similar vein, Long's Interaction Hypothesis (1980) has

also asserted that learner-learner interaction can enable second language learners to enhance their speaking skills.

The international students at Universiti Utara Malaysia that join the Intensive English Course want to be fluent in their speaking skill in order for them to interact in classes and during presentations. This is very essential for those students as they need to learn the English language so as to be prepared to do their assignments and presentations in their further studies especially for master's or PhD students.

All international postgraduate students, who do not have the required IELTS or TOEFL band score, are offered Intensive English Course at Universiti Utara Malaysia (UUM) so as to enable them to improve the four skills of English language. Though reading, writing and listening skills are significant to obtain academic success but students also give priority to speaking skills for making effective communication with other international students or English speaking community. As 'speaking is one of the most important skills to be developed and enhanced as means of effective communication' (Alleman et al., 2013, p. 2) and 'students who study English as a second or foreign language usually have limited opportunities to speak English outside the classroom' (Zhang, 2009, p.10), thus this study focuses on learner-learner interaction to determine whether or not learner-learner interaction triggers the speaking faculty of students.

1.3 Statement of the Problem

Interaction is considered as a vital key for second or foreign language learners to improve their speaking skills; hence students should be encouraged to develop acute interaction so that they can be fluent and well versed in spoken English (MacIntyre, 2007). In addition, interaction is taken as a fundamental and a primary source to learn any second or foreign language, and lack of interaction among L2 learners

makes them develop passive speaking skills ((MacIntyre, 2007). Unless L2 learners have sufficient opportunities for interaction either in classroom setting or outside classroom, they cannot be adept to communicate effectively. Thus, interaction should be explored and researched profusely to gain a better understanding of the role of interaction in L2 learning in different contexts (Zaremba, 2006).

To facilitate students to be well equipped with four skills of English language to achieve satisfactory academic performance, the international foreign postgraduate students of UUM are required to undertake 'the Intensive English Course' to enhance their proficiency in all four English skills since English language is the only medium of instruction besides some humanity subjects which are taught in Malay language. As the prime objective of this course is to enhance the speaking skills of those students, whether or not students achieve proficiency in speaking skill is in question.

Many researchers maintain that speaking is one of the four key and pivotal skills of English language that should be developed since ability in effective communication benefits L2 learners to gain confidence and show acute performance in rest of the skills of English language (see, Trent, 2009; MacIntyre, 2007; MacIntyre, 2003; Shumin, 1997). Keeping in view the significance of speaking skills, the lack of speaking skill among students at UUM would negatively affect their performance in giving class presentations and communicating with lecturers and peer groups.

Interaction is conducive to language development generally and speaking skill particularly, and is considered as the key source to pave a way for L2 learners to make an effective progress in speaking skills (Mackey, 2007; Yashima, et al., 2004). Though English speaking skill is a key to achieve both academic or non-academic excellence, but this area is not still well researched and it needs to be further

explored to facilitate second or foreign language learners to enhance their speaking faculty (Baily, 2005; Goh, 2007). It is, therefore, the prime focus of this study to know the role of learner-learner interaction in enhancing speaking skills of international foreign postgraduate students at UUM. It is also to examine that whether classroom setting is a positive setting to help students as it is the only setting for them to practice English because they do not have opportunities outside the classroom setting since the English language is not the language of communication in the society.

1.4 Purpose of the Study

This study aimed at studying the importance and role of learner-learner interaction to enhance speaking skills among postgraduate students of UUM. This study also develops an understanding of how and to what extent learner-learner interaction in the classroom helped UUM international postgraduate students to improve their speaking skill. Moreover, it examines the different roles of learner-learner interaction and to understand how students construct language learning experiences particularly speaking skills by making interactions in a second/foreign language classroom. It is also to examine multiple factors that might help increasing learner-learner interaction in developing speaking skills.

1.5 Research Questions

The present study attempted to answer the following research questions:

1. What are the factors that promote learner-learner interaction in developing speaking skills among international foreign postgraduates?
2. Does learner-learner interaction enhance speaking skills?
3. Does classroom setting enhance learner-learner interaction?

1.6 Objectives of the Study

This study tended to achieve the following objectives:

1. To know the factors which enhance learner-learner interaction in improving speaking skills.
2. To determine the role of learner-learner interaction in enhancing speaking skills.
3. To know the effects of classroom setting on learner-learner interaction.

1.7 Significance of the Study

The main aim of learning any language from around the world is to communicate the language that is being learned by learners because it is very much true that nowadays languages, especially the English language is taught throughout the world communicatively for the simple reason that learners across the world do want to be fluent in the target language. Thus, interaction can greatly assist learners to develop their speaking skill for interaction between peers can give students opportunities to learn and enhance their speaking from one another; and likewise they will be able to communicate the language effectively, powerfully and easily in the world of business and educational environments, etc. Hence, this research first benefits the learners of the Intensive English Course at UUM if it is applied in the way it should

be applied. It also helps the instructors to understand how interaction is crucially significant for their learners during the period of the course as this can greatly be an important guideline for them in the light of its results to determine how they can develop the speaking skill of their students.

There is also a possibility that the success of those could be extended to the others in the same circumstances. Therefore, this could help overcome the problem of students having low English language proficiency in the speaking skill and also to promote more of such interactions formally and informally inside and outside the classroom setting. As Donato (2000) argues that the role of interaction is vital to second language learning, and thus, speaking abilities in the classroom setting. Lastly, the study is also important for future researchers to conduct further studies in this area since the results of this study would be able to be used by them to get ideas and references if they are willing to conduct studies in the same area.

1.8 Scope of the Study

This research involved UUM international postgraduate students who were attending an English course which is known as ' the Intensive English Course'. This study covers the role of interaction, specifically, learner-learner interaction in developing speaking skills. In addition, it focuses on multiple factors that enhance learner-learner interaction in developing speaking skills. Furthermore, it outlines on classroom interaction in promoting learner-learner interaction to help enrich speaking skills

1.9 Organization of the Study

This study is divided into five chapters, followed by references and appendices. Chapter one describes an over view of the English language, background of the

study, followed by the problem statement, purpose of the study, the research questions, the objectives of the study, the significance of the study, followed by the scope of the study. The chapter ends up by the organization of the study. Chapter two outlines the literature review of research available in the area of interaction, specifically, the role of learner-learner interaction in developing speaking skill.

Chapter three discusses the methodology used for the research project. Chapter four provides an in-depth analysis of the research findings, and chapter five plans conclusions and recommendations for policy and practice as well as future research directions.

1.10 The Intensive English Course (IEC), Universiti Utara Malaysia (UUM)

As Malaysia is positioning itself to be a regional center of educational brilliance, efforts are taken into account to recruit international students from other countries in the region to follow international standard education level, with English as the medium of instruction. It is essentially necessary to develop its potential in providing English programs that can sustain the flow of international students from around the region as well as to enrich the attraction of Malaysia as the provider of international education. The IEC at UUM which is a full-time intensive English program is created to assist and equip international foreign students to obtain satisfactory proficiency and assurance level that is necessary in English language at the university level. On achieving the required proficiency level, students are ready to enroll for other academic programs. The course covers in-depth listening, reading, writing and speaking skills by applying various activities in a language-enriched environment. In the course, students also improve their grammar, vocabulary, communication and presentation skills.

The ELPT is a special test intended to assess the English language proficiency of international students at UUM. The ELPT is compulsory for all those international students who do not meet the English language requirements or an acceptable level of English proficiency set by the university. These students are those who fail in the ELPT at the point of entry or those who fail to sit for the ELPT at the specified date. If UUM international students fail the ELPT, they should attend the Intensive English Course for at least one semester and achieve a passing grade before they are allowed to register for academic courses. Students are also allowed to take the course up to two semesters only, and they will be terminated from the university if they fail the course for two consecutive semesters. Students have to accomplish band 6.00 in the end of the course in order for them to continue their academic studies.

1.11 Definition of Terms

Speaking: According to Chaney (1998), speaking which is a productive skill is the process of building and sharing meaning through the use of verbal and non-verbal symbols in diversity of contexts. Speaking is significant in language learning and teaching. Good speaking skills are the acts of producing words that can be understood by listeners. A good speaker is articulate and informative.

Interaction: Ellis (1999, p.1) defines interaction as *"the social behavior that takes place when one person communicates with another, and attempt to understand one another"*.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Teaching and learning English as a foreign language requires learners' exposure which is called the foreign language skills: reading, speaking, writing and listening. The first and last aim of acquiring any second or foreign language is to achieve a high level of understanding and producing the language in either oral or written form effectively, powerfully and easily. As the prime aim of this research is developing the speaking skill, it is considered as the major skill to be developed since it is essentially necessary for displaying the language proficiency and thus, learners are going to be put in real life situations where real communications in English is a must, and apart from this, speaking skill is considered as the most desirable skill to be mastered by the vast majority of SL learners. Hence, when learning any second or foreign language, the focus or emphasis is mainly on speaking (Thornbury 2005).

At the same time, for learners who are studying English language in a non-English speaking setting, it is crucially significant to experience real life communicative situations in which they are greatly learning how to express their own opinions and views, and also to develop their speaking skills and fluency which are essential in succeeding learning second or foreign language. Classroom interaction then is essential and useful as an educational strategy to enhance learning and typically enhancing speaking skill since in non-English speaking setting or environment, opportunities of learning the language do not exist so that learners can use and practice the language that they are learning (Allwright, 1984).

In second language acquisition and learning, the interaction that happens in the classroom provides opportunities for the learners to practice their linguistic and

communicative skills. Swain (1993) claims that language production supplies the opportunity for meaningful practice of learners' linguistic resources that leads to fluency. By producing and/ or practicing the language as often as possible, learners can obtain good speaking competencies. Since speaking ability can solely be achieved by interaction between learners, they are involved in discussions and conversations which take place in the classroom setting.

And more importantly, Anton (1999) argues that interaction is now at the heart of the current theories of communicative competence; it involves learners in face to face encounters in the classroom setting. Furthermore, the concept of interaction has significant importance in the classroom; it is an indispensable part in teaching and learning processes. Allwright and Baily (1991) hold that in order to understand the relationship between classroom interaction and second language learning (SLA), there are two main assumptions. First, the classroom provides an environment that leads to SLA. The second is that what happens in the classroom involves communication, and this can be seen as some form of interaction, i.e. there are reception and production based on theories of classroom interaction and SLA. They agree that interaction contributes to language learning through learners' reception and understanding of the second language. In other words, production-based theories contend that interaction helps learners to produce second or foreign language (Ellis, 1990 cited in Johnson 1995).

In the same line, Lee (2000) argues that learner interaction provides a basis for second language or foreign language learning in general; and it gives learners practice in real life situations and negotiation of meaning through turn taking. At the same time, it allows learners to know how they can understand and make themselves understand. Thus, it is very important to say that teacher's taking time must be

reduced in classroom interaction, and gives the time to learners to practice the language that they are learning and teachers need to take other roles in the classroom instead.

In the same vein, classroom interaction plays an important role in the process of second language learning. In fact, the significant interest in the role of interaction in the context of second language learning became a vital factor for the researchers of this field since it provides opportunities in classroom setting to develop knowledge and speaking as well (Braid, 2002). Although the prime focus of this study is on learner-learner interaction in developing speaking skill, the understanding of the role of interaction in the classroom setting lies in the fact that speaking skill comes from the understanding of its two main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and feedback are emphasized and considered. However, teachers should know that students need to do most of the talk to activate their speaking as this skill needs a lot of practice and experience to be developed and obtained well.

Many theories of learning assist that knowledge is greatly constructed and skills developed through interactions between peers and/ or learners. Johnson (1995) supports the idea that if learner-learner interaction is well structured and managed, then it can be a significant factor for developing social skills, competences and educational achievements of learners. So, learners establish social relationship through this kind of interaction where the feeling of learning community is developed and isolation is reduced in the classroom. Moreover, Naegle Paula (2002) states that the speaking activities between students are powerful ways for them to enhance what they have learned. The teachers then must encourage such type of interaction between learners as it is one of the fastest, and the best way to learn

languages. Since the main focus of this study is about the role of learner-learner interaction in classroom in enhancing speaking skills, this chapter focuses on speaking skills in detail. Moreover, as far as interaction is concerned the second part is devoted for detail explanation of interaction hypothesis and related studies of second language speaking skills.

2.2 Definition of Speaking

There are four basic skills in learning any language; reading, writing, listening and speaking. Many people believe that speaking in a new language is harder than the other three skills of language for two simple reasons. Firstly, speaking is unlike reading and writing since it happens in real life situations; and usually the person you are talking to is waiting for you to speak right then. Secondly, when you speak, you cannot revise or edit your speech, as you can in reading and writing. Speaking, then, is a basic skill that L2 learners should master with the other language skills. It is described as a complex process of getting and using language through verbal or oral expressions. Hedge (2000: p.261) defines speaking as "*a skill by which they [people] are judged while first impressions are being formed*". That is to say that speaking is a significant part of any language that needs more attention and concentration since it reflects learners' thoughts and personalities.

2.2.1 The Speaking Skill

Second or foreign language learners' speech is usually characterized by a number of mistakes. Therefore, speaking skill is not a simple skill, and its quite mastery requires much experience and language use. Luoma (2004, p.1) argues that "*speaking in a foreign language is quite difficult, and competence in speaking takes a long time to develop*." The speaking skill is different from writing and reading in

its typical grammatical, lexical and patterns. In addition, second or foreign language speaking always differs from first language speaking due to lack of grammar and vocabulary knowledge of learners (Thornbury 2005).

Learning a language in a foreign context is much more difficult since it is where the target language is not the language of communication in the society (e.g., learning English in Thailand or studying French in Britain). Learning speaking skills is challenging for learners in FL contexts since they have very few opportunities to use the target language outside classroom setting (Harmer, 2007). The very exact example of this claim is the postgraduate international students at UUM. Moreover, (Aungwatanakun, 1994) argues that in foreign language teaching and learning, the capacity to speak the language is the most necessary skill as it is the basic tool for communication.

In the same vein, speaking English is the most difficult skill for learners. In particular, EFL learners always stammer when speaking the target language (Shumin, 2002). This is the result of learners' lack of exposure to real or authentic English language communications that permit learners to use English for communication and expression.

According to many teaching theorists, speaking skill can be established through communicative activities which contain an information gap, problem-solving, and Role-playing. In addition, (Hedge, 2008) supports the idea that the activities that can contribute to better speaking skills are free discussion and role-playing. Furthermore, (Harmer, 1983) states that oral language activities are key factors in teaching language for communication. Communicative activities benefit creates interaction in language classroom. Additionally, communicative activities can encourage learners

and establish good relationships between the teacher and the students as well as among the students thus inspires a helpful setting for language learning.

2.2.2 Speaking Difficulties in Foreign Language Learning in Context to UUM

L2 learners often find different difficulties when practicing the speaking skill of the second or foreign language in the classroom or outside the classroom, especially in a foreign language learning context as they usually do not have the opportunities to practice the target language in the community as it is not the language of communication. The UUM international postgraduate students depend on the classroom to develop their English language as they do not have the opportunities to practice their English language outside the classroom setting since the English language is not the language of the community. According to Ur (2000) there are four main problems for L2 learners to speak in the foreign language in the classroom as they are explained below.

2.2.2.1 Inhibition

Many factors stop L2 learners when they try to participate in the classroom. Littlewood (1999: 93) argues that. "*It is too easy for a foreign language classroom to create inhibition and anxiety*". These refer to shyness and fear of making mistakes, and these are due to the poor development of communicative skills and the feeling of linguistic weakness. Learners usually fear to make mistakes specifically if they will speak to critical audience. Ur (2000) states that "Learners are often inhibited about trying to say things in a foreign language in the classroom and worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts" (P. 111).

This view is also supported by Bowman et al. (1989) who claim that in teaching speaking teachers are asking their learners to express themselves in front of the whole class, so this results in many of them to experience the stress when doing speaking activities. To sum up, stress and anxiety are two factors that also can stop learners from speaking confidently in front of their classmates in the classroom.

2.2.2.2 Silence

Some common expressions that L2 learners use when they are asked to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These kinds of expressions are the result of lack of motivation in expressing themselves or participating in the discussions that are taking place in the classroom setting. Rivers (1968) writes "The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language" (P.192).

In addition, the ill or poor practice of the SL learners can contribute to create this kind of problem. Backer and Westrup (2003) support that many learners find it difficult to answer when teachers ask them to say anything in the target language. L2 learners may only have some ideas or views to talk about with either their teachers or classmates, but may not know how to use them properly as they are always not sure of the grammatical correctness. Thus, this is always the case in second or foreign language classrooms.

2.2.2.3 Low participation

This is another problem and it refers to the amount of student's time talking in the EFL classroom. Rivers (1968) argues that some factors exist in the classrooms that

prevent participation in the discussions. Some learners who tend to be more dominant and take almost the whole students' talk time. Although, some others prefer to talk only when they are certain that what they say is grammatically correct, and some other learners prefer to keep silent and show no interest in participation during the whole class. In this sense, Harmer (2001) suggests that weak participators must join group discussions and work together with the other learners. In this sense, they will not hide themselves behind the stronger students. In this way, all students can participate and they achieve a high level of participation.

Another factor that might create problems for participation is the classroom arrangement. Some teachers are unable to arrange the classroom properly, this will lead to low participation and it will not help learners to perform speaking activities. Bowman et al. (1989) support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching" (P.40).

In addition, low participation is due to the ignorance of teacher's motivation too. If they do not encourage their learners to speak and participate in the conversations, they will not show interest in speaking activities. Hence, teachers should encourage their students to participate and this is one of the teacher's responsibilities.

2.2.2.4 The Use of L1

L2 learners of the same mother tongue wish to use the first language outside and even inside the classroom as they feel more comfortable. According to Baker and Westrup (2003) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language" (P.12). Hence, the learners will not be in capable of using the target language correctly if they keep speaking in their mother language. Apart from this, lack of vocabulary of the second or foreign language always leads learners to use

words from their native language. Moreover, using the learner's mother tongue by the learners themselves in the classroom to save time or to make life easier for the students and/ or teachers is not a real or positive technique for SLA.

Many scholars and researchers argue that learners and teachers should use the target language in the EFL classrooms as it is the only way of establishing to learn speaking actively and powerfully, and to develop learners' speaking skills. Willis (1981) defines teaching English through English as "speaking and using English in the classroom as often as you possibly can". She thinks teachers teach and learners learn English through the medium of English. The reason for using only the target language in the classroom is that "the more learners are exposed to English, the more quickly they will learn; as they hear and use English, they will start thinking and expressing in English and the only way they will learn it is if they are forced to use the target language" (Aurbach, 1993).

2.2.3 The Importance of Speaking

Speaking is the most fundamental medium of communication on the earth. It is the only basic human right that has the least restrictions and measured greatly crucial by law. Speaking helps us to converse our ideas, thoughts and feelings in the most natural way without much information. It requires nothing special, but it is naturally available in every human animal by nature. Communication is highly significant in order for us to have justified decisions at various levels of society, and it is the most crucially important means of communication for humans.

In the traditional methods or approaches of language teaching and learning, the speaking skill had been neglected in many language classrooms whereas the focus had been on reading and writing. The Grammar-Translation method is a good

example of that, Richards and Rodgers (2001) state that in spite of the fact that speaking skill is significant, but much attention is paid on reading and writing.

In the communicative approach, speaking is given more importance as oral communication involves speech where learners are expected to interact with other people outside the classroom environment, and at the same time, teacher talking time is much reduced, that is to say that learners are supported and given more time to talk in the classroom. Ur (2000) declares that "Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing" (P.12).

Nowadays, many L2 learners give preference to the speaking skill in their language learning since if they master the speaking skill, then they will be considered as if they have controlled all the other language skills. In addition, the major question that many foreign language learners will face is "do you speak English?" or "do you speak French?", but not "do you write English? From this it is clear that, the vast majority of people believe that if they speak the language, they then, know the language. Celce-Murcia (2001) argues that for most people "The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (P: 103).

The significance of speaking lies in the fact that it is more revealed with the integration of the other language skills. For instance, speaking can assist L2 learners to enhance their vocabulary and grammar and then their writing as well. And more importantly, through speaking, people can show the different functions of language. Speaking is very important outside the classroom as well. Many companies and establishments look for people who speak English very well for the purpose of

communicating with other people. Therefore, speakers of foreign languages have more chances to get jobs in such companies. Baker and Westrup (2003) support that "A student who can speak English well may have greater chance for further education or finding employment and gaining promotion" (P.05).

2.3 The Interaction Hypothesis

The interaction Hypothesis was formulated by Long (1981; 1983; 1996). The basic argument of the Interaction Hypothesis is that conversational interaction in language learning affords learners' access to comprehensible input, opportunities for outcome and correction in the shape of conversational feedback through meaning negotiating. In his updated of the Interaction Hypothesis, Long (1996, P.452) explains that "Negotiation for meaning, especially negotiation work that triggers interactional adjustments by the native speakers (NS) or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways." In other words, the process of involving in interaction to find meaning permits learners to concentrate of form, process the input they obtain, show what modifications are necessary to make that input comprehensible, formulate output, receive cues on the target likeness of their product, and use cognitive capacities like selective attention to connect the input they receive to the output they produce. Thus, the Interaction Hypothesis plays an important role in learning through conversational interaction.

The Interaction Hypothesis as mentioned previously was proposed by the second language acquisition expert Michael Long, offers an explanation of one way in which EFL learners can best succeed at learning a target language. It suggests that interaction between a non-native speaker (NNS) and a native speaker (NS), or non-native speaker of a higher level, creates an accurate second language acquisition

environment where the NNS learns through negotiation of meaning and/or becoming aware of their mistakes in their second or foreign language learning.

The Interaction Hypothesis hypothesizes that when a L2 learner is trying to negotiate conversation in the second language the gaps in their abilities are discovered to them. The capacities can include but are not limited to pronunciation, syntax, grammar and vocabulary. The Interaction Hypothesis determines that this self-realization, brought about by reliable interaction which will encourage the second language learner to produce the target language output to negotiate meaning and look for the knowledge they lack. This interaction between the L2 learners or the learner and the teacher, results in language learning on the part of the learner, meaning to say that they have adopted a large amount of language and will be able to produce it later when necessary. The Interaction Hypothesis also informs us that other situations that help developing the learners' target language learning through interaction are: Repairing, when *"the speaker repeats / rephrases some part of the other speaker's utterance to overcome a communication problem"* and Reacting: When *"the speaker repeats / summaries some part of the other speaker's utterance in order to help form or develop the topic of conversation"* (Pica and Doughty, 1985).

Moreover, research has shown that input alone is not as effective as interactional modified input in assisting language learning (R. Ellis, 1999; R. Ellis et al., 1994; Gass & Varonis, 1994; Mackey, 1997). Hence, the input hypothesis alone is not sufficient to explain about language acquisition. The views are supported by the claims by Gass and Varonis (1984; 1985b; 1989) that negotiation for meaning in conversation helps language learning. The authors claim that through negotiation for meaning, input is made comprehensible and available for learning.

Long (1983) conducted a study, in his study he used sixteen non-native and sixteen native speakers and defended his hypothesis theory. During informal conversations between the peers he observed their verbal communication when they attempted to explain the instruction of a game to one another. He found that, regardless of native or non-native groupings the learners produced alike grammatical sentences as the native-non-native pairs tried to overcome the communication problems through repetitions, clarification requests and confirmation checks. The Interaction Hypothesis indicates that the opportunities to grow comprehension will be through the partnership between the native-non-native speakers as they regulate the new input to their interlocutors' level of competence.

Similar to Krashen, Long has given significance to comprehensible input while he gives more significance on two-way interaction and conversational tunings as a result of negotiation. The importance of negotiated interaction lies in the fact that it helps second language learning as Gass & Varonis (1994: 299) write

It crucially focuses the learner's attention on the parts of the discourse that are problematic, either from a productive or receptive point of view. Attention in turn is what allows learners to notice a gap between what they produce/know and what is produced by speakers of the L2. The perception of a gap or mismatch may lead to grammar restructuring.

It is worth mentioning that different empirical studies have directly supported that engagement in interaction in the second language learning facilitates second language development (R. Ellis & He, 1999; R. Ellis et al., 1994; Gass & Varonis, 1984; 1985b; 1989; Han, 2001; Iwashita 2003; Leeman, 2003; Mackey, 1999, 2000; Mackey & Philip, 1998; McDonough, 2001; Oliver & Mackey, 2003; Philip, 2003; Silver, 2000; Swain & Lapkin, 2001, 2003; Varonis & Gass, 1985a). One of these

studies is discussed in this chapter as an example of the current study. (Mackey, 1999) conducted a study. In this study, some intermediate English second language (ESL) learners were divided into five groups. One group interacted with native speakers; one group observed but did not participate in interactions with native speakers, one group received pre-modified input, one group did not receive any treatment, the fifth group was an interaction group. The learners in this study were pre-tested to determine the developmental level of arising questions. Mackey found that learners who had opportunity to interact with native speakers were importantly likely to develop higher level questions than learners who did not participate in the interactions, and learners who engaged in interaction were more likely to develop higher level question forms than the learners who did not involve in any interaction. Mackey concluded from this study that interaction between learners with native speakers or non-native speakers will promote language learning development.

As mentioned previously, this study was chosen as an example of this current research to support the Interaction Hypothesis. The other studies mentioned above have also showed that interaction greatly develops language learning.

2.3.1 The Role of Interaction

The study of interaction involving second language learners has been central to second language learning (SLA) research since the early 1980s. Significant attention has also been focused towards the role of interaction with respect to the conditions or factors considered significant for language learning, such as the learner's comprehension of input, access to feedback and modified output (Gass, 1997; Long, 1996; Pica, 1994; Wesche, 1994).

There is a great number of studies in the field of interaction that have assured the role of interaction in second language development, in particular, developing

speaking skills because when learners interact with one another, their speaking abilities will develop. In addition, a growing body of research supports interaction in enhancing second language learning, exhibiting that interaction facilitates second language learning. The Interaction Hypothesis has also been used as an explanation for successful learning in second language involvement setting such as education programs (Lyster & Ranta, 1997; Swain, 1985).

Sato (1985) intended to examine the relationship between interaction and acquisition. The research was conducted on two Vietnamese students learning English as a second language (ESL). In the study, she studied for ten months and the primary sources of L2 she had was from the interactional conversations the two boys had with their teachers, schoolmates and with Sato herself. In (1986) she found that the two boys made improvement in L2 proficiency. She also found that the boys were capable of establishing comprehensible from the daily conversations they had in school. In addition, Mackey (1995, 1997) conducted a study having native speakers and non-native speakers involved in the study. In his study, through interaction and communicative tasks he found a positive effect for interaction. Additionally, he found that there is no effect for observing interaction without chances for production or for receiving modified input with no chances for interaction.

In another study, Gass (1997) found that within the process of SLA interaction plays the central role in which interaction facilitates negotiation of meaning. In this way, actual learning may happen during interaction and interaction may also work as a very important instrument for the stages of learning are built through interaction. Likewise, he shapes that negotiation can draw attention to the linguistic form and

will make it evident and through interaction learners can test their hypothesis towards the target language and increase the language they produce via feedback.

As mentioned previously, numerous studies have shown the effect of learner participation in classroom on their L2 achievement. For example, Seliger (1977) and Strong (1984) have found positive effects of interaction in developing second or foreign language acquisition, with regard to the quality of learner participation in class, tasks and group work are involved, Long (1980) and Newton (1991) showed in their studies that the two-way interactional tasks bring about increased negotiation of meaning. Furthermore, the study by Long et al (1976) found that students working in small groups produce better language achievement compared to learners working individually. This recommends that group work offers more opportunities for learners in language learning. Wong-Fillmore (1982) confirmed that interactions between a teacher and students, as well as between and among learners influence L2 learning. Her study suggested that interaction can affect L2 learning.

Additionally, Wang & Castro (2010) in their study have found that interaction among learners may trigger them to notice the target form and have a positive outcome on the learning of the target language. The results of the study have also confirmed that the need for EFL classroom pedagogy which is student-centered offers more opportunities for language learners to produce the second or foreign language in meaningful contexts. Since interaction has been shown to have a facilitative influence on language learning, EFL teachers should motivate learners' benefits and provide as many opportunities as possible for language learners to produce the target language by applying numerous classroom interaction tasks.

2.3.2 Factors Promoting Learner-Learner Interaction

There are factors which trigger interaction among students and enhance their speaking skills. The key factors are: motivation, teacher, teaching materials and learning materials, attitude, classroom setting, and classroom activities. Researchers have accentuated on these factors to be promoted in a positive way so as to enable students improve their speaking skills (Block, 2003; Firth & Wagner, 1997).

Motivation:

Motivation is considered as the key source that encourages students to carry on their learning tasks. Motivation is a kind of incentive that students possess from their teachers. Intrinsic and extrinsic motivation is a significant factor and has been found to help strongly with educational achievement. Understandably, students who enjoy language learning and take pride in their progress will perform better than those who don't. In addition, L2 learners who are motivated by their teacher or by other factors are likely to make greater efforts to participate in oral language learning activities and thus, they achieve greater progress (Dornyei & Kormos, 2002).

Teacher:

Clearly, teachers have a great influence on their students' promoting in participating verbal language activities in the classroom environment. Some language teachers are great at providing appropriate and effective teaching and learning speaking experiences for their students in their classrooms. Thus, teachers who are aware that they are the main source and responsible for their students' developing verbal competence, this will contribute to make great improvement in taking part in communicative language learning activities and likewise, this will result in developing speaking skills (Parrott, 1993). In addition, (Fassinger, 2000; Karp & Yoels, 1976) have identified that instructors play a significant role in shaping classroom interaction. Furthermore, calling on students ((Dallimore, Hertenstein &

Platt, 2004)) has also been recognized as having a positive effect on learners' class interaction.

Teaching and Learning Materials:

It is always acknowledged that teaching and learning materials play a vital role in developing speaking skills. Nowadays, the main purpose of learning any language is to be able to use it in real life communications. Therefore, L2 learners give importance to speaking skills when learning a second or foreign language. Hence, the main aim of teaching and learning resources is to provide a source for learning speaking skills. Furthermore, materials should be able to facilitate interaction among learners during the process of teaching and learning, as well as to help students to greatly develop their verbal abilities through interaction (Breen, 1987).

Attitude:

More and more attention has been drawn to the individual variations in language learning since 1970s. There is a great relationship between self-confidence and being a great English speaker. Learning a new language is not an easy task to accomplish, and EFL speakers should not be afraid to make mistakes; this is a part of the learning process. (Macintyre et al., 1998) suggest that self-confidence importantly contributes to the learner's enthusiasm to participate in oral activities in a foreign language. They also argue that self-confidence plays a central role in progressing speaking skills through promoting interaction.

Classroom Setting:

The role of classroom setting has long been considered as a paramount factor in enhancing learning a new language, in particular developing speaking skills since for learners who are studying English in a non-English speaking setting, it is very significant to practice and involve in real communicative situations in which they learn how to express their thoughts and views verbally. Additionally, classroom

setting provides opportunities for L2 learners to develop language skills via interaction as classroom setting is a suitable place for learners to engage in interaction, in particular in foreign language context because L2 learners do not have opportunities to practice their speaking outside classroom (Lam & Wong, 2000).

Classroom Activities:

A large body of research has focused on the influence of language learning activities in developing language skills. Communicative language activities are significantly important for learners to practice for they assist them in participating language activities and interactions which occur in the classroom environment. Communicative language activities support student developing speaking capacity with the passage of time. Hence, it is necessary for teachers to be aware that they should provide sufficient oral activities such as, free discussions, role play, learner-learner interaction so as to aid students enhance speaking skills (Ames, 1992).

2.3.3 Interaction as a Type of CLT Frameworks

The Communicative Language Teaching approach (CLT) is considered as an approach rather than a method and as an approach it gives priority to the semantic context of language learning (Richards & Rogers, 1986). They show that learners learn the grammatical form through meaning and the learning activities are selected and arranged in relation to the engagement of the learners in meaningful and authentic language use. According to Littlewood (1981) CLT is systematic attention to functional and structural aspects of language and combining these two aspects into a more fully communicative view. This means that, CLT concentrates on the use of language rather than the structures of language. This approach has the components of pronunciation, stress and intonation as it focuses on speaking but the other skills like reading, writing and listening are also focused. Moreover, Richards & Rogers (2001)

state that CLT necessitates communication and makes use of real life situations as the teacher is a facilitator in the class and works to provide situations in which the students can encounter in real life. With the opportunities this approach provides for the learners, learners can communicate with their interlocutors and the people around the world.

According to Richards (2006, p.13) meaningful communication and interaction serve the learners with a better opportunity for learning and he summarizes the principles of CLT as:

Make real communication the focus of language learning and provide opportunities for learners to experiment and try out what they know. Be tolerant of learners' errors as they indicate that the learners are building up their communicative competence. Provide opportunities for learners to develop both accuracy and fluency. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world and let students induce or discover grammar rules.

It is worth mentioning that many researchers have examined about classroom communication that involves interaction; they exhibited the importance of interaction in building knowledge and developing skills. Allwright (1984) argues that it is significant to keep learners active in the classroom, which means reducing teacher talk time in the classroom and increasing learner's talk time. Obviously, they talk to each other through pairs or groups where each learner has his time to talk or participate in the conversations that take place in the classroom. In addition, teachers usually seek to continue from getting learners talking to one another to the more complex difficulties of getting them communicating, and that is the result of what is called the communicative approach. CLT depends mainly on the significance of interaction; person to person or face to face encounters. It can be noticed that CLT

can be used in the classroom setting as an approach to increase the amount of interactions among learners themselves and with their teacher as well since this will result in language acquisition.

2.3.4 Classroom Interaction

A large number of studies have confirmed the role of classroom interaction in developing the learning process. Most of those studies have exhibited that active classroom participation is crucially important in promoting affective learning (Kember & Gow, 1994; Billson, 1986; Raw & Heyl, 1990). Through active participating in the classroom, learners learn to think critically and increase their academic development. In addition, research has also displayed that engagement in classroom activities is significant in order for effective learning to happen (Gomez, Arai & Lowe, 1995; Tsou, 2005). Moreover, classroom involvement assists learners not only by sitting in the class listening to what their lecturers saying, but by talking and participating in the activities that help them to learn and apply them in their real life contexts outside classroom (Chickering & Gamson, 1987).

It is worth mentioning that, the communicative competence involves interaction between at least two persons who share ideas and a list of signs. The concept of interaction is defined as *"equal events that require at least two objects and two actions. So, Interaction occurs when these objects and events naturally influence one another"* (Wagner, 1994:8). Hence, interaction does not happen only from one side, there must be mutual impact via giving and receiving ideas to obtain communication. Therefore, the concept of interaction has a noteworthy significance in the classroom too; it is an indispensable portion in the process of teaching and learning.

The Interaction Hypothesis claims that it is through interaction that language acquisition happens for the learners gain the target language through communicative

frameworks with one another. So, in order to understand the relationship between classroom interaction and language learning, there are two major assumptions. First, the classroom offers an environment that results in second language acquisition, the second is that what occurs in classrooms involves communication, and this can be seen as interaction, for instance, there are reception and production based on theories of classroom interaction and SLA. Reception-based theories agree that interaction contributes to SLA through learners' reception and understanding of the SL. Nonetheless, production-based theories assert that interaction aids learners to produce SLA (Ellis, 1990 cited in Johnson 1995).

Reception-based theory, according to Johnson (1995) is related to input hypothesis which confirms that input should be comprehensible to learners for a better learning process as it will happen later when learners can understand input that comprises of well-formed constructions and which can meet their present level. Productive-based theory is also related to the output hypothesis which claims that learners should have opportunities to produce the language if they intend to be fluent or native-like speakers in the language they are learning.

It is also necessary to say that, the idea of classroom interaction is crucially vital in second language acquisition and/or second language learning since it is the best communicative environment for learners so as to be exposed to the target language. In the field of SLA some researchers such as; Allwright, 1984; Ellis, 1990; Long and Sato, 1983 and Swain, 1985) have given the key significance to the importance of classroom interaction in which this interaction contains both input and output.

According to Van Lier (2004), interaction is significantly essential in which it can be brought about through participation in speech events by talking to others or making conversations. The teachers can have a great impact on the type of

interaction which exists in their classrooms because the language that is used by the teachers may lead to a successful outcome.

Thus, (Ellis (2005) and Schaetzel and Shen (2002) as cited in Ahmad (2012) state that:

The teacher has to focus on carefully selecting topics for interaction, helping learners to understand diverse communication styles and giving successful tools for interaction. Moreover, the types of interaction between learners and learners or with their teacher is very important because the nature of interaction is that, it is not one sided but rather for the sake of communication there must be a mutual interaction.

2.3.5 Types of Classroom Interaction

Ellis (1999) claims that interaction is the social process in which it takes place when one interlocutor converses with the other in the classroom. The interaction that takes place in the classroom can be divided into a few types, but this study focuses only on one main type of interaction namely; learner-learner interaction.

L2 learner can be encouraged and motivated by their teacher since they are the major sources of encouragement in the classroom. Classroom is a perfect place for practicing the target language because there are a number of activities that teachers can apply to help their learners develop their language learning, especially their speaking skills. Classroom is also a social environment for language learners to establish relationships which will result in language acquisition as they will be using the language in a greater level. If learners in the classroom are provided and given opportunities with various kinds of interaction with one another, language acquisition will take place.

As it has been stated earlier that this study focuses on the role of learner-learner interaction in developing speaking skills, a detail explanation of learner-learner

interaction is provided. Additionally, Applied Linguistics has been concentrating on the leading importance of interaction in SLA and thus, Hatch (1978) and Long (1981, 1996) support interaction as a vital aspect for SLA.

Many theories of language learning have exhibited that knowledge is actively constructed and skills improved via interactions between learners. Johnson (1995) argues that if learner-learner interaction is well formed and managed, then it can be a very significant factor for language development, educational achievement of students and evolving social competencies. It can also develop learner's capacities via cooperative work. So, learners will establish social relationship through this type of interaction, and it will result in learning communicatively and learning is supported and isolation reduced in the classroom.

At the same time, Long (1981) conducted a research on the role of learner-learner interaction. He found that in conversations between native speakers and non-native speakers, interaction engages more modifications than the input that is provided by the native speakers. In other words, he does not assert the importance of input but rather he asserts on the importance of interaction among the learners which is a perfect way in language acquisition. Moreover, Naegle (2002: 128) claims that *"talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned."* Therefore, teachers should encourage their students to have peer interactions in the classroom since it is the fastest way and the best way that makes learners learn the target language effectively and powerfully. Scrivener (2005) claims that knowledge is obtained and the learners' skills are evolved through the interaction they have between themselves as it is shown below in which "St" is student, "T" is teacher and the arrow is interaction:

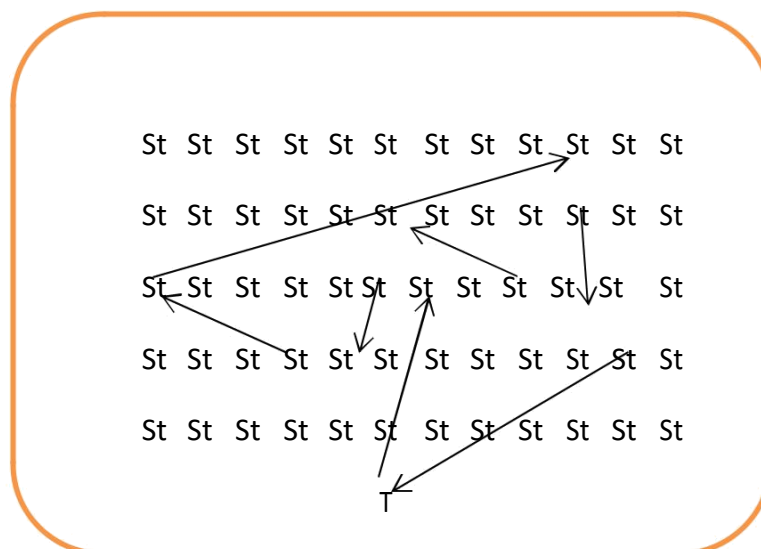


Figure 2.1: Interaction between students

Source: Adapted from Scrivener (2005, p. 86)

If it is assumed that speaking the target language is an essential part of language learning, teachers must provide activities that involve interaction between learners. Scriverener (2005) makes the significant point that: "The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion" (P.152).

Therefore, it is understandable that learners interact with one another as one interacts with his/her classmate and that classmate with another one, and in this way the interaction will go on with the assistance of the teacher. It is shown that if this kind of interaction continuously takes place in the classroom setting, language acquisition will easily happen.

2.3.6 Aspects of Classroom Interaction

Interaction is one of the major purposes of learning languages since it has been exhibited that solely input is not enough to learn a target language (Anton, 1999). Additionally, when learners interact with each other and engage in providing negotiation for meaning, they will be able to express themselves by sharing ideas and thoughts as it is a significant process of language acquisition. Hence, teachers need to create an appropriate classroom setting to promote and activate learners' interaction.

There are two major aspects of classroom interaction that learners receive from their interlocutors namely; negotiation of meaning and feedback. It is difficult to think about a successful learning process via interaction if these elements do not exist in the classroom. Ellis and Foto (1999, P. 09) state "*Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.*" Thus, interaction is rich if it is the result of negotiation of meaning in which learners can receive feedback from their interlocutors in the classroom setting.

2.3.6.1 Negotiation of Meaning

Studies on interaction between learners concentrate on interactive discourse between learners involved in language learning activities where negotiation of meaning is the central focus, and it also plays a vital role in determining the comprehensibility of input. Ellis and Barkhuizen (2005) describe negotiation of meaning as the oral exchanges that happen when the speakers look for preventing the failure of the communication.

Ng Lee and Sheila (2011) studied the relationship between negotiated interaction and the ability to recall vocabulary items among a group of primary

schools in Malaysia. 48 participants participated in one-way and two-way input task that involved traditional teaching and learning methods. Learners worked in pairs in order for them to describe the target vocabulary in pictures. The results displayed that, those learners who negotiated for meaning in the two-way task achieved higher vocabulary test scores.

It is important to say that the opportunities of negotiation of meaning assist learners in three areas. Firstly, as suggested by Long and other researchers, it aids L2 learners to achieve comprehensible input, meaning that it facilitates comprehension in the way that it occurs when negotiation breaks down and learners look for input into units they can understand them. Secondly, negotiation of meaning provides learners with feedback on how to use the target language. For example, teachers very often correct students' mistakes when they negotiate so that they use the target language correctly. Finally, negotiation of meaning motivates learners to adjust, manipulate and modify their personal output, since a fruitful negotiation will take place when learners produce outputs that are comprehensible and therefore target-like (Pica 1992-1994 cited in Ellis 2003). Moreover, (Long, 1996, P.451-2) argues: I would like to suggest that negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways.

It is also worth knowing that Long (1981) in his Interaction Hypothesis also shows that, it will be more effective if interaction is modified by the negotiation of meaning like clarification requests, confirmation checks and comprehension checks during learner-learner interaction.

2.3.6.2 The Role of Feedback

Many researchers have argued that feedback is one of the key helpful aspects of classroom interaction which can promote the learning process generally. It is also one of the central aspects of discourse in providing second language learners with feedback specifically when learners interact with one another in the classroom. There are two main and important types of feedback namely; positive feedback and negative feedback. Positive feedback is usually less studied in the language learning process in which Reigel (2005) describes it as a confirmation in a way in which a previous behavior of another participant is correct. Moreover, Nunan (1991, p.195) displays that, *"positive feedback has two principle functions: to let students know that they have performed correctly and to increase motivation via praise."*

One of the principal facts in negative feedback is that, it is beneficial and affecting for L2 acquisition because it is the negative evidence that helps the learners to be aware of the differences between their first language and second language. Regarding the usefulness of negative feedback in second language learning, Long (1996) asserts that: "Negative feedback obtained during negotiation work or elsewhere may be facilitative for L2 development, at least for vocabulary, morphology and language-specific syntax and essential for learning certain specifiable L1-L2 contrasts" (P. 414).

According to Mackey (2007) there are two forms of feedback, explicit and implicit feedback. Explicit feedback is defined as the kind of feedback which is directly stated that learners have not used the second language accurately and correctly in their speech. While implicit feedback refers to the kind of feedback that contains requests for clarification. In other words, teachers rephrase learners' speech in their own way by changing sentence components. It has been shown that the explicit feedback is more effective than the implicit feedback; that is to say in

explicit feedback, the teacher draws students' attention straightforwardly to the errors in order for the students do not use them again. Nonetheless, in implicit feedback, the teacher asks students to reformulate their output to be understood and clear. This is an indirect corrective feedback as the teacher does not highlight the mistakes directly.

In a nutshell, the role of feedback in interaction is of crucial significance because learners often want to know how they are doing in their language improvement. It is also worth mentioning that teachers should not deal with all the verbal productions of their students all the time, but they should understand when and how to give feedback in relation to their students' mistakes so that the interactive activities or tasks will not break down every time. It is also the teachers' responsibility to equip their learners with suitable feedback when they converse with one another.

2.4 Teachers' Roles and Responsibilities

Most students do not participate in oral activities by themselves unless their teachers start first. Understandably, the role of the teacher is indispensable in encouraging and creating interest in topics.

Hedge Tricia (2000: 26) identifies important roles the teachers can play as:

1. **Controller:** In classroom interaction, the teacher is the responsible for the process of teaching and learning.
2. **Assessor:** It is necessary for the teacher to show the learners that their accuracy is being developed. The students should know how they are being assessed; the

teacher should also tell them their strengths and weaknesses, the students, then can have a clear-cut idea about their levels and what they need to concentrate on.

3. **Corrector:** The teachers should decide when and where to correct students' outcome. The teacher should also be careful when correcting pronunciation since learners often learn from their teachers.
4. **Organizer:** This is an important role of the teacher. Harmer (2001) argues that teacher must organize the class and set up things such as pair/group work, giving learners instructions about how well they interact. He also makes sure that everybody participates in in the classroom interaction and let them all speak.
5. **Resource:** The role of the teacher is sometimes to help the students by answering their questions. For instance, when they want to know how to say something or when they need a word in the target language, they ask their teacher as a resource of information and the teacher should be capable of offering such needed information.
6. Another role of the teacher is the observer. Harmer (2001) points out that, the teacher should attract students' attention in order for them to interact naturally and authentically. Moreover, he has to take down notes about his learners in their actual language use. This is not only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in obtaining speaking fluency, the teacher has to try to bring some changes for his class in the future.

2.5 Oral Communicative Strategies and Activities

The main aim of learning a second language in classroom should be the acquisition of the verbal communicative competence. For instance, the capacity to speak appropriately and confidently is crucial. Nonetheless, L2 learners may sometimes

find difficulties in participating in interactions that take place in the classroom setting. Hence, the best way to be a good speaker of the target language is to learn the language communicatively. Therefore, Ellis and Barkhuizen (2005: 170-71) defines communicative strategies as "*Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have.*" In the same vein, Hughes (2002) also defines this term as "*the capacity of learners to participate in conversation and negotiate interaction in a powerful way.*"

Communication has been a constant major concern of the SLA researchers in classrooms in which some researchers such as; (Canale and Swain, 1980; Schmidt 1995; O'Malley and Chamot, 1990; Oxford, 1990; Swain, 1985 and Skehan, 1995), in their studies attempted to determine the effects of communication on L2 learners. Canale and Swain (1980) in their study suggested that in the acquisition of grammar, the communicatively oriented syllabus plays an unsystematic role on communication. In their results, they concluded that communication has a very important role in SLL in which it provides the learners with in-class training since the learners are encouraged through a successful communication as they feel comfortable, confident, and motivated. That is to say that, providing the learners with assisting interaction through the communicative strategies in the classroom is of the primary and affective factors that should be taken knowingly to develop the learners' speaking skill.

Bygate (1987) mentions communicative strategies in developing the speaking skill in the second language learning. These strategies include paraphrase and co-operative strategies that can be used in the classroom communicatively so as to develop learners' verbal abilities. Paraphrase strategies mainly happen when learners

look for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word which is called a lexical substitution strategy. Another strategy is co-operative strategy which is used when the speaker needs some sort of help from his/her interlocutors. He may ask for a word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through representing the object that he means. These practice strategies might serve the process of second language acquisition and especially of speaking proficiency. In addition, Richards & Rodgers (2001) add that *"the use of variety of different tasks in language teaching is said to make language teaching more communicative [...] since it provides a purpose for classroom activity."* (Cited in Lee, 2000:31).

At the same time, role-plays are very important in L2 learning. According to Bygate (1987) - they are not performed for audiences, but performed in the classroom for the purpose of language learning, and the participants work together within an imaginary setting. O'Malley and Pierce (1996) say that such activities are more authentic since they provide a format for using the real life conversations such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role-plays.

Another activity that can be used in the classroom environment is discussion activities. They are often used for the purpose of developing learners' verbal communication abilities. They can serve as the basis of natural interaction. Lindsay & Knight (2006) highlight that in such activities, students are supposed to give their opinions or receive others' opinions, and they can speak freely without being told what to say or not by the teacher, the students should be only informed what to talk about and given the enough time to structure what they intend to say. Thornbury

(2005) states that many teachers agree, that the best discussions are those that arise naturally among the learners when one reports something personal or because the topic of the course book encourages discussion. Another powerful activity is doing a presentation which is one of the best ways to make students gain their self-confidence through making them present oral works in front of their classmates. Thornbury (2005) asserts that it is a perfect preparation for authentic speaking when students stand up in front of their colleagues and speak.

It is worth mentioning that communicative strategies and/or activities are the important factors in which the learners have to be aware of in order to develop their speaking ability. The L2 learners find it too difficult to go along with the native speakers' speediness when they speak; the central solution to this problem is the key strategies that have to be applied by the learners so as to be close with what have said and how to speak.

With regards to the speaking strategies, Cohen et al. (1998) conducted a study on the role of speaking strategies in the teaching of L2 oral competence. In their study, they had 55 participants at intermediate level and then they divided them into two groups; 23 participants as part of a comparison group and 32 participants as experimental group who received treatment in the classroom. The speaking skill was divided into three major stages in which strategies on speaking instruction were given for ten weeks along the three stages. The result of their study exhibited that, using strategies improves speaking performance in which the comparison group was outperformed by the experimental group.

It is believed that, communicative strategies best serve L2 proficiency and its development, among all the strategies there is 4/3/2 technique. This technique is described by Maurice (1983) in which it is designed to improve speaking fluency.

This technique involves a few steps; first a learner prepares a talk on a topic for a few minutes and then during this time the learner only thinks of what he will speak about and the learner makes a pair work with another one and talk for few minutes. The listener just listens and later they swap their turn and the speaker will be a listener and likewise the communication or conversation goes on. He states that, this technique is an opportunity to develop speaking proficiency and an encouragement, too.

Accordingly, the learners have to be provided with communicative strategies in the classroom in order to develop oral communication but lacking communicative strategies will affect the learners' speaking performance as Cohen (1990) argues; the major trait for a successful speaker is to use communicative strategies so as to keep the conversation going. Additionally, Ajiboye (1985) believes that the teacher should make the learner speak and practice over and over again, it is helpful to use reading as a source for improving skills in oral communication of the second language, but reading must be done loudly since it develops pronunciation and introduces self-confidence in the learner.

Through these strategies and activities it can be said that, speaking as a productive skill is very important for L2 learners which helps to evaluate learners' proficiency in the target language. Learning to speak requires learner's engagement in communicative situations so that they will activate their speaking capability. Consequently, the development of oral skill requires learners to make active use of the language that is correct in its grammar and pronunciation.

2.6 Previous Studies

In this section, a number of studies which demonstrated the effects of interaction on L2 acquisition are presented and discussed. For the past few decades, second

language acquisition research has been influenced by several theories and methods of SLA. A review of recent SLA publications presents a heated debate regarding social theories in the field of second language research. In addition, a large body of research has been done in this field to show how second language learning is learned through interaction activities. Several researchers have exhibited the prime importance of speaking skills in learning a second or foreign language. Several studies of observing language development in interaction have been conducted during the last few years, mostly concentrating on understanding the importance role of interaction possesses among second language learners in classroom settings in developing speaking skills (Donato, 1994, Ellis, 1994). As Long's (1981, 1983, 1996) Interaction Hypothesis is the main model of this research, he suggests that more competent users of the language can help other learners in producing the target language since they practice the language through oral activities.

Ohta (2001) conducted a study about the process of second language acquisition in classroom setting. She concluded that learners are able to help each other as they come to each learning situation. Thus, they are able to share their knowledge with each other. In addition, the learners assume different roles when they are involved in different communicative language activities in the classroom. She also presented that when learners participate in the oral language activities, their verbal capacity will automatically be developed as they practice the language frequently and thus, they will acquire the language more powerfully through learner interactions that take place in the classroom environment.

In another study, Ohta (1995) analyzed pair work interaction of two learners in order to learn more about how second language learning occurs in interactive classroom settings. The finding of the study is important to this current study which

is that the learners actively used and produce more creative language when they worked together. She also found that the learners used and developed their language learning when they talked about the things happening in the classroom. Ohta's findings support the decision of the researcher of the present study to focus on learner-learner interaction and its important role in language development.

In the same vein, Cotter (2007) in his study presented that, through practicing the target language in verbal skills when comprehensible input and interaction is available through exchanging information, negotiation for meaning, L2 learners will see language as an affective instrument for social interaction. Moreover, language must be used as a tool to gain distinct social aims like; explaining how something works, to provide information and to entertain. Hence, learning English language is to improve the capacity to use it efficiently and successfully for some purposes and the ability to talk about the language being used.

Further evidence of the effect of interaction in language learning was found in Mackey's study (1999). Mackey adopted a quasi-experimental method studying the link between interaction and language development in terms of question forms, tasks, such as story completion and etc. The participants contained 6 non-native speakers of English and 34 adult learners; 27 out of the 34 learners were lower-intermediate level and were randomly assigned to 4 groups: 3 treatment groups and 1 control group. The researcher used repeated ANOVA measures to evaluate language development and group comparison in terms of test scores. The results showed that the participants who had opportunities to interact with their interlocutors not only created obtains but also maintained the gains throughout the tests. The findings of the study presented the important role of interaction in developing language acquisition.

Apart from the above studies, numerous studies have examined the effect of learner classroom participation on their L2 learning. For example, Newton (1991) displayed in his study that the two-way interactional tasks result in increased negotiation of meaning and thus language learning will be developed with the passage of time. Furthermore, Wong-Fillmore (1982) verified that interactions among learners influence L2 learning. Her study suggested that classroom interaction can affect L2 achievement. In addition, from Izumi's studies (1999, 2002), this current research examines the role of interaction and classroom in language promoting.

To sum up, research and theory in linguistics and from the studies mentioned above show that interaction is a significant source for language and learning in classroom environment, and specifically developing L2 speaking skills. Additionally, the prerequisite is that interaction contains of appropriate input and feedback in order to language production, especially developing speaking skills to take place. In addition, motivation in forms of repetition has a great impact on the development of verbal speaking skills. The interactional activities and strategies in terms of learner-learner interaction having comprehensible input provided in forms of authenticity are best ways to improve verbal speaking proficiency. It can be concluded that the studies reviewed above helped the researcher of this current study in his understanding of the nature of learner-learner interaction in classroom in language improvement.

2.7 Theoretical Framework

This study adopts and is based on the theoretical framework of Long's (1981, 1983 and 1996) Interaction Hypothesis in which learner-learner interaction is presented to develop speaking abilities in language learning. According to this hypothesis, the

basic argument of the Interaction Hypothesis is that conversational interaction in language learning affords learners' access to comprehensible input, opportunities for outcome and correction in the shape of conversational feedback through meaning negotiating. In other words, the process of involving in interaction to find meaning permits learners to concentrate on form, process the input they obtain, show what modifications are necessary to make that input comprehensible, formulate output, receive cues on the target likeness of their product, and use cognitive capacities like selective attention to connect the input they receive to the output they produce. Thus, the Interaction Hypothesis plays an important role in learning through conversational interaction. This hypothesis suggests that interaction between a non-native speaker (NNS) and a native speaker (NS), or non-native speaker of a higher level, creates an accurate second language acquisition environment where the NNS learns through negotiation of meaning and/or becoming aware of their mistakes in their second or foreign language learning.

Research has shown that input alone is not as effective as interactional modified input in assisting language learning (R. Ellis, 1999; R. Ellis et al., 1994; Gass & Varonis, 1994; Mackey, 1997). Hence, the input hypothesis alone is not sufficient to explain about language acquisition. The views are supported by the claims by Gass and Varonis (1984; 1985b; 1989) that negotiation for meaning in conversation helps language learning. The authors claim that through negotiation for meaning, input is made comprehensible and available for learning.

It is worth mentioning that different empirical studies have directly supported that engagement in interaction in the second language learning facilitates second language development (R. Ellis & He, 1999; R. Ellis et al., 1994; Gass & Varonis, 1984; 1985b; 1989; Han, 2001; Iwashita 2003; Leeman, 2003; Mackey, 1999, 2000;

Mackey & Philip, 1998; McDonough, 2001; Oliver & Mackey, 2003; Philip, 2003; Silver, 2000; Swain & Lapkin, 2001, 2003; Varonis & Gass, 1985a). One of these studies is discussed in this section as an example off the current study. Mackey (1999) conducted a study. In his study, some intermediate English second language ESL learners were divided into five groups. One group interacted with native speakers; one group observed but did not participate in interactions with native speakers, one group received pre-modified input, one group did not receive any treatment, the fifth group was an interaction group. The learners in this study were pre-tested to determine the developmental level of arising questions. Mackey found that learners who had opportunity to interact with native speakers were importantly likely to develop higher level questions that learners who did not participate in the interactions, and learners who engaged in interaction were more likely to develop higher level question forms than the learners who did not involve in any interaction. Mackey concluded from this study that interaction between learners with native speakers or non-native speakers will promote language learning development. The theoretical framework is also illustrated in Figure 2.2 below:

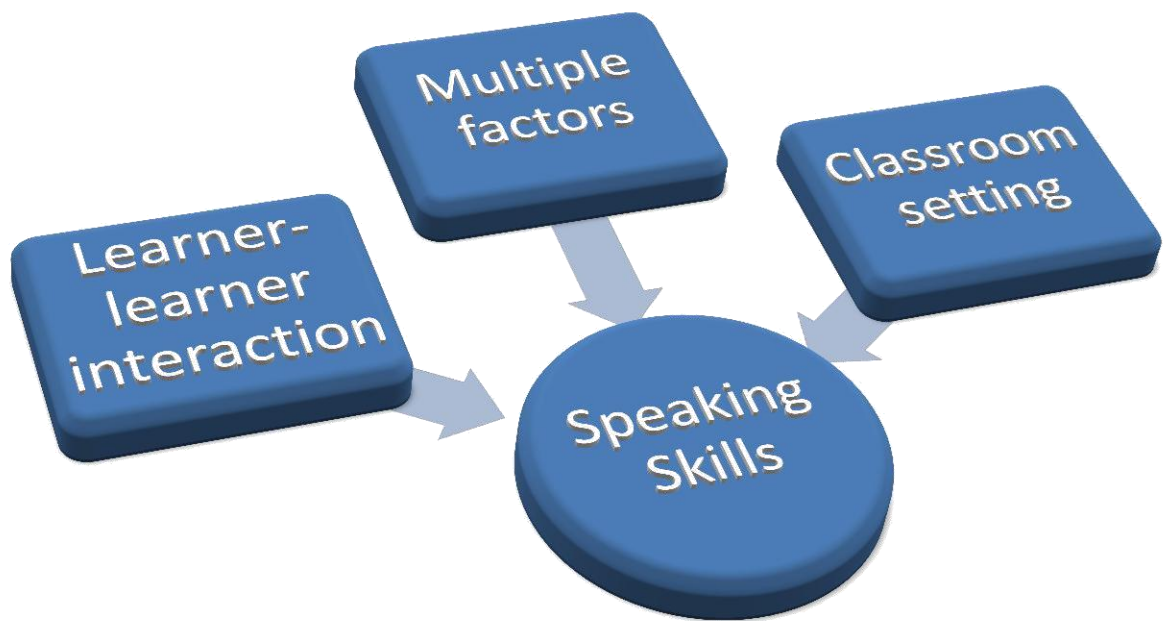


Figure 2.2 The theoretical framework of the Research

2.8 Chapter Summary

This chapter provides an over view of literature of what has been presented in the past regarding interaction and developing speaking skills through interactional activities. The chapter begins with an introduction about teaching and learning English language in a foreign language context. It focuses on the prime importance of speaking skill in learning a new language as nowadays learners see language as a tool for communication; therefore they attempt to master the speaking skill, in particular in English language as it is a worldwide and language of technology as well. In addition, the chapter provides enough information with regards to speaking skill; how important it is, the problems of learning English in a foreign language setting. Moreover, it describes how to improve speaking skills effectively via communicative activities.

The chapter also provides a description of the Interaction Hypothesis which was proposed by Long (1980). This hypothesis makes a clear-cut discussion on how to improve language learning process, especially speaking through interaction. It also discusses the role of interaction in learning a second language. Apart from that, it explains the factors that promote interaction in the classroom setting among learners which leads to language development. It also includes the aspects of classroom interaction which are negotiation of meaning and feedback which will help L2 learners in enhancing their progress.

Additionally, the chapter clarifies the teachers' roles and responsibilities in the classroom, in which teachers should be aware of so as to achieve a successful and productive classroom in terms of language learning. Likewise, it gives some language learning strategies and activities that can be performed in the classroom environment to help the process of language acquisition to happen effectively.

Finally, the chapter presents some studies that have been done in the field of SLA, specifically in the area of interaction which support this current study which is about the role of learner-learner interaction in developing speaking skills in the given context. The next chapter will discuss about the research methodology of the study.

CHAPTER THREE

RESEARCH METHOD

3.1 Introduction

The research method which is used in this study is a quantitative method. Quantitative method offers the chance to confirm the understanding of the students' own understanding regarding the problems in their academic studies with their actual production (Silverman, 2000). In addition, qualitative data are not essentially or usually numerical, and therefore cannot be analyzed using statistics and because quantitative research is fundamentally about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to be answered using quantitative method. Furthermore, (Creswell, 1994) shows that to quantify results based on numbers and the quantification of measurable factors is evaluated by the amount of the frequency. Since the teachers and the learners are the participants of this study, the teachers and international postgraduate students are included in the study using questionnaire survey with the students based on five Likert scale questions and interview with the teachers.

The chapter explains about a general introduction of the research methodology. Additionally, it describes the participants and instruments used for collecting necessary data. At the same time, it explains validity and reliability of the study. It ends up by data analysis and data collection procedures.

3.2 Population

This study mainly aims to investigate the role of interaction, specifically learner-learner interaction among the international foreign postgraduate students who were joining the Intensive English Course at the Language Centre at UUM. The participants ought to attend an intensive English course, and by the end of the course they have to get at least band 6.0 out of 9.0 in all the four skills of listening, reading, writing and speaking in order for them to continue their academic studies. From the results of ELPT, it is very clear that these international postgraduate students lack the ability of speaking English well which will be a problem for them in their further studies. It is worth mentioning that the whole class of the Intensive English Course for international foreign postgraduates was taken in order to assure the sample is representative and the data which is collected is valid (Bernard, 2002).

At the same time, teachers of the Language Centre who are teaching speaking lesson were interviewed to answer a few questions. The rationale behind selecting the teachers of speaking lesson was to gain the in-depth understanding (Silverman 2000) of the important role of interaction in developing speaking skills in the given context, the role of classroom setting and the factors that promote learner-learner interaction. It was also to support the answers of the students, and also for the purpose of the reliability of the results of the study. The interviews were recorded and analyzed carefully in both table and written form.

For the purpose of the research, speaking test results of ELPT were taken to show the level of the learners in speaking skill. Apart from this, all the participants of the study answered all the items in the questionnaire survey in which mainly about the role of learner-learner interaction. The participants of the study were from eight different countries which are shown in (Table 3.1) below:

Table 3.1

Students' countries and their numbers (Postgraduate- Intensive English Course)

No.	Country	Number of students
1.	Iraq	26
2.	Yemen	1
3.	Somalia	2
4.	Algeria	2
5.	Indonesia	1
6.	Libya	4
7.	Saudi Arabia	3
8.	Jordan	13
Total		52

It is clear from the table above that 50% from Iraq, 1.92% from Yemen, 3.84% from Somalia, 3.84% from Algeria, 1.92% from Indonesia, 7.69% from Libya, 5.76% from Saudi Arabia and 25% from Jordan.

3.3 Instruments

To conduct this study, a quantitative method was used as an effective and beneficial method to collect and analyze the data. In this study, two main types of data collection method were used namely; questionnaire survey (Refer to Appendix A) and short interviews (Refer to Appendix B) were performed with the teachers of speaking lesson. Additionally, two tests; ELPT and Test 2 (Refer to Appendix C) were used to present the development of the learners' speaking skills in the classroom through learner-learner interaction. Each of the instruments is described in more detail in the following sections. In order to answer the research questions of the study, data from more than one instrument were considered to establish triangulation of the data sources.

3.3.1 Questionnaire Survey

For the purpose of this study, questionnaire survey was selected as the main instrument of the data collection. The researcher adapted the questionnaire from Kouicem (2009) which mainly focuses on interaction in language learning development. The questionnaire survey was distributed in the class, and students were given 24 hours to answer the items of the questionnaire survey. The questionnaire sheets were collected personally by the next morning in the class. According to Kothari (2006) the questionnaire survey method has a lot of benefits, such as:

1. This kind of method is carried out at reasonable cost.
2. Research is mostly unbiased while adopting this method.
3. Participants get sufficient time to respond to questions.
4. The result of this method is reliable as questionnaires are supposed to be filled in the presence of researchers.

In the same vein, according to Krathwohl (1998) the importance of questionnaires lie in the fact that questionnaire can be helpful in collecting a large amount of data quickly and economically. Furthermore, in terms of reliability questionnaire survey can be effectively used as one of the most common tools of data collection. Reliability belongs to the capacity of the questionnaires to obtain the same results in different contexts (Leftwich, 2007).

The questionnaire which was used in this study was designed for UUM international postgraduate students who were joining the IEC at the Language Centre at UUM. It is close-ended questions and they were distributed among 52 participants. The objective of the questionnaire survey was to find out the role of learner-learner interaction in developing speaking skills.

The questionnaire consists of four main concepts namely; factors, learner-learner interaction, classroom setting and speaking skills. There are thirty two questions for the four concepts in which factors received eight questions from question one to question eight, learner-learner interaction received nine questions from question nine to question seventeen, and classroom setting received seven questions from question eighteen to question twenty-four. Lastly, speaking skill received eight questions from question twenty-five to question thirty-two. It begins with questions about multiple factors; the participants were asked to what extent multiple factors promoted their learner-learner interaction which will result in developing speaking skills. Whereas the questions about interaction were asked such as; to what extent they interacted in the classroom, the opportunities to interact, and regular interaction and interactional activities to develop their speaking skill.

Thirdly, seven questions were asked for classroom setting concentrating on the usefulness of classroom for interaction and a good environment to practice speaking. Finally, the last eight items were asked about speaking skills. To what extent they felt comfortable when they spoke with classmates in classroom.

3.3.2 Test Results

Two tests were used as one of the instruments of the study namely; ELPT and Test 2 in order to assess the developing of English language of the students. Both tests were conducted by the Language Centre of UUM. Test one which is known as ELPT was conducted when students first came to the university and Test 2 was conducted after several months of studying English language to evaluate improving the English language of the students throughout the course. The purpose of using these two tests was to understand students' English language improving, especially, their speaking skill.

3.3.3 Interviews

To get a better insight into the issue, English language teachers teaching speaking skills in IEC course were interviewed. The teachers were asked semi-structured questions to shed some light on some factors that they think conducive and lucrative for enhancing speaking skills among UUM foreign postgraduates who enrolled in the said course. The purpose of these short interviews was to understand: 1. the important role of interaction in developing speaking skills; 2. to understand the importance of classroom setting in enhancing learner-learner interaction; 3. to examine the factors that promote learner-learner interaction in developing speaking skills among the international foreign postgraduates at UUM (Refer to Appendix B). It was also for the purpose of the reliability of the results of the study. It is worth mentioning that the important statements of the interviewees transcribed and then analyzed (Refer to Appendix D) to compliment the findings of the study.

3.4 Ethical Issues

Prior to data collection, permission was sought from the individuals and the organizations at an early stage in order to carry out the proposed investigation. The participants were accessed through the formal consent of Head of the Department of Modern Languages or supervisor (Refer to Appendix E). Before data collection, the participants were also informed about the purpose and nature of the study. They were also informed and assured that the gathered information will not be shared with any lecturers or authorities, that their anonymity will be strictly maintained, and that the data collected would be deleted and destroyed after the completion of research project.

3.5 Validity and Reliability

Validity is the most significant criteria in a quality of a research study. Validity refers to whether the test measures what it claims to measure. On a test with high validity the items will be thoroughly linked to the test's intended focus or aim. In addition, it is one of the major concerns of research, and controlling all probable factors that threaten the research's validity is the most important responsibility of every good researcher, and it is also validity in which data collection means that the findings truthfully represent the phenomenon the researcher is claiming to measure (Duff, 2002).

And more importantly, a single statistics cannot indicate validity of research, but the body of the research which shows the relationship between the test and the behavior that is wished for to measure (Singleton et al., 1993). In this study, three instruments were used namely; questionnaire survey, interviews and ELPT and Test two results of the speaking skill. The questions in the questionnaire were revised in order for the respondents can easily understand the questions and answer them.

The researcher used the five options of Likert scale namely; '*Never*', '*Rarely*', '*Sometimes*', '*Usually*' and '*Always*' to collect the necessary data of the research. And in doing so, no complexity came up in collecting and analyzing the data. Furthermore, interviews and two tests results were used and analyzed very precisely for the validity in terms of compatibility with the focus of the research.

In conducting a research, measures must be reliable in order to claim for the validity of the findings. Reliability is an essential pre-requisite for validity. The questionnaire that was used as the main instrument of this study has been used, verified and piloted before by other researchers.

3.6 Data Analysis

Data analysis means to find out the meanings from the information that is obtained and a process by which the researcher can interpret the data (Burns 2000; p.430). In addition, Marshall and Rossman (1999) claim that, the aim of the data analysis is to bring meanings, structure to the data. Furthermore, interpretation involves accurate awareness of the data and concentration. The outcomes of the questionnaire has been categorized and analyzed through using percentage and scores from each item were designed based on 5-option Likert scale which is one of the most widely used techniques to measure a construct of study. The participants were asked to specify their extent of response (Always, Usually, Sometimes, Rarely and Never).

Additionally, the interviews were precisely studied and analyzed in order to find out about the role of learner-learner interaction, the impact of classroom setting in enhancing learner-learner interaction and several factors that promote learner-learner interaction in developing speaking skills.

Moreover, data from the two tests results were analyzed statistically in order to show the development of students' speaking skills. The results of Test two were used as a comparison with the ELPT results in order to display to what extent the students did develop their speaking abilities through the interaction, specifically the learner-learner interaction provided in the classroom.

When the required data was attained, then the data was analyzed and processed through the computer software known as (SPSS) Statistical Packages for Social Sciences to find out mean by performing descriptive statistics to make appropriate calculations through the data gained from the taken sample in order to link between items and variables. These results were used in the later part of the research to highlight the role of learner-learner interaction in developing speaking skills, the impact of classroom setting in enhancing learner-learner interaction and also

multiple factors that help promote learner-learner interaction in developing speaking skills, and these findings were also kept in view to make appropriate suggestions in the support of these students.

3.7 Data Collection Procedures

The instruments that were used to collect the necessary information for answering the research questions were; questionnaire survey, interviews and two tests of speaking skill at the Language Centre. The questionnaire survey was designed to answer questions about research questions which are; the role of learner-learner interaction in enhancing developing speaking skill, the impact of classroom setting in promoting learner-learner interaction and the factors that enhance learner-learner interaction in developing speaking skill.

The questionnaire survey was applied and distributed among the participants in the beginning of May 2013. Clear instructions and sufficient information were given regarding the different items of the questionnaire. Additionally, short interviews were conducted with the teachers of speaking lesson of the English course. They were asked some questions that were related to the items of the questionnaire survey in order to support or certify the results of the study.

Moreover, two tests were used namely; ELPT and Test two as procedures for data collection. These tests were taken by the Language Centre in the IEC to evaluate the level of the students after studying English intensively for several months. The idea of using these two tests was to assess how the students improved their speaking skills throughout the intensive course.

CHAPTER FOUR

RESULTS AND DATA ANALYSIS

4.1 Introduction

The main aim of this chapter is to present results and data analysis of the research. In this chapter, the data collected from the research are analyzed and discussed. The data gathered are used to answer the research questions posed in chapter one.

This study basically attempts to examine the role of learner-learner interaction in developing speaking skills. The findings of the study are presented to answer the research questions namely; 1) the factors that promote learner-learner interaction in developing speaking skills, 2) the role of learner-learner interaction in enhancing speaking skills and 3) the effect of classroom setting in enhancing speaking skills.

Three main findings gained from the analysis of the data to assist understanding the factors that promote learner-learner interaction in enhancing speaking skills, the role of learner-learner interaction and the effect of classroom setting in improving speaking skills.

The questionnaire consists of four main sections namely; factors, learner-learner interaction, classroom setting and speaking skills. There are thirty-two questions for the four variables in which factors received eight questions from question one to question eight, learner-learner interaction received nine questions from question nine to question seventeen, and classroom setting received seven questions from question eighteen to question twenty-four. Lastly, speaking skills received eight questions from question twenty-five to question thirty-two. So, the questionnaire survey was analyzed in terms of these four main sections as a whole and then each part was

analyzed in order to obviously show the precise results attained from the respondents.

4.2 Data Analysis

A questionnaire comprising of 32 items based on five-point likert scale questions was administered to 52 participants. The questionnaire aimed to collect response on four key variables: factors that promote learner-learner interaction, role of learner-learner interaction in developing speaking skills, role of classroom setting in developing speaking skills, and speaking skills. This part of the chapter presents data analysis both in table form and written form. The descriptive analysis was performed in SPSS (registered version 19). The descriptive statistics are percentages and mean score of each item.

During data interpretation, five-point Likert scale items i.e. Never, Rarely, Sometimes, Usually and Always are used. Since '*Always*' and '*Usually*' are almost the same degree and therefore, they are analyzed together. Moreover, '*Sometimes*' and '*Rarely*' have the same degree and therefore, they are analyzed together.

4.2.1 Factors that promote learner-learner interaction

In the questionnaire survey, the items from 1-8 were included which aimed to investigate different factors which promote learner-learner interaction in developing speaking skills. The response of students on each item of this variable is illustrated in following Tables.

Q1: Do teachers motivate you to speak English regardless of grammatical mistakes?

Table 4.1: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	9	17.4	17.4	17.4
Rarely	19	36.5	36.5	53.8
Sometimes	8	15.4	15.4	69.2
Usually	6	11.5	11.5	80.8
Always	10	19.2	19.2	100.0
Total	52	100.0	100.0	

From Table 4.1, it can be viewed that majority of 51.9% (27) students reported that sometimes teachers motivated them to speak in English language regardless of grammatical mistakes. On the other hand, 30.7% (16) students reported that teachers always motivated them to speak English regardless of grammatical mistakes whereas just 17.4% (9) students reported that they were never motivated by teachers. From the results, it can be stated that always students were motivated by their teachers.

Q2: Do teaching materials facilitate you to improve your speaking skills?

Table 4.2: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	5	9.6	9.6	9.6
Sometimes	26	50.0	50.0	59.6
Usually	16	30.8	30.8	90.4
Always	5	9.6	9.6	100.0
Total	52	100.0	100.0	

From Table 4.2, it can be seen that 59.6% (31 learners) state that teaching materials sometimes assisted them to improve their speaking skills and 40.4% (21 learners) state that teaching materials can always help them in improving English speaking skills. Through the results, it can be concluded that teaching materials can generally

be a good factor for learners to enhance their speaking skills. Hence, teachers who teach speaking should realize that the materials should be able to facilitate interaction among learners during the process of teaching and learning.

Q3: Do you feel enthusiastic to learn speaking skills of English language?

Table 4.3: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	8	15.3	15.3	15.3
Sometimes	11	21.2	21.2	36.5
Usually	25	48.2	48.2	84.6
Always	8	15.3	15.3	100.0
Total	52	100.0	100.0	

Table 4.3 shows the results of the enthusiastic feeling of the learners to learn speaking skills of English language. The above Table shows that 36.5% (19 learners) state that they sometimes feel enthusiastic to learn speaking skills of English language and 63.5% (33 learners) state that they always show the feeling of enthusiastic towards learning English speaking skills. Thus, we can say that all of the students want to learn the speaking skills of English language.

Q4: Do presentations and group discussions enhance your speaking skills?

Table 4.4: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Rarely	5	9.6	9.6	11.5
Sometimes	9	17.3	17.3	28.9
Usually	28	53.9	53.9	82.7
Always	9	17.3	17.3	100.0
Total	52	100.0	100.0	

Here in Table 4.4, 26.9% (14 learners) show that presentations and group discussions rarely and sometimes enhance in their speaking skills. Whereas, 71.2% (37 learners) state that presentations and group discussions enhance their speaking skills, but only 1.9% (1 learner) show that presentations and group discussions can never enhance his/her speaking skills. As it is seen from the above results, it can be stated that almost all the learners believed that these activities in the classroom can enhance their speaking skills. Therefore, English language teachers and instructors must give importance to presentations and group discussions in the classroom so that they can be a powerful factor for the students to enhance their speaking skills.

Q5: How often are you invited by your teacher to interact with your classmates? Table

4.5: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	9	17.3	17.3	17.3
Sometimes	8	15.4	15.4	32.7
Usually	22	42.3	42.3	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

The results of Table 4.5 reveal that, 32.7% (17 learners) state that they are sometimes invited by their teacher to interact with their classmates and 67.3% (35 learners) say that they are always invited by their teacher to interact with their interlocutors in the classroom. From the above results, we can see that most of the time they are invited to participate in the interactions that take place in the classroom. In other words, we can notice that learners have the opportunity to interact with their classmates which is another powerful factor to help them in developing their speaking skills.

Q6: Are teachers a good source to arrange meaningful communications among students?

Table 4.6: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	8	15.4	15.4	15.4
Sometimes	11	21.2	21.2	36.5
Usually	17	32.7	32.7	69.2
Always	16	30.7	30.7	100.0
Total	52	100.0	100.0	

In the above Table, 36.6% (19 learners) state rarely and sometimes, 63.4% (33 learners) state usually and always that the teacher is a good source to arrange meaningful communications among students. It can be noticed that most of the students stated that teacher is a great source for them to help arrange meaningful communications which can be concluded that arranging and providing meaningful communications among students can facilitate the process of improving speaking skills to a great extent.

Q7: Is classroom environment helpful to interact with your classmates?

Table 4.7: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	5	9.7	9.7	9.7
Sometimes	15	28.8	28.8	38.5
Usually	15	28.8	28.8	67.3
Always	17	32.7	32.7	100.0
Total	52	100.0	100.0	

From Table 4.7, we can see that 38.5% (20 learners) state rarely and sometimes, and 61.5% (32 learners) state usually and always regarding the importance of classroom environment. The above results reveal that, the vast majority of the students strongly agree that classroom environment is a helpful setting for them to enhance their speaking abilities. This means that classroom setting is a good factor and can be seen as a facilitator as well for students to express themselves and improve their speaking skills in English.

Q8: How often do you enjoy learner-learner interaction?

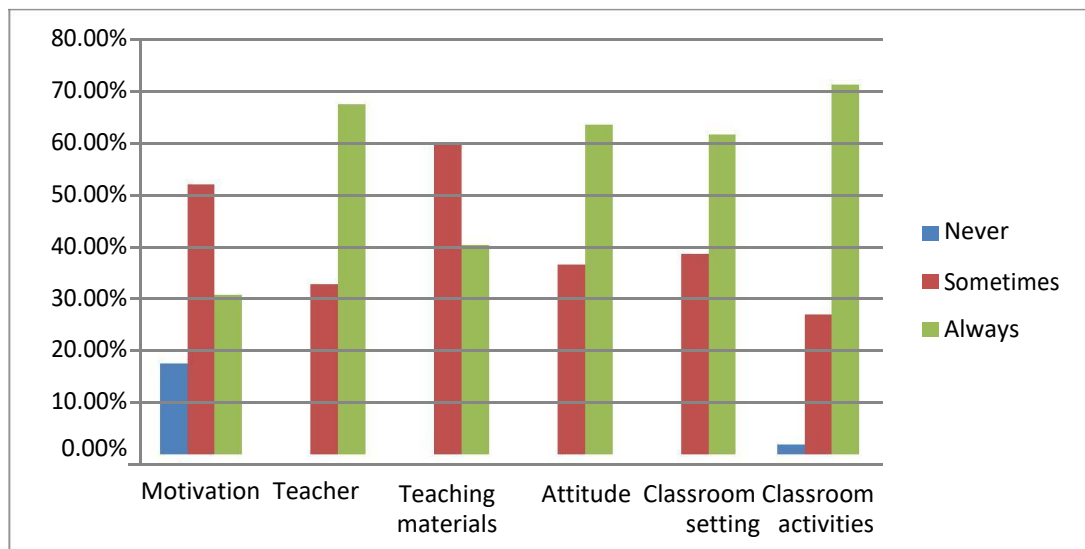
Table 4.8: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	6	11.5	11.5	11.5
Sometimes	9	17.3	17.3	28.8
Usually	21	40.4	40.4	69.2
Always	16	30.8	30.8	100.0
Total	52	100.0	100.0	

Table 4.8 shows that 28.8% (15 learners) state that they sometimes enjoy learner-learner interaction. Whereas, 71.2% (37 learners) state that they always enjoy learner-learner interaction. From the results of this item, we can conclude that students enjoy participating in interaction among the students. This is crucially important for learners since it shows their attitude which will result in a proper language speaking skill. If the students stated that they do not enjoy peer interactions, it shows that they are unwilling to improve their speaking skills. Hence, proper learner-learner interaction must be available in the classroom in order for students to improve their language speaking skills.

In sum up, it can be viewed that 72% of students reported that classroom activities facilitated them to promote their speaking skills. Whereas, 68% of students reported that teacher was second most influential factor whose motivation encouraged students to speak English language without being scared of committing mistakes. Positive attitude towards English language particularly on speaking skills emerged to be the third influential factor in which 64% of students reported that they love to command over English language particularly speaking skills. Finally, classroom setting turned out to be the fourth influential factor in which 61.5% of students expressed their views that they found many opportunities to practice their speaking skills in classroom. The following Table (4.9) summarizes the results of factors that promote learner-learner interaction in developing speaking skills.

Table 4.9 summary of response of students on multiple factors



4.2.2 Role of learner-learner interaction

In the questionnaire, the items from 9-17 were comprised which meant to examine the role of learner-learner interaction in developing speaking skills. The response of students on each item of this variable is illustrated in following Tables.

Q9: How often do you interact in classroom?

Table 4.10: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	1	1.9	1.9	1.9
Sometimes	11	21.2	21.2	23.1
Usually	29	55.7	55.7	78.7
Always	11	21.2	21.2	100.0
Total	52	100.0	100.0	

In Table 4.10, we can notice the results of this item show that 23.1% (12 learners) state rarely and sometimes, and 76.9% (40 learners) show that they usually and always interacted with their interlocutors in the classroom. This indicates that all most all the students interact in English with their classmates in the classroom. A total percentage of 100% (52 learners) believed that they have sufficient interaction. From the results we can say that the teacher helps them and gives time to them to interact and express themselves with one another. Hence, we can conclude that, classroom is provided with learners' interaction with their interlocutors which will lead them to have a better language speaking skill.

Q10: Does student-student interaction improve your speaking skills?

Table 4.11: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Rarely	7	13.5	13.5	15.4
Sometimes	14	26.9	26.9	42.3
Usually	18	34.6	34.6	76.9
Always	12	23.1	23.1	100.0
Total	52	100.0	100.0	

The above Table presents that 40.4% (21 learners) sometimes believe that student-student interaction improved their speaking skills. 57.7% (30 learners) strongly believed that student-student interaction helped them to improve their language speaking skills. Only 1.9% which is one student stated that learner-learner interaction was not useful for him to improve his speaking skills. From the results we have in the above Table, we can claim that the vast majority of the students showed that their speaking skills can be improved through learner-learner interaction as they think that through this kind of interaction they will get benefit from one another in improving their speaking.

Q11: Do free discussions help you in improving your speaking skills?

Table 4.12: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	6	11.5	11.5	11.5
Sometimes	9	17.3	17.3	28.8
Usually	21	40.4	40.4	69.2
Always	16	30.8	30.8	100.0
Total	52	100.0	100.0	

Table 4.12 shows the results of the impact of free discussions in improving students' speaking skills. We can notice that, 28.8% (15 learners) maintained that free discussions sometimes helped them in improving their speaking skills. In contrast, 71.2% (37 learners) believed that free discussions always assisted them in their speaking skill improvement. Therefore, free discussions are importantly necessary for the students since they are more involved in the process of learning the language communicatively as free discussions and similar activities lead them to obtain a better language speaking skill.

Q12: How often do you interact with your classmates?

Table 4.13: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	7	13.5	13.5	13.5
Sometimes	15	28.8	28.8	42.3
Usually	19	36.5	36.5	78.8
Always	11	21.2	21.2	100.0
Total	52	100.0	100.0	

Table 4.12 indicates that 42.3% (22 learners) asserted that they sometimes interacted with their classmates. Whereas, 57.7% (30 learners) affirmed that they always participated in the interactions which take place among the classmates. The results emphasize that most of the students in the classroom take part in the interactions as they believe that this assists them in improving their speaking skills. In addition, they think that if interaction among them is provided, they can easily and quickly improve better in the process of learning the language, especially in speaking abilities as it helps learners engage in meaningful interaction which will lead them to a proper language improvement.

Q13: Do the interactional activities help improve your speaking skills?

Table 4.14: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	5	9.6	9.6	9.6
Sometimes	15	28.8	28.8	38.5
Usually	19	36.5	36.5	75.1
Always	13	25.1	25.1	100.0
Total	52	100.0	100.0	

Table 4.14 displays the results of the influence of interactional activities in helping improving students' speaking skills. We can see that, 38.4% (20 learners) asserted that, the interactional activities sometimes developed their speaking skills. In contrast, 61.6% (32 learners) showed that interactional activities always did develop their speaking skills. Therefore, interactional activities are important for students since they are engaged in learning which will result in developing speaking abilities through those activities.

Q14: Does regular interaction help improve your speaking skills?

Table 4.15: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	5	9.6	9.6	9.6
Sometimes	14	26.9	26.9	36.5
Usually	21	40.4	40.4	76.9
Always	12	23.1	23.1	100.0
Total	52	100.0	100.0	

Table 4.15 indicates that 36.5% (19 learners) stated rarely and sometimes. In contrast, 63.5% (33 learners) stated usually and always to the above item. In this Table, we can notice that, some learners believed that regular interaction sometimes helps them to improve speaking skills. Whereas, most of the students showed that regular interaction greatly helps them in improving their language speaking improvement. What we can conclude from the above results is that, participation in the interactions that take place is crucially important since it is the most vital way of learning the language communicatively. The use of regular interaction among the learners is one of the noteworthy factors that assists the learners develop their speaking. That is to say that, interaction among the learners should be provided in

order for them to practice the language they are learning so as to they improve their speaking abilities.

Q15: How often does regular interaction with your classmates help you to reduce your speaking mistakes?

Table 4.16: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	5	9.6	9.6	9.6
Sometimes	14	26.9	26.9	36.5
Usually	22	42.3	42.3	78.8
Always	11	21.2	21.2	100.0
Total	52	100.0	100.0	

From Table 4.16, it can be viewed that 36.5% (19 learners) sometimes found that regular interaction with their classmates helps them to reduce their speaking mistakes, whereas 63.5% (33 learners) always found that regular interaction with their classmates helps them to reduce their speaking mistakes. From the response of the participants, it can be stated that regular interaction among the students can help students to reduce their speaking mistakes because they always practise the language which leads them to reduce their speaking mistakes with the passage of time.

Q16: Do you do most of the interaction in the classroom?

Table 4.17: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Rarely	4	7.6	7.6	9.5
Sometimes	12	23.1	23.1	32.7
Usually	24	46.2	46.2	78.8
Always	11	21.2	21.2	100.0
Total	52	100.0	100.0	

The above Table shows that 30.7% (16 learners) stated sometimes and 67.4% (35 learners) stated always and only 1.9% (1 learner) stated never. From the results of this Table, we can state that a great number of students believed that they always do most of the interaction in the classroom and some of them thought that they sometimes do the interaction. In contrast, only one student did not believe that he does the interaction in the classroom. It can be concluded that, students in the classroom generally have the opportunity to do the interaction in the classroom which will result in language acquisition communicatively.

Q17: Do you believe your speaking ability is the result of learner-learner interaction?

Table 4.18: Descriptive Statistics

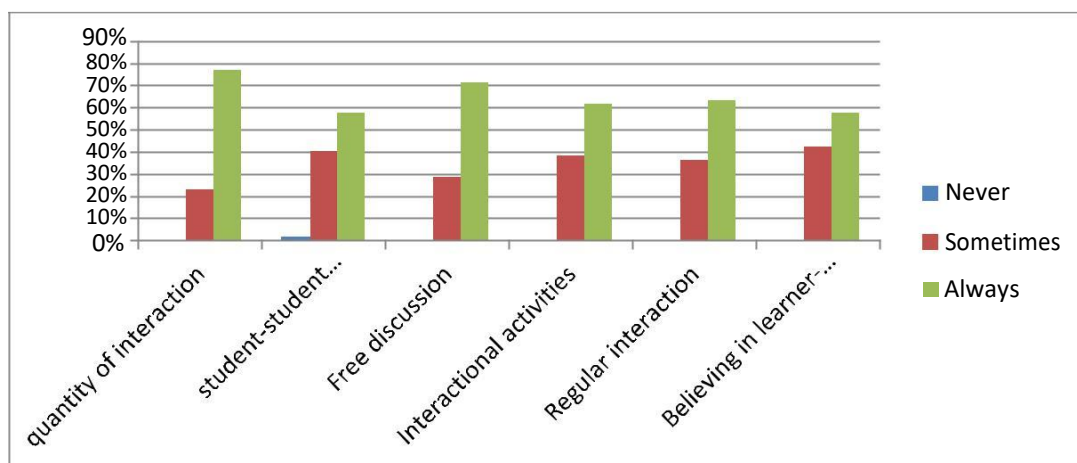
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	10	19.2	19.2	19.2
Sometimes	12	23.1	23.1	42.3
Usually	12	23.1	23.1	65.4
Always	18	34.6	34.6	100.0
Total	52	100.0	100.0	

Table 4.18 displays that 42.3% (22 learners) feel that their speaking ability is the result of learner-learner interaction while 57.7% (30 learners) feel that their speaking ability is the outcome of learner-learner interaction. From the results of the above Table, we can decide that a great number of students do believe that their speaking skill is the product of learner-learner interaction. It can be decided that if learner-learner interaction is provided by language instructors in the classroom, students' speaking skills can easily be improved. Hence, we can state that learner-learner

interaction must be taken into account so that students can improve their language speaking skills.

In a nutshell, it can be observed that 77% of students reported that they often interacted in the classroom in order to develop speaking skills. Whereas, 71% of students reported that free discussions is the second most influential factor for developing their speaking skills. From the results of the following Table, it can be seen that regular interaction appeared to be the third powerful factor in which 63% of students believed that regular interaction can develop their language speaking. Finally, interactional activities turned out to be the fourth effective or dominant factor in which 61% of students reported that interactional activities can enhance speaking skills of learners. Table 4.19 shows the results of the role of learner-learner interaction in improving speaking abilities of students.

Table 4.19 summary of response of students on roles of learner-learner interaction



4.2.3 The effect of classroom setting

In the questionnaire survey, the items from 18-24 were contained which meant to examine the effect of classroom setting in developing speaking skills. The response of learners on each item of this variable is illustrated in following Tables.

Q18: Do you find classroom a suitable place for interaction?

Table 4.20: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	6	11.6	11.6	11.6
Sometimes	10	19.2	19.2	30.8
Usually	26	50.	50.0	80.8
Always	10	19.2	19.2	100.0
Total	52	100.0	100.0	

In Table 4.20, the results show that 30.8% (16 learners) believed that classroom is sometimes or rarely a suitable place to exercise their speaking skills and 69.2% (36 learners) which is a great percentage indicates that they always and usually believed that classroom is a perfect and suitable setting to practice their speaking skills. From the results, it can be stated that, a great number of the respondents agreed that classroom is a good context to develop speaking skills since they assume that classroom is the precise place in which a lot of interactions occur that is the powerful factor to improve language speaking.

Q19: Do you find classroom a good context for input?

Table 4.21: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	7	13.5	13.5	13.5
Sometimes	10	19.2	19.2	32.7
Usually	22	42.3	42.3	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

Table 4.21 shows that, 32.7% (17 learners) feel that sometimes through classroom as a good context for the process of learning they are able to get the input they need to develop their speaking. On the other hand, 67.3% (35 learners) assume that classroom is always an important place for them to have the input that they need in the process of learning. It is important to say that, the results of this Table displays that classroom is necessary and important for the learners since they find it as a suitable environment where interaction and comprehensible input are available.

Q20: Do you feel ease when you interact in classroom?

Table 4.22: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Rarely	7	13.5	13.5	15.4
Sometimes	9	17.3	17.3	32.7
Usually	17	32.7	32.7	65.4
Always	18	34.6	34.6	100.0
Total	52	100.0	100.0	

From Table 4.22, it can be noticed that 30.8% (16 learners) sometimes found classroom pleasurable for the interaction that happens in the classroom while 67.3% (35 learners) asserted that they always feel ease when they interact in the classroom. On the other hand, 1.9% which is one learner only feels that he/she does not feel ease when he/she intends to express himself/herself and interact with his classmates. That is to say that, almost all the students felt ease and relaxed when they interacted in the classroom. Hence, these learners speak in English in the classroom and they tend to say that classroom is a place that they enjoy it and they are also comfortable when they express themselves among each other in the class which is a useful place for them to make progress in language learning, especially speaking skills.

Q21: Do classroom interaction and input help develop your speaking fluency?

Table 4.23: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2	3.8	3.8	3.8
Rarely	4	7.8	7.8	11.5
Sometimes	27	51.9	51.9	63.5
Usually	10	19.2	19.2	82.7
Always	9	17.3	17.3	100.0
Total	52	100.0	100.0	

In Table 4.23, it can be seen that 59.7% (31 learners) stated rarely and sometimes and 36.5% (19 learners) stated usually and always while only 3.8% (2 learners) stated never. The above results indicate that many students feel that interaction and input can sometimes develop their speaking fluency and several students assume interaction and input as helpful factors to develop speaking fluency. It is also necessary to say that only two students claimed that interaction and input can never be helpful for speaking fluency development. From the response of the respondents, we can state that in both cases of sometimes and always, students believed that interaction and input can help them in developing their speaking fluency. It seems to the researcher that, the learners who responded in this way are those who involved themselves in opportunities in interaction and are those who looked for developing their second language speaking development. Therefore, it is worth mentioning that, input and interaction play a vital role together in the process of acquiring speaking fluency.

Q22: Does classroom motivate you to interact?

Table 4.24: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	1	1.9	1.9	1.9
Sometimes	12	23.1	23.1	25.0
Usually	24	46.2	46.2	71.2
Always	15	28.8	28.8	100.0
Total	52	100.0	100.0	

Table 4.24 shows the motivation of classroom on students to interact. The Table presents that 25% (13 learners) say that classroom can sometimes motivate them to interact and 75% (39 learners) believe that classroom can always motivate them to speak inside the classroom. The second case which is a high percentage indicates that classroom can always be a great motivator for students to interact and then make progresses in their language speaking skills through interaction. From the response of the participants to this question, we can see that classroom is a rich context and a good motivator for learners to practice and communicate with their interlocutors.

Q23: Does classroom facilitate your development?

Table 4.25: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	1	1.9	1.9	1.9
Sometimes	8	15.4	15.4	17.3
Usually	27	51.9	51.9	69.2
Always	16	30.8	30.8	100.0
Total	52	100.0	100.0	

From Table 4.25, we can presume that 17.3% (9 learners) stated that classroom sometimes facilitates the process of language acquisition while 82.7% (43 learners) showed that classroom is always a facilitator and cooperative to develop speaking skills. It can be noticed that most of the students consider classroom as a significant context to improve speaking since what occurs in the classroom can be helpful to the learners. Therefore, for learners, especially in a foreign learning environment classroom is a crucially significant place and context as it is the only opportunity for learners to improve their language speaking.

Q24: Do you find classroom suitable for learning?

Table 4.26: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sometimes	13	25.0	25.0	25.0
Usually	14	26.9	26.9	51.9
Always	25	48.1	48.1	100.0
Total	52	100.0	100.0	

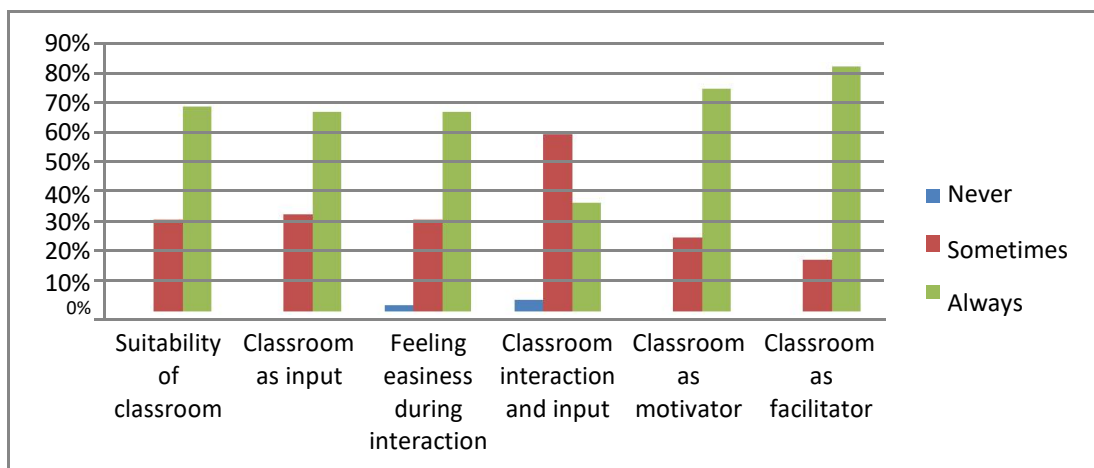
In Table 4.26, the results present that 25% (13 learners) believed that classroom is sometimes a suitable place in which the target language can be developed and 75% (39 learners) believed that classroom is usually and always suitable in which the target language can be developed. From the results, it can be seen that a high percentage of the learners did believe that classroom is the perfect place for them to improve language skills, especially speaking skill since they are provided with different kinds of interaction which will lead them to language development.

To sum up, it can be seen that 82% of students stated that classroom is a great facilitator for them to practice the target language. Meaning to say that, classroom is a suitable place to practice the target language so as to develop speaking skills. From

the results, it is evident that the suitability of classroom for interaction is the most dominant factor for students to improve their language acquisition, especially speaking competence. While, 75% of students believed that classroom is an effective motivator that motivated students to speak English language. Classroom as a motivator emerged to be the second influential factor in promoting learner-learner interaction which will result in developing speaking skills.

Classroom as a context for input appeared to be the third powerful factor in which 68% of students reckoned that it is the suitable place for language input. That is to say that, it is classroom that can provide comprehensible input in the process of learning a language, in particular in a foreign language context. Lastly, it can be noticed that 67.5% of students reported that they feel ease when they intend to interact with their classmates in classroom which occurred to be the fourth dominant item. The following Table (4.27) summarizes the results of effect of classroom setting in enhancing speaking skills.

Table 4.27 summary of response of students on multiple roles of classroom setting



4.2.4 Speaking Skills

In the questionnaire survey, the items from 24-32 were included on speaking skills which is dependent on the rest of the three variables i.e. factors which promote learner-learner interaction, the role of learner-learner interaction, and the effect of classroom setting in developing speaking skills.

Q25: Do you find yourself comfortable when you speak?

Table 4.28: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Rarely	1	1.9	1.9	3.8
Sometimes	21	40.4	40.4	44.2
Usually	16	30.8	30.8	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

Table 4.28 indicates that 42.3% (22 learners) feel that they are sometimes comfortable when they intend to speak and 55.8% (29 learners) feel that they are usually and always comfortable when they want to speak inside the classroom while only 1.9% (1 learner) believes that he/she is not comfortable when he/she wants to speak. The above results asserted that some of the learners are sometimes comfortable and most of them are always happy and relaxed during speaking. We can see that the vast majority of the students are happy and comfortable in the classroom since they believe that classroom is the perfect environment for them to practice the language. So, they are excited and very eager to use the target language all the time as they feel that is the true option for them to improve their language speaking abilities.

Q26: Can you speak your ideas easily with your classmates?

Table 4.29: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	4	7.7	7.7	7.7
Sometimes	12	23.1	23.1	30.8
Usually	19	36.5	36.5	67.3
Always	17	32.7	32.7	100.0
Total	52	100.0	100.0	

The above Table asserts that 30.8% (16 students) stated sometimes while 69.2% (36 learners) stated usually and always to the question. From the response of the participants, we can understand that almost all the students felt that they can express themselves easily with their classmates at different levels. It seems to the researcher that when students can speak their ideas easily is the result of practicing and usage of the target language inside the classroom since they always used the second language and thus, they will be able to express themselves easily. It can be concluded that students in the classroom improved speaking skills which is by using the target language in classroom setting as a perfect context for them to improve their language speaking.

Q27: How well do you understand others' verbal statements clearly?

Table 4.30: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	3	5.8	5.8	5.8
Sometimes	20	38.5	38.5	44.2
Usually	11	21.2	21.2	65.4
Always	18	34.5	34.5	100.0
Total	52	100.0	100.0	

By looking at Table 430, it can be seen that 44.3% which is 23 students believed that they rarely and sometimes understand others' verbal statements clearly. In contrast, 55.7% which is 29 students believed that they usually and always understand others' oral statements clearly. From the results, it is obvious that students in general can understand each other when they interact and speak with one another. That is to say that, those learners developed their verbal abilities since they can understand each other clearly which is by providing learner-learner interaction in the classroom environment.

Q28: How often do you focus on speaking skills when you speak?

Table 4.31: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	3	5.8	5.8	5.8
Sometimes	13	25.0	25.0	30.8
Usually	17	32.7	32.7	63.5
Always	19	36.5	36.5	100.0
Total	52	100.0	100.0	

As it is seen Table 4.31 indicates to what extent students focus on speaking skills when they intend to speak. From the results, it can be viewed that 30.8% which is 16 students stated sometimes and 69.2% (36 students) stated usually and always. The response of to this item shows that a great number of students claimed that they always pay a great attention and focus on their speaking skills during speaking. Therefore, it can be stated that students found speaking skills as an important component and aspect of language acquisition and thus, they want to improve it as they look for being able to express themselves and communicate with one another as clearly as they can.

Q29: Do you wish to master speaking skills most?

Table 4.32: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	7	13.5	13.5	13.5
Sometimes	10	19.2	19.2	32.7
Usually	17	32.7	32.7	65.4
Always	18	34.6	34.6	100.0
Total	52	100.0	100.0	

The results of Table 4.32 assert that 32.7% (17 learners) sometimes wished to master speaking skills and 67.3% (35 learners) always would like to master speaking skills most. It seems that, most of the participants wished to master and combat the speaking skills to a great extent since they feel that if they can be good speakers of English language, they can perform better in their academic studies i.e. holding seminars and presenting presentations more effectively and powerfully. So, we can conclude that for performing academic presentations better they need to master the speaking skills.

Q30: Does insufficiency of vocabulary affect your speaking skills when you speak?

Table 4.33: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Rarely	8	15.4	15.4	17.3
Sometimes	13	25.0	25.0	42.3
Usually	17	32.7	32.7	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

Table 4.33 is about the results of insufficiency of vocabulary on speaking skills. The results of this Table present that 40.4% (21 learners) believed that insufficiency of vocabulary sometimes affect speaking skills while 55.7% which is 30 learners felt that insufficiency of vocabulary always affect their speaking skills. Only one respondent believed that insufficiency of vocabulary can never affect his/her speaking skills. All in all, the results can claim that students wanted to say that vocabulary is very important in order for them to communicate well with each other. They also intend to say that if they lack enough vocabulary, they will face difficulties in expressing themselves effectively since they think that vocabulary is necessary to overcome speaking difficulties. This shows that they can interact and converse among themselves well if they have sufficient vocabulary.

Q31: Does poor pronunciation cause problem in your speaking skills?

Table 4.34: Descriptive Statistics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	5	9.6	9.6	9.6
Sometimes	9	17.3	17.3	26.9
Usually	25	48.1	48.1	75.0
Always	13	25.0	25.0	100.0
Total	52	100.0	100.0	

This Table asserts that 26.9% (14 learners) think that poor pronunciation rarely and sometimes causes problem while 73.1% which is most of the students think that poor pronunciation can usually and always cause problem for them when they speak in the target language. The results show that the respondents gave importance and paid a close attention to pronunciation and hence, they want to develop it. Those students presumed that pronunciation is a great factor for them in expressing themselves

efficiently and successfully. Therefore, it can be decided that proper pronunciation is necessary for students since it makes learners interact smoothly and articulately.

Q32: Do you refer to your L1 when you speak?

Table 4.35: Descriptive Statistics

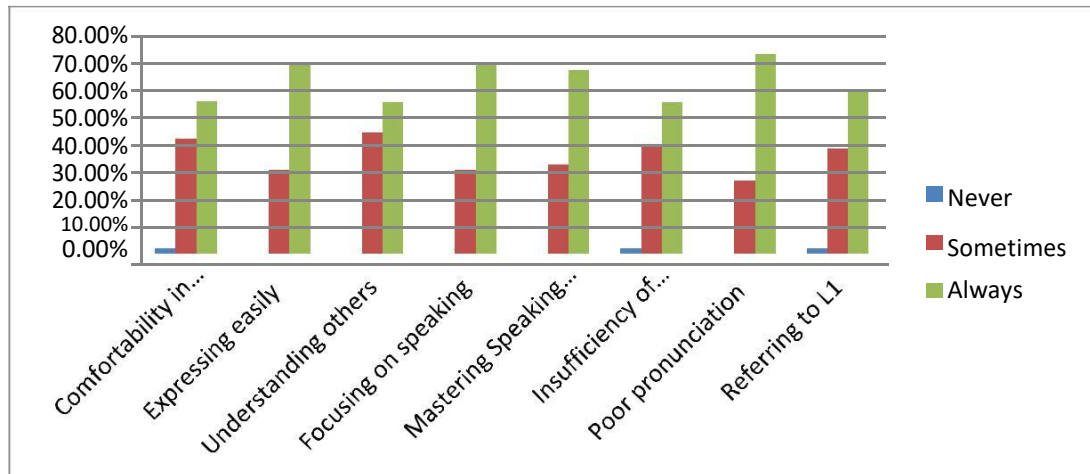
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	1.9	1.9	1.9
Rarely	7	13.5	13.5	15.4
Sometimes	13	25.0	25.0	40.4
Usually	17	32.7	32.7	73.1
Always	14	26.9	26.9	100.0
Total	52	100.0	100.0	

From Table 4.35 we can view that 38.5% which is 20 learners felt that they sometimes refer to their L1 and 59.8% (31 learners) felt that they always refer to their L1 when they want to speak with each other in classroom. It is necessary to say that only one respondent felt that he never refers to his L1 when he intends to speak in the target language. That is to say that, many students refer to their mother language when they are involved in real English conversations.

To end up, we can view that 72% of students reported that poor pronunciation caused problem in their speaking skills. Whereas, 69.5% of students reported that they can express themselves easily if their pronunciation is good enough. It can be stated that the factor of poor pronunciation was an effective factor in causing problems in speaking skills. As it can be revealed that 69.5% of students reported that they focus on speaking skills since they think speaking skill is one of the most powerful skills in language learning which is the third influential factor that they wish to achieve. Positive attitude towards mastering English speaking skills turned out to be the fourth influential factor that makes students want to be fluent in the

language that they are learning in which 67% of students reported that they wish to master speaking skills. Lastly, 60% of students believed that they refer to their L1 when they want to speak in the target language. Following Table (4.36) summarizes the results of different items in speaking skills.

Table 4.36 summary of response of students on different items in speaking skills



4.3 Correlation between Variables

In general, correlational relationships are conducted for a quantitative method of research in which the study has two or more quantitative variables and the researcher is usually trying to determine if there is a relationship between the variables. In this study, the researcher conducted a correlational relationship to know the relationship between the variables whether there is a relationship between them. Therefore, the correlational relationship was done between learner-learner interaction with factors, learner-learner interaction with classroom setting and learner-learner interaction with speaking skills.

From the results of Table 4.37 we can view that, the relationship of learner-learner interaction with factors is positive which is significant at 1 which is higher than 0.5 ($1 < 0.5$). In addition, the relationship of learner-learner interaction with classroom setting is also 1 which is positive and significant meaning. Therefore,

there is a strong and significant correlation between the two variables. Finally, the relationship of learner-learner interaction with speaking skills is also positive meaning which is significant and the correlation is 1.

To conclude, it can be declared that most of the students (78.9%) did improve and we can also say that classroom setting was beneficial for them. In contrast, few of them (21.1%) did not improve their speaking skills. So, the correlation between the variables was positive in all cases in which two variables are in line and therefore, they are positively related. Following Table (4.37) shows the correlational relationships between the variables of the study.

Table 4.37 Correlation between variables

<i>Correlation between variables</i>	<i>Learner-learner interaction</i>	<i>factors</i>	<i>Classroom setting</i>	<i>Speaking skills</i>
<i>Learner-learner interaction</i>	1.00	.498	.421	.525
<i>Factors</i>	.687	1.00	.324	.611
<i>Classroom setting</i>	.389	.271	1.00	.731
<i>Speaking skills</i>	.531	.681	.812	1.00

*. Correlation is significant at the 0.05 level (2-tailed).

4.4 ELPT and Test Two

Fresh international postgraduate students are required to take English language placement test (ELPT) as one of the requirements to show their proficiency in English language. Those students who obtain low marks in ELPT are required to take English language classes so as to improve their English language proficiency. In the end, these students are required to take Test two so as to reveal their proficiency

in English language. As the prime emphasis of this study was to know the impact of learner-learner interaction in classroom setting in developing speaking skills, the results of speaking skills in both ELPT and Test two were compared and analyzed to determine whether or not students improved their score in Test two.

The results of 52 students who enrolled in both ELPT and Test two were compared in SPSS. While analyzing the data, it was observed that 78.9% (41) students improved their speaking skills in classroom setting which also complements the findings of this study where classroom setting emerged as the most influential mean for students where they practiced English language with their classmates. On the contrary, just 21.1% (11) students failed to improve their speaking skills (Refer to Appendix C). Keeping in view the majority of students who improved their speaking skills while interacting with their fellows, it can be inferred that learner-learner interaction plays an indispensable and a crucial role in improving students' speaking skills. The following Figure (4.1) shows the difference in performance on speaking skill in ELPT and Test two:

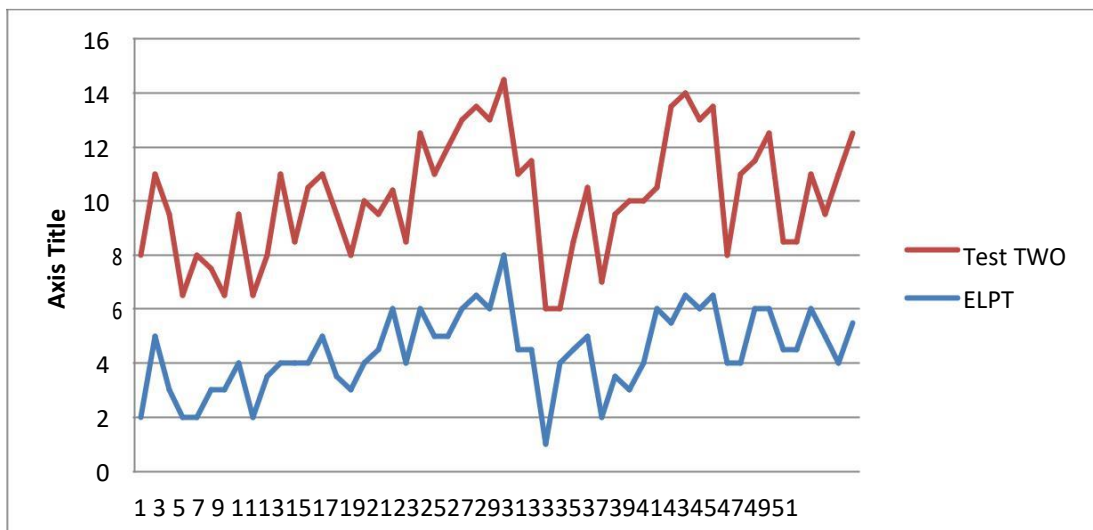


Figure 4.1 Comparison of score of students in ELPT and Test two

4.5 Interviews

To the get a better understanding about the role of learner-learner interaction and effects of classroom setting in promoting speaking skills of students, two semi-structured interviews were conducted with two teachers who were teaching speaking lesson at the Language Centre at UUM (Refer to Appendix D). The interviews were first recorded and then the bottom lines were transcribed and finally analyzed. The three semi-structured questions that were asked were 1) Does learner-learner interaction enhance speaking skills?, 2) What are the factors that promote learner-learner interaction in developing speaking skills among international foreign postgraduates?, and 3) Does classroom setting enhance learner-learner interaction?

The transcribed interviews were thoroughly studied so as to point the factors mentioned by the interviewees which were conducive for promoting speaking skills among UUM international postgraduates. The interviews are discussed in both table form and written form. The following Table (4.38) shows the response of teachers on the factors, role of learner-learner interaction and the effect of classroom environment which all together enhanced speaking skills among UUM international postgraduates.

Table 4.38 Statements of interviewees

Factor	1st Interviewee	2nd Interviewee
Learner-learner Interaction	Students do not feel shy while talking with their classmates.	It paves a way for students to use the target language in class in abundance.
	It enables students to gain confidence.	
	Learner-learner interaction should be encouraged by the teachers.	
Factors promoting learner-learner interaction in developing speaking skills	Classroom activities promote speaking skills.	Teachers' motivation encourages students to enhance their speaking skills.
	Motivation by teachers increases learner-learner interaction that has positive effects on speaking skills.	Peer group work should be practiced regularly that definitely enhances speaking skills among students.
Effects of classroom setting in enhancing learner-learner interaction.	Making groups of students from diverse language speakers.	Classroom atmosphere plays pivotal role in promoting speaking skills among students.

It can be seen from Table (4.38) that learner-learner interaction played pivotal role in promoting the speaking skills of students. The first interviewee asserted that learner-learner interaction boosts up the confidence among students to speak devoid of shyness or being scared of committing mistakes. This interviewee further asserted that since teachers do not cut in while learner-learner interaction, students do not feel shy while speaking because they mostly either feel shy or scared of perpetrating mistakes while communicating with teachers. Whereas second interviewee shared her experience on learner-learner interaction that it facilitated students to use the target language profusely which significantly enhanced speaking skills among students. Thus, it can be inferred from the response of both interviewees that learner-learner interaction increased and enhanced speaking skills among students quite significantly.

While responding to the role of multiple factors in enhancing speaking skills, first interviewee accentuated on the importance of classroom activities. He asserted that classroom activities ought to be arranged in a way that might prove opportunities for students to practice the target language verbally. Additionally, he further asserted that the assigned activities ought to invite much interaction among students that would definitely promote speaking skills among students. On the contrary, second interviewee prioritized constant motivation by the teachers as the key element which triggered the speaking skills among students. She maintained that once students are adequately encouraged by the teachers, they did not feel either shy or nervous to speak English language. She also mentioned peer group work as one of the key factors that could be taken to promote speaking skills among students.

While responding to the third question on the role of classroom setting in promoting learner-learner interaction in promoting speaking skills among students,

first interviewee asserted that while making groups in the classroom, each group should be assigned members from different countries. In this way, they would have no any other option than speaking in English language. In a similar vein, the second interviewee believed that classroom atmosphere should be carved in a way that might provide ample opportunities for promoting speaking skills. For example, arranging group discussions, peer group work, assigning presentations, leadership roles are the best techniques which could be implemented to promote speaking skills among students. To sum up, it can be concluded from the analysis of the two interviews that learner-learner interaction, role of teachers and motivation, and suitable classroom atmosphere having ample classroom activities played significant role in promoting speaking skills among UUM international postgraduate students.

4.6 Summery

In summary, the primary focus of the chapter was to present findings arising from investigating the role of learner-learner interaction in developing speaking skills to answer the three research questions of the research, and the quantitative methodology used in this current study was consistent with Long's (1981) Interaction Hypothesis that guided the researcher throughout the study. The primary measuring instrument for conducting and collecting necessary data for the study was a questionnaire. Additionally, speaking results of two tests of the participants namely; ELPT and Test two were taken and analyzed carefully. Moreover, in order to get a better insight into the issue, two semi-constructed interviews were conducted with teachers who were the instructors for the speaking skills section. The findings revealed that learner-learner interaction, role of teacher and motivation, and classroom activities were significant in promoting speaking skills.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND FUTURE RESEARCH

5.1 Introduction

This final chapter summarizes and discusses the major findings of the questionnaire survey, the two tests and the short interviews in light of existing research. It also presents conclusion and directions for future research. The findings of the questionnaire survey and the two tests were used to answer the three research questions of the current study and the short interviews were used to get a better insight into the issue of student-student interaction and the effect of classroom setting as well.

The main purpose of this study was to investigate the role of student-student interaction in enhancing speaking skills. More specifically, the study examined how student-student interaction mediated speaking skills development in the classroom setting. Therefore, this study aimed to answer three research questions namely; 1) the factors that promote learner-learner interaction in developing speaking skills among international foreign postgraduates, 2) the role of learner-learner interaction in enhancing speaking skills and 3) the effect of classroom setting in enhancing learner-learner interaction.

5.2 Discussion

The results confirmed and added to what scholars have shown in past studies about the vital role of student-student interaction in making progress in speaking skills and thus, the findings suggested that the vast majority of students involved in this study believed that learner-learner interaction enhanced their speaking skills to a great

extent and classroom was a good supplier and a suitable environment for students as well.

5.2.1 Discussion on the findings of first research question

The first research question "What are the factors that promote learner-learner interaction in developing speaking skills among international foreign postgraduates?" aimed to investigate multiple factors which promoted learner-learner interaction in developing speaking skills. The findings revealed that motivation, teacher, teaching and learning materials, attitude of students towards speaking improvement, classroom activities and classroom environment turned out to be the influential sources which helped the students to improve their speaking skills.

The results reported in chapter four indicated that the learners in the present study supported those effective factors that promote student-student interaction which will lead to language speaking development. Throughout the multiple factors data, the evidence of the factors that have been addressed in the study, it was clear that those effective factors were truly helpful and beneficial for the learners in increasing the amount of active participation of students and interaction among their classmates in the classroom environment.

The findings indicated that those effective factors truly increased learner-learner interaction and thus, they were clearly important for developing speaking in language learning. Those effective factors were the most important issues which promoted students' participation and then speaking. Based on the findings that were reported in chapter four, it can be stated that all those factors were truly helpful and valuable for language speaking development, but it was found that classroom

activities turned out to be the most dominant and influential factor which enabled students to improve their speaking skills as summarized in Table 4.9. This finding is in line with previous studies. The study conducted by Mona (2007) in which classroom activity factor was determined as the most influential factor for promoting speaking skills among girls' primary school students in Fujairah. This finding is also incompatible with Peck (1978), which is cited in Celce-Murcia (2001), who found that, classroom activities need to be student-centered and interaction among students should be made in the classroom as is it one of the most influential factors for motivating students to be active participators in the interactive activities that occur inside classroom. He also found that, a successful teacher is a teacher who provides communicative interactions and powerful activities among his/her students to make them speak as much as possible inside the classroom.

Additionally, Krashen & Terrel (as cited in Lightbown & Spada, 1999) found that interesting classroom activities were very important for students where it must be provided for the students in order for them to use the target language and to have opportunities for them to focus on using the language. Therefore, the topics and class activities around which students learn language should capture their attention and encourage them to make more student-student interaction inside classroom.

As it can clearly be seen in Table 4.9 in chapter 4, students reported that the second most influential factor for making students interact among each other was the teacher. From the findings, we can also notice that students believed that teacher was an influential and effective factor for leading the students to have a lot of learner-learner interaction in the classroom. This is in line with Brown (1994) who claimed that if teachers encourage their students by providing a lot of interaction among the

students and if they also motivate students to use the language for social interaction in the classroom, they will be able to improve their speaking skills well.

Additionally, Good & Brophy (2000, p. 30) based on the findings of their study, stated that, learning should be fun and teachers should provide fun activities in the classroom so that they can promote students' speaking. Therefore, they asserted that teachers can be great motivators and can help students in increasing their active participation in the interactions, in particular learner-learner interaction that occur inside the classroom. At the same time, Brown (1994) pointed out that if teachers are able to provide enjoyable and interesting activities for students, students will be beneficial from their teachers for they can appeal students' goals and interests, then they can have a positive impact on learners' speaking.

Findings of the study that presented in chapter 4 endorsed that the other two most influential factors in promoting learner-learner interaction are students' attitude towards speaking skills of English language and classroom setting. These two factors turned out to be actual factors which enabled learners to improve their language speaking skills. Students reported that they were very eager and enthusiastic towards speaking skills, and they also reported that they enjoyed having interactions with their classmates inside the classroom. This result is consistent with past studies. For example, the study conducted by Rees & Garrud (2001) revealed that students had high positive attitudes towards speaking skills. They also concluded that older and mature students particularly had high positive attitudes towards speaking skills. It has to be mentioned that most of the respondents of this research were older and mature students as they were all master's and PhD students studying at UUM. That is to say that, the finding this study achieved was in line with previous studies in terms of students' attitude towards developing speaking skills and learning verbal

communications through classroom setting which was the fourth most influential factor that enabled the learners to foster student-student interaction and develop speaking.

As the two interviews were meant to get a better insight into the issue of role of learner-learner interaction, effect of classroom environment and effective factors in enhancing speaking skills among UUM international postgraduates, the teachers who were interviewed emphasized on the important role of multiple factors that promote learner-learner interaction in developing speaking skills. The first interviewee put emphasis on the crucially significant role of classroom activities in improving speaking skills to a great extent. This interviewee added that classroom activities must be arranged and practiced in such a way that can pave the way for students to use the target language and thus, enable them to make use of the language in their verbal academic works. While the other interviewee highlighted that continuous motivation from the teachers made students to lead a better participation in the interactive activities which enhanced students' speaking skills throughout the English course. Therefore, it can be stated that classroom activities and motivation from teachers empowered the learners to enhance their speaking skills effectively. These findings are in line with existing research. Richards & Schmidt (2002) reported that people are motivated to do something they feel is worth doing and expect to succeed in doing it. Furthermore, Littlejohn (2001) found various strategies for teachers to maintain motivation. Teachers should provide vary classroom activities to see which activities individuals do best.

As to the correlational relationship between multiple factors with learner-learner interaction, it can be clearly seen that the relationship between factors and learner-learner interaction was very important and positive since there was a strong

relationship between both variables of multiple factors and learner-learner interaction. In other words, we can state that those effective factors that have been mentioned in this study had a great influence in promoting learner-learner interaction among students because those influential factors for example, classroom activities, teacher, motivation etc., were the source of learner-learner interaction that enabled students to engage in learner-learner interaction inside the classroom. This finding is consistent with (Chamot, 1993) who found that it was very important for teachers to motivate students to speak English, especially in classroom. He also studied that language learning activities in the classroom were primarily of benefit for developing speaking skills.

From the previous studies and based on the findings of this current study, we can state that teachers and effective classroom activities can be creative factors in developing speaking skills of students. For that reason, they must understand that the effective role they hold in the process of teaching is of importance. Therefore, they should take into consideration that they need to invite their students to interact with their classmates regularly.

5.2.2 Discussion on the findings of second research question

The second research question "Does learner-learner interaction enhance speaking skills?" intended to examine the role of learner-learner interaction in developing speaking skills of the students. The findings indicated that meaningful peer interaction was an important factor for developing speaking skills. Students' active participation and their interaction which took place in the classroom setting resulted in language development, in particular speaking skills. Based on the findings of the study, we can also assert that one of the reasons or factors behind speaking skills development is the role of this sort of interaction. This finding is consistent with

what Sato (1985) found that there is a strong relationship between interaction and acquisition. Through the interactional activities and interactions among the students she found that interaction played a very significant role in determining the development of the learners' oral improvement. Actual learning may take place during interaction and interaction may work as an effective tool because the stages of oral speaking development are built through meaningful interactions.

Through the results reported in chapter 4, it is clear that students interacted among themselves. The results also indicated that learners in the present study supported each other during participating learner-learner interaction inside classroom. In a similar vein, the results showed that interactional classroom activities like, free discussions, presentations regularly assisted them in developing their speaking skills. Moreover, the results also displayed that there was a strong relationship between learners' engagement in using the language and learning outcome. This present study also exhibited that learner-learner interaction in L2 classroom or FL classroom provided a variety of opportunities for learners to use and engage in L2 learning in order for them to develop their speaking skills.

Through the results exhibited in chapter4, it is clear that regular interaction of students with their classmates helped them to reduce their speaking mistakes because when they practice the language in their daily classes on a regular basis; they will be able to achieve better speaking skills as the time passes. As the analysis demonstrated in chapter 4, student-student interaction played a vital role in verbal language development. This sort of interaction also appeared to mediate L2 learning and development. More interestingly, the results also presented that the students did most of the interaction with their classmates that happened in the classroom which enabled them to develop their speaking skills by the end of the course they enrolled.

Therefore, it is reckoned that learner-learner interaction is the driving force for developing speaking of the students participated in this research in which this finding is consistent with the study by Wong-Fillmore (1982) who demonstrated that interaction among the students influenced L2 learning, especially speaking.

As noted previously, the two teachers were also asked about role of learner-learner interaction in enhancing speaking skills. Both teachers accentuated on learner-learner interaction as the key factor which enabled students improve their speaking skills. They proclaimed that learner-learner interaction played a fundamental role in making progress of students' speaking skills. The first interviewee stressed that this kind of interaction assisted learners in gaining confidence to speak English with their classmates in the classroom. This interviewee also highlighted that if teachers do not interrupt students once grammatical mistakes occur, they will develop their speaking abilities with the passage of time with their peers in the class. Whereas the other interviewee argued that student-student interaction facilitated students to practice the language to a great extent which interestingly boosted speaking skills among students.

The findings reported in chapter 4 clearly presented that there is a positive and important relationship between learner-learner interaction and developing speaking skills. That is to say that learner-learner interaction enhanced speaking skills of students in the classroom environment. The results of the questionnaire survey showed that both learners and teachers considered student-student interaction as an important strategy in enhancing students' speaking skills. In addition, through the findings, we can notice that if students are given opportunities for interaction in the classroom and interact with their classmates, they would achieve better in verbal expression in most cases. This finding is consistent with Kouicem (2010) who

argued that the best way to develop speaking skills of students is to motivate them to engage in verbal interactions inside the classroom.

5.2.3 Discussion on the findings of third research question

The third research question "Does classroom setting enhance learner-learner interaction?" meant to investigate role of classroom setting in enhancing speaking skills. The analysis and findings in chapter 4 demonstrated that classroom played a crucial role in speaking skills development. Through the findings, we can see that students found classroom as a suitable place for interaction among themselves because it was classroom environment where helped them to develop their L2 learning, chiefly speaking. The results also exhibited that students felt ease when they interacted with their classmates since they regularly and actively participated in the interactional activities which made them use the target language. The findings further revealed that classroom and classroom interaction were beneficial and helpful to advance speaking fluency among students. It is also obvious that classroom has been an effective motivator for them to develop and improve their speaking capacities since outside the classroom setting they did not have opportunities to practice their speaking. Therefore, they reported that classroom was an effective facilitator for their L2 development. The findings discovered that classroom is one of the most effective factors for L2 development of learners as learners can share with their peers and thus, they developed their speaking.

Regarding the effect of classroom setting in enhancing learner-learner interaction, the first interviewee believed that classroom environment is the suitable place for students where they can develop their speaking skills through learner-learner interaction. He also showed that teachers must make groups of students from different countries so that they do not use their mother tongue, but English with one

another. Therefore, they obligatorily speak the target language with each other which results in language development, in particular speaking skills. In a similar way, the second interviewee maintained that classroom context should be arranged in a way that might provide a lot of opportunities for students for increasing speaking skills through interaction among the students. For instance, free discussions, allocating presentations, leading discussions etc. should be taken into account to achieve successful language improvement, specifically speaking.

In the same vein, participants of this study participated in both ELPT and Test two at two different times. From the comparison of ELPT and Test two scores, it is obvious that a few of them did not improve well, whereas the vast majority of the students performed better in Test two which was the second test for the students after enrolling in an English course for a period of time. Through the scores of the students, it is worth mentioning that, learner-learner interaction with providing multiple effective factors for students in the classroom atmosphere facilitated the students to improve their speaking skills. So, the results confirmed that students who improved their speaking skills were the result of classroom activities and their active participation in learner-learner interaction with their classmates in the classroom environment.

From the results of questionnaire survey, interviews and both tests, it is clear that students were low in English speaking skills, but after enrolling an English course for a period of time, and participating actively in classroom interaction and interactional activities, they were able to develop their speaking skills. This finding is consistent with what Schneider (2001) found in a study, who showed that students were first not good in speaking, but after enrolling in the classroom where interaction

is provided, it was found that the students founded and developed their speaking fluency.

The findings also showed that both learners and teachers were aware of classroom and classroom interaction. They considered that promoting it can have a positive impact of learners' speaking skills. It mainly gave the opportunity to receive comprehensible input. So, through a regular interaction with each other, learners were able to increase the pace of their speaking.

In terms of correlational relationships of classroom setting with learner-learner interaction, it is clearly showed in the findings in chapter 4 that there is a very strong, positive and significant relationship between classroom setting and learner-learner interaction. From the results, we can notice that classroom played a key role in promoting learner-learner interaction, whenever classroom exists for students; the amount of student-student interaction will develop. Hence, we can conclude that most of the students improved their speaking skills in the classroom through interaction among them. So, it can be stated that classroom environment was a suitable place and a good context for L2 learners to cultivate and progress their speaking capacities.

It is worth mentioning that, the results reported in chapter 4 showed that students were positive towards developing speaking skills. The findings presented that learners were happy and comfortable in the classroom, and they were able to express themselves among each other. It is also interesting to mention that they focused on their speaking skill. In other words, they intended to develop their verbal capacities since they considered speaking as one of the most important elements of the language. Interestingly, the results revealed that the learners wished to master their speaking skill which means that they were positive about their speaking

development. That is to say that, if they did not want to develop their speaking and not positive about it, they were not able to develop and improve their L2 learning.

It was also clear that insufficiency of vocabulary affected learners' over all speaking capacities since it causes problems for learners when they intent to express their ideas and thus, it affects their L2 speaking development. In addition, when they lack a good or proper pronunciation in developing their speaking it fails their success in their language learning, particularly oral development. Thus, if the students achieve proper pronunciation, they will develop verbal communication easily and importantly.

To conclude, it was through interaction that takes place in the classroom students did develop their speaking skills. Hence, it can be determined that classroom was crucially important and a key vehicle of providing students with interaction and knowledge which influenced and increased their speaking powerfully.

5.3 Conclusion

Through the study, it can be concluded that enhancing speaking skills of L2 or FL is a difficult task. Therefore, it requires regular practice to produce the language accurately. Based on the findings of the study, it can be determined that the best way to produce the language is to encourage verbal interaction inside the classroom because the students do not use L2 frequently outside the classroom because the English language is the language of the community. Therefore, the prime focus of this study was to examine whether or not possible to develop the speaking skill of learners through classroom interaction.

Findings suggested that there were multiple factors for example, language classroom activities, teacher, motivation which caused students to actively

participate in the interactions that took place inside the classroom. Therefore, it is decided that language activities should be encouraging and teachers should motivate their students to take part in learner-learner interaction which is the driving force behind developing speaking skills of L2 students. Findings also suggested that there was a strong relationship between participation and lecturer traits.

Through the findings of the study, it is shown that regular student-student interaction in the classroom was the effective factor to develop the students' speaking skills and reduce their speaking mistakes. Therefore, it is advised that teachers of speaking should take into their account to provide meaningful interaction among the students to enhance their speaking abilities and thus, they must force learners to interact in order to master the art of speaking.

More importantly, the findings confirmed that classroom triggered the learners to practice the target language through learner-learner interaction and thus, developed their speaking. Therefore, interaction among the students in the classroom environment was crucially important for L2 development, in particular verbal expression. That is to say that, classroom setting and interaction among students that took place together played a central role in developing speaking skills of the students.

It is also interesting to conclude that students were positive towards developing and mastering the English language specifically, speaking capacities since if they did not intend to develop their speaking, they would not be able to develop their L2 speaking by the end of the course as it is clear in Test two scores.

To sum up, the findings of the study signified that it was learner-learner interaction, classroom setting, and several factors i.e. Teachers' motivation and favorable class atmosphere caused students promote their speaking skills. This means that, there

should be enough interaction for the students so as to practice their language and then develop their language speaking as well.

5.4 Suggestions for Future Research

Although this study revealed the significant role of learner-learner interaction in developing speaking skills, but it still has its limitations. Firstly, this study only included 52 international postgraduate students who enrolled IEC at the time. For that reason, future study might engage more respondents to show the role of learner-learner interaction and the vital effect of classroom in enhancing speaking skills.

Secondly, this study was carried out using quantitative approach. Qualitative approach was not employed for having limited time period; the time provided for the study was not adequate. Therefore, to get a deeper insight into the issue of student-student interaction in enhancing speaking skills and to arrive at a larger study, using a mix-method study and its instruments like, observation, deep interviews and open ended- questionnaire survey may be taken.

It is also suggested that further research in the field to effectively measure the role of learner-learner interaction in the classroom in developing speaking skills of L2 learners. Last but not least, hopefully, these findings will lead to an expanded research about role of student-student interaction and effect of classroom in enhancing speaking skills.

References

- Ahmed, R. (2012). *The impact of input and interaction in classroom on oral fluency*. (Unpublished paper) Universiti Utara Malaysia.
- Ajiboye, T. (1985). Achieving oral fluency in French: Principles and techniques. *British Journal of Language Teaching*, 23(2), 93-97.
- Alleman, J. C., Bee, W., Ulitkin, I., Zetsche, J., Chatonnet-Marton, P., Owji, Z., ... & Bokor, G. (2013). Methods of enhancing speaking skills of elementary level students. Retrieved from <http://www.bokorlang.com/journal/63learning.htm> on 10/3/2013
- Allwright, D. & Baily, K.M. (1991). *Focus on the language classroom*. Oxford: Oxford University Press.
- Allwright, R. (1984). *The importance of interaction in classroom language learning*. *Applied Linguistics*. Retrieved from <http://apllj.Oxfordjournals.org/cgi/pdf-extract/5/2/> on 3/4/2013
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261–271.
- Anton, M. (1999). The Discourse of a Learner-Centered Classroom: Sociocultural Perspectives on Teacher-Learner Interaction in the Second-Language Classroom. *The Modern Language Journal*, 83(3), 303-318.
- Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *Tesol Quarterly*, 27(1), 9-32.
- Aungwatanakun (1994). *English teaching methodology*, (2nd). Bangkok: Chulalongkorn University Press.

- Bailey, K.M. (2005). *Practical English language teaching: Speaking*. New York: McGraw-Hill. Faculty of Arts, (2004). Undergraduate catalog. Nakhon Pathom, Thailand: Silpakorn University Press.
- Baker, J., and Westrup. H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum International Publishing
- Bernard, H. R. (2002). *Research methods in anthropology: Qualitative and quantitative approaches*. Altamira press
- Billson, J.M. (1986). The college classroom as a small group: Some Implications for teaching and learning. *Teaching Sociology*. 14: 143-151.
- Block, D. (2003). *The social turn in second language acquisition*. Washington, DC: Georgetown University Press.
- Bowman, B., Burkart, G., & Robson, B. (1989). *TEFL/ TESL: Teaching English as a second language*. USA: Centre of Applied Linguistics.
- Braidi, S. M. (2002). Reexamining the role of recasts in native-speaker/nonnative speaker interaction. *Language Learning*, 52(1), 1-42.
- Breen, M. P. (1987). Contemporary paradigms in syllabus design Part II. *Language Teaching*, 20(03), 157-174.
- Brown, H. D. (1994). *Teaching by principles*. New Jersey: Prentice Hall.
- Burns, R. B. (2000). *Introduction to research methods*. London: Sage.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1 (1): 1-47.

- Celce-Murcia, M. (ed). (2001). *Teaching English as a second or foreign language*, 3rd edition. Boston, MA: Heinle & Heinle.
- Chamot, A.U. 1993. Learning strategies and listening comprehension. In a guide for the teaching of second language, edited by D. Mendelson and J. Rubin. San Diego, CA: Dominie Press.
- Chaney, A.L. (1998). *Teaching oral communication*. In: *Grandes K-8*. Boston: Allyn and Bacon.
- Chickering, A.W. & Gamson, Z.F. (1987). Seven principles of good practice in undergraduate education. *American Association of Higher Education Bulletin*, 3-7.
- Cohen, A. (1990). *Language learning*. Boston: heinle & heinle publishers.
- Cohen, A. D., Weaver, S. F., and LI, T. (1998). *The impact of strategies-based instruction on speaking a foreign language*. New York: Longman.
- Cohen, L., Manion, L. and Morison, K. (2000) *Research Methods in Education*, 5th edn (Routledge Falmer).
- Cotter, Ch. (2007). *Speaking well - four steps to improve your ESL EFL students speaking ability*. Retrieved March 24th, 2012 from: <http://ezinearticles.com> on 10/4/2013
- Creswell, J.W. (1994). *Research design: Qualitative & quantitative approaches*. London: SAGE Publications.
- Dallimore, E. J., Hertenstein, J. H., & Platt, M. B. (2004). Classroom participation and discussion effectiveness: Student-generated strategies. *Communication Education*, 53,103-115.

- Donato, R. (1994). Collective scaffolding in second language learning. *Vygotskian approaches to second language research*, 33, 456.
- Donato, R. (2000). *Sociocultural contributions to understanding the foreign and second language classroom in J. p. Lamtolf (Ed.) sociocultural theory and second language learning* (pp.27-50). Oxford: Oxford University Press.
- Dornyei, Z. & Kormos, J. (2002). *Motivational determinants of the quality and quantity of student performance in communicative language tasks*. Paper presented at the American Association of Applied Linguistics (April 6-10), Salt, Lake City, UT
- Duff, P. A. (2002). *Research approaches in applied linguistics. The Oxford handbook of applied linguistics*, p. 13-23.
- Ellis,R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Ellis, R. (1990). *Instructed second language acquisition*. Oxford: Blackwell.
- Ellis, R. (1999) *Learning second language through interaction*. Amsterdam: John Benjamin.
- ELLIS. R.(1999). *Learning a second language through interaction*. Amsterdam: John Benjamins,.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2005). Principles of instructed language learning. *Asian EFL Journal*, 7(3). Retrieved from www.asianefljournal.com/September_05_re.php#3a. on 3/3/2013
- Ellis,R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.

- Ellis, R. & Fotos, S. (1999). *Learning a second language through interaction*. Oxford: Oxford University Press
- Ellis, R. & He, X. (1999). The roles of modified input and output in the incidental acquisition of word meanings. *Studies in Second Language Acquisition*, 21, 285-301
- Ellis, R., Tanaka, Y. & Yamazaki, Y. (1994). Classroom interaction, comprehension and the acquisition of L2 word meanings. *Language Learning*, 44 (3), 449-491.
- Fassinger, P. A. (2000). Professors' and students' perceptions of why students participate in class. *Teaching Sociology*, 24, 25–33.
- Firth, A. & Wagner, J. (1997) On discourse, communication, and (some) fundamental concepts in SLA research. *Modern Language Journal*, 81, 285-300
- Gass, S. M. (1997). *Input, interaction and the second language learner*. Mahwah, NJ: Lawrence Erlbaum.
- Gass, S. M., Mackey, A., & Pica, T. (1998). The role of input and interaction in second language acquisition introduction to the special issue. *The Modern Language Journal*, 82(3), 299-307.
- Gass, S. M., & Varonis, E. M. (1994). Input, interaction, and second language production. *Studies in Second Language Acquisition*, 16(3): 283-302.
- Gass, S. M. & Varonis, E (1984) The effect of familiarity on the comprehensibility of nonnative speech. *Language learning*, 34, 65-89.
- Gass, S. M. & Varonis, E (1985b) Variation in native speaker speech modification to nonnative speakers. *Studies in Second Language Acquisition*, 7, 37-57.

- Gass, S. M. & Varonis, E (1989). *Incorporated repairs in nonnative discourse*. In M. Eisenstein (ED.), *the dynamic interlanguage* (pp.71-86). New York: Plenum Press.
- Gass, S. M. & Varonis, E (1985a). Miscommunication in native/ nonnative conversation. *Language in society*, 14, 327-343.
- Goh, C. (2007). *Teaching speaking in the language classroom*. Singapore: SEAMEO Regional Language Centre
- Gomez, A.M., Arai, M.J., & Lowe, H. (1995). When Does a Student Participate in Class? Ethnicity and Classroom Participation. *Paper presented at the Annual Meeting of the Speech Communication Association* (81st, San Antonio, TX)
- Good, T. & Brophy, J. (2000). *Looking in classrooms*. (8th ed). New York, Longman.
- Gordon, Raymond G., Jr. (ed.). 2005. *Ethnologies: Languages of the World*, 15th ed. Dallas, TX: SIL International. Retrieved from <http://www.ethnologue.com/>. On 15/3/2012
- Han, Z. (2001) Fine-tuning corrective feedback. *Foreign language Annals*, 34, 582-599.
- Harmer, J. (1983). *The practice of English language teaching*. (6th), New York: Longman Group.
- Harmer, J. (2007). *The practice of English language teaching*, New York: Longman,
- Harmer, J. (2001). *The Practice of English language teaching*. Harlow: Pearson Education Ltd.
- Hatch, E. (1978). *Discourse analysis and second language acquisition*. In: HATCH, E. (Ed.), *Second language acquisition*. Rowley, MA: Newbury House.

- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press
- Hedge, T. (2008). *Teaching and learning in the language classroom*, Oxford: Oxford University Press.
- Hughes, R. (2002). *Teaching and researching speaking*. New York: Pearson Education.
- Hymes, D. (1972). *On communicative competence in J.B. Pride and J. Holmes* (eds.). *sociolinguistics*, pp.269-293. Harmondsworth: Penguin.
- Iwashita, N. (2003). Negative feedback and positive evidence in task-based interaction: Differential effects on L2 development. *Studies in Second Language Acquisition*, 25, 1-36.
- Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis: An experimental study on ESL relativization. *Studies in Second Language Acquisition*, 24 (4), 541-577.
- Izumi, S., Bigelow, M., Fujiwara, M. & Fearnow, S. (1999). Testing the output hypothesis: Effects of output onnoticing and second language acquisition. *Studies in Second Language Acquisition*, 21(3), 421-452.
- Johnson, K.E. (1995). *Understanding communication in second language classroom*. Cambridge: Cambridge University Press.
- Karp, D. A., & Yoels, W. C. (1976). The college classroom: Some observations on the meaning of student participation. *Sociology and Social Research*, 60, 421–439.
- Kember, D. & Gow, L. (1994). Orientations to teaching and their effect on the quality of student learning. *Journal of Higher Education*. 65: 58-7416.

- Khameis, M. (2007). Using creative strategies to promote students' speaking skills.
- Kouicem, K. (2009). The Effect of classroom interaction on developing the learner's speaking skill. Retrieved from <http://bu.umc.edu.dz/theses/anglais/KOU1159> on 15/3/ 2012.
- Kouicem, K. (2010). *The effect of classroom on developing the learner's speaking skill*.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.
- Krashen, S. D. (1985) . *The Input Hypothesis*. London: Longman.
- Krathwohl, D. R. (1998). *Methods of educational & social science research: An integrated approach*. Reading, Massachusetts: Longman.
- Lam, W., & Wong, J. (2000). The effects of strategy training on developing discussion skills in an ESL classroom. *ELT Journal*, 54(3), 245-255.
- Leeman, J. (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition*, 25, 37-63.
- Lee, J.F. (2000). *Tasks and Communicating in Language Classrooms*. Boston: McGraw- Hill Companies.
- Leftwich, A. T. O. (2007). *Expert technology-using teachers: Visions, strategies, and development* (Unpublished doctoral dissertation). Purdue University, West Lafayette, Indiana.
- Lightbown, P. & Spada, N. (1999). *How language are learned*. Oxford: Oxford University Press.

- Lindsay, C. & Knight, P. (2006). *Learning and teaching English: A course for teachers*. Oxford: Oxford University Press.
- Littlejohn, A. (2001). Motivation: Where it does it come from? Where it does it go? *English Teaching Professional*, 19, 5-8.
- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Littlewood, W. (1999). *Communicate Language Teaching*. Cambridge: Cambridge University Press.
- Long, M. (1983). Native speaker/ non-native speaker conversation and the negotiation of comprehensible input. *Studies in Second Language Acquisition* 5: 177-193.
- Long, M. (1985). *Input and second language acquisition theory.*” In *Input in Second Language Acquisition*. Ed. S. Gass and C. Madden. Rowley (MA): Newbury House. 377-93.
- Long, M. H. (1996). *The role of linguistic environment in second language acquisition*. In T. Bhatia & in W. Ritchie (Eds), *Handbook of second language acquisition*. San Diego, CA: Academic Press.
- Long, M.H. (1981). *Input, Interaction and Second Language Acquisition*. In Winitz (ed): *Native Language and Foreign Language Acquisition*, New York, New York Academy of Sciences, p. 259-278.
- Long, M. H. (1996). *Input, interaction and second language acquisition*. Oxford: Oxford University Press.
- Long, M & Sato, C. (1983). *Classroom foreigner talk discourse: Forms and functions of teachers' questions*. In Seliger and Long(eds.) *Classroom oriented research in second language acquisition*. Newbury House.

- Long, M. (1980). *Input, interaction, and second language acquisition*. (Unpublished doctoral dissertation). Los Angeles: University of California.
- Long, M., Adams, L., McLean, M. and Castanos, F. (1976). Doing things with words: Verbal interaction in lockstep and small group classroom situations in Fanselow, J. and Crymes, R. (eds.), in *On TESOL '76* (pp.137-153). Washington, DC: TESOL.
- Luama, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Lyster, R. & Ranta, L. (1997). Corrective feedback and learner uptake: negotiation of form in communicative classrooms. *Studies in second language acquisition*, 19, 37-66.
- Macintyre P.D. (2007). Willingness to communicate in the second language: understanding the decision to speak as a volitional process. *Modern Language Journal*, 91, 564–576.
- Macintyre, P.D., Baker, S.C., Clément, R., & Donovan, L.A., (2003). Talking in order to learn: willingness to communicate and intensive program. *Canadian Modern Language Review* 59, 589–607.
- Macintyre, P. D., Dornyei, Z., Clement, R., & Noels, K. (1998). Conceptualizing wiliness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82, 545-62.
- Mackey, A. (1999). Input, interaction and second language development: An empirical study of question formation in ESL. *Studies in Second Language Acquisition*, 21, 667-587.
- Mackey, A. (1997). *Stopping up the pace: Input, interaction and second language development* (Unpublished manuscript). Michigan State University: East Lansing.

- Mackey, A. (2000). Feedback, noticing and second language development. A empirical study of L2 classroom interaction. Paper presented at the Annual Meeting of the British Association for Applied Linguistics, Cambridge, UK.
- Mackey, A. & Philip, J. (1998). Conversational interaction and second language development: Recasts, responses, and red Herrings? *Modern Language Journal*, 82, 338-358.
- Mackey, A. (1995). *Stopping up the pace: Input, interaction and interlanguage development. An empirical study of questions in ESL*. (Unpublished doctoral dissertation) University of Sydney, Australia.
- Mackey, A. (2007). *The Conversational Interaction in Second Language Acquisition*. Oxford:Oxford University Press.
- Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- McDonough, J. & Shaw, C. (1993). *Materials and methods in ELT*. Oxford: Blackwell.
- McDonough, K. (2001). *Exploring the relationship between modified output and L2 learning*. (Unpublished doctoral dissertation), Georgetown University, Washington, DC.
- Maurice, K. (1983). The fluency workshop. *TESOL Newsletter*, 17-429.
- Naegle, P. (2002). *The New Teacher's Complete Sourcebook*. USA: Scholastic Professional Book.\ Naegle, P. (2002). *The New Teacher's Complete Sourcebook*. USA: Scholastic Professional Book.
- Nettle, D. and Romaine, s. (2000). *Vanishing voices: The Extinction of the world's languages*. Oxford, England: Oxford University Press.

- Newton, J. (1991). Negotiation: Negotiating what? Paper given at SEAMEO Conference on Language Acquisition and the Second/Foreign Language Classroom. Singapore: RELC
- Ng Lee, L. and Sheila, M. (2011). L2 Vocabulary Acquisition: The Impact of Negotiated Interaction. *Journal of Language Studies*, Volume 11(2).
- Nunan, D. (1991). *Classroom interaction*. Sydney: National Centre for English Language Teaching and Research.
- Nunan, D. (1991). Methods in second language classroom-oriented research: a critical review. *Studies in Second Language Acquisition* 13, 247-274.
- Ohta, A. S. (2001). *Second language processes in the classroom: Learning Japanese*. Mahwah, NJ: Lawrence Erlbaum.
- Ohta, A. S. (1995). Applying sociocultural theory to an analysis of learner discourse: Learner-learner collaborative interaction in the zone of proximal development. *Issues in Applied Linguistics* 6, 93-121.
- Oliver, R. & Mackey, A. (2003). Interactional context and feedback in child ESL classrooms. *Modern Language Journal*, 87, 519-533.
- O'Malley, J. M. and Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J.M. & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. MA: Addison-Wesley.
- Ormrod, J. (2003) *Educational psychology: Developing learners* (4th ed.) Upper Saddle River, NJ: Merrill Prentice Hall
- Oxford, R. (1990). *Language Learning Strategies*. Rowley, MA: Newbury House.

- Parrott, M. (1993). *Tasks for Language Teachers*. New York: Cambridge University Press.
- Peck, S. (1978). *Developing children's Listening and speaking in ESL*. In C. Murcia, (Ed). *Teaching English as a second or foreign language*. (3rd ed). (Pp. 139-149). Boston: Heinle & Heinle.
- Philip, J. (2003). Constraints on 'noticing the gap': nonnative speakers' noticing of recasts in NS-NNS interaction. *Studies in Second Language Acquisition*, 25, 99-126.
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning*, 44, 493-527.
- Pica, T. and Doughty, C. (1985). The role of group work in classroom second language acquisition. *Studies in Second Language Acquisition*, 7, 223-49.
- Raw, W. & Heyl, B. (1990). Humoring the college classroom: Collaborative learning and social organization among students. *Teaching Sociology*, 18: 141-155
- Rees, C., & Garrud, P. (2001). Identifying undergraduate medical students' attitudes toward communication skills learning: A pilot study. *Medical Teacher*, 23(4), 400-406.
- Reigel, D. (2005). Positive feedback loops in second language acquisition. (Unpublished MA Thesis). Portland, OR: Portland State University.
- Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J.C. & Schmidt, R. (2002). *Longman dictionary of language teaching & applied linguistics* (3rd Ed.) Harlow: Longman.

- Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. & Rogers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge, UK: Cambridge University Press.
- Richards, Jack C. (1990). *Con conversationally Speaking: approaches to the teaching of conversation*. In Jack C. Richards. *The Language Teaching Matrix*. New York: Cambridge University Press. 67-85
- Rivers, W. M. (Ed.). (1987). *Interactive language teaching*. New York: Cambridge University Press.
- Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Sato, C. J. (1985). *The syntax of conversation in interlanguage development*. (Unpublished doctoral dissertation), University of California, Los Angeles.
- Sato, C. J. (1986). *Conversation and interlanguage development: Rethinking the connection*. In R. R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 5-22), Rowley, MA: Newbury House
- Schaetzel, K., & Shen, X. (2002). Helping Asian students learn discussion skills. *Changing Asian Foreign Language Education*, 2, 3-16.
- Schmidt, R. (1983). Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. *Sociolinguistics and language acquisition*. 137-174.
- Schneider, P. H. (2001). Pair taping: Increasing motivation and achievement with a fluency practice. *TESL-EJ*, 5(2), 1-32.

- Scrivener, J. (2005). *Learning Teaching*. UK: Macmillan Education.
- Seliger, H. (1977). Does practice make perfect? A study of the interaction patterns and L2 competence. *Language Learning*, 27, 263-278.
- Shumin, K. (2002). *Factors to Consider: Developing Adult EFL Students' Speaking Abilities*, in *Methodology in Language Teaching*. Cambridge: Cambridge University Press,
- Shumin, K. (1997). Factors to consider: Developing adult EFL students' speaking abilities. *English Teaching Forum*, 35 (3), 8.
- Silverman, D. (2000) *Doing Qualitative Research: A practical Handbook*. Trowbridge: SAGE.
- Silver, R. E. (2000). *Input, output, and negotiation: Conditions for second language development*. In B. Swierzbis, F. Morris, M. E. Anderson, C. A. Klee, & E.
- Singleton, R.A., Straits, B.C., & Straits, M.M. (1993). *Approaches to social research*. New York: Oxford University Press.
- Skehan, P. (1995). *Analyzability, accessibility, and ability for us*. In G. Cook and B. Seidlhofer, eds. *Principle and Practice in Applied Linguistics* . Oxford: Oxford University Press.
- Strong, M. (1984). Integrative motivation: Cause or result of successful second language acquisition? *Language Learning*, 34, 1-14.
- Swain, M. (1985). *Communicative competence: some roles of comprehensible input and comprehensible output in its development*. In S. M. Gass and C. G. Madden, eds. *Input in Second Language Acquisition* . Rowley, MA: Newbury House

- Swain, M. & Lapkin, S. (2003). Talking it through: Two French immersion learners' response to reformulated writing. *International review of Applied Linguistics*.
- Swain, M. & Lapkin, S. (2001). *Focus on form through collaborative dialogue: Exploring task effects*. in M. Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 99-118). London: Longman.
- Swain, M. (1993). The Output hypothesis: Just Speaking and writing aren't enough. *The Canadian Modern Language. Review*. 50/1.
- Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman.
- Trent, J. (2009). Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. *Asian EFL Journal*, 11(1), 256-270.
- Tsou, W. (2005). Improving speaking skills through instruction in oral classroom participation. *Foreign Language Annals*; Spring 2005; 38, 1; *ProQuest Education Journals*, 46 – 55.
- UR, P. (2000). *A course in Language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Van Lier, L. (2004). *The ecology and semiotics of language learning: A Sociocultural perspective*. Boston: Kluwer Academic.
- Wagner, E.D. (1994). In support of a functional definition of interaction: *The American Journal of Distance Education* 8(2) 6-26.
- Wang, Q., & Castro, C. D. (2010). Classroom interaction and language output. *English Language Teaching*, 3(2), P175.

- Wesche, M. (1994). *Input and interaction in second language acquisition*. In C. Gallaway & B. Richards (Eds.), *Input and interaction in language acquisition* (pp. 219-249). Cambridge: Cambridge University Press.
- Wilkinson, L.C. (ed.), *Communicating in the classroom* (pp. 283-296). New York: Academic Press.
- Willis, J. (1981). *Teaching English through English*. Harlow: Longman.
- Wong-Fillmore, L. (1982). Instructional language as linguistic input: Second language learning in classroom in Wilkinson, L.C. (ed.), *Communicating in the classroom* (pp. 283-296). New York: Academic Press.
- Yashima, T., Zenuk-Nishide, L., Shimizu, K., (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning* 54, 119–152.
- Zaremba, A. J. (2006). *Speaking professionally*. Canada: Thompson South-Western.
- Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. *English Teaching Forum*,47(1), 32-34. *ching Forum*,47(1), 32-34. Retrieved from <http://exchanges.state.gov/englishteaching/forum/archives/2009/09-47-1.htm>.
On 16/3/2013

Appendices
Appendix A
Students' Questionnaire

Dear respondents,

I am conducting a study for my MA thesis on "The roles of learner-learner interaction in developing speaking skills among UUM international postgraduates in Intensive English Course." I would be very much grateful if you could help by answering these questions regarding my research. Please answer all the questions, and use a (√) to indicate your chosen option in the appropriate columns.

May I thank you in advance for your collaboration

Universiti Utara Malaysia
College of Arts and Sciences
MA Applied Linguistics
Department of Applied Linguistics

Karwan Mustafa Saeed (811795)

E-mail address: karwanbogdy@yahoo.com

No.	Items	never =1	rarely =2	sometimes=3	usually =4	always =5
A: Factors						
1	Do teachers motivate you to speak English regardless of grammatical mistakes?					
2	Do teaching materials facilitate you to improve your speaking skills?					
3	Do you feel enthusiastic to learn speaking skills of English language?					
4	Do presentations and group discussions enhance your speaking skills?					
5	How often are you invited by your teacher to interact with your classmates?					
6	Are teachers a good source to arrange meaningful communications among students?					
7	Is classroom environment helpful to interact with your classmates?					
8	How often do you enjoy learner-learner interaction?					
B: Learner-Learner Interaction						
9	How often do you interact in classroom?					
10	Does student-student interaction improve your speaking skills?					
11	Do free discussions help you in improving your speaking skills?					
12	How often do you interact with your classmates?					
13	Do the interactional activities help improve your speaking skills?					
14	Does regular interaction help improve your speaking skills?					
15	How often does regular interaction with your classmates help you to reduce your speaking mistakes?					
16	Do you do most of the interaction in the classroom?					
17	Do you believe your speaking ability is the result of learner-learner interaction?					
C: Classroom Setting						
18	Do you find classroom a suitable place for interaction?					
19	Do you find classroom a good context for input?					
20	Do you feel ease when you interact in classroom?					

NO	Items	Never =1	Rarely =2	Sometimes=3	Usually=4	Always=5
21	Do classroom interaction and input help develop your speaking fluency?					
22	Does classroom motivate you to interact?					
23	Does classroom facilitate your development?					
24	Do you find classroom suitable for learning?					
25	Do you find yourself comfortable when you speak?					
26	Can you speak your ideas easily with your classmates?					
27	How well do you understand others' verbal statements clearly?					
28	How often do you focus on speaking skills when you speak?					
29	Do you wish to master speaking skills most?					
30	Does insufficiency of vocabulary affect your speaking skills when you speak?					
	speaking skills?					
32	Do you refer to your L1 when you speak?					

This is the end of the questionnaire survey. I thank you very much for your participation again.

Appendix B

Teachers' Interview Questions

The teachers who teach English speaking skills in IEC were asked the following questions:

1. What are the factors that promote learner-learner interaction in developing speaking skills among international foreign postgraduates?
2. Does learner-learner interaction enhance speaking skills?
3. Does classroom setting enhance learner-learner interaction?

Appendix C

Speaking band results of students in both ELPT and Test two

Country	ELPT	Test two
Algeria 1	2.0	6.0
Algeria 2	5.0	6.0
Indonesia	3.0	6.5
Iraq 1	2.0	4.5
Iraq 2	2.0	6.0
Iraq 3	3.0	4.5
Iraq 4	3.0	3.5
Iraq 5	4.0	5.5
Iraq 6	2.0	4.5
Iraq 7	3.5	4.5
Iraq 8	4.0	7.0
Iraq 9	4.0	4.5
Iraq 10	4.0	6.5
Iraq 11	5.0	6.0
Iraq 12	3.5	6.0
Iraq 13	3.0	5.0
Iraq 14	4.0	6.0
Iraq 15	4.5	5.0
Iraq 16	6.0	4.5
Iraq 17	4.0	4.5
Iraq 18	6.0	6.5
Iraq19	5.0	6.0
Iraq 20	5.0	7.0
Iraq 21	6.0	7.0
Iraq 22	6.5	7.0
Iraq 23	6.0	7.0
Iraq 24	8.0	6.5
Iraq 25	4.5	6.5
Iraq 26	4.5	7.0
Jordan 1	1.0	5.0
Jordan 2	4.0	2.0
Jordan 3	4.5	4.0
Jordan 4	5.0	5.5
Jordan 5	2.0	5.0
Jordan 6	3.5	6.0
Jordan 7	3.0	4.0
Jordan 8	4.0	6.0
Jordan 9	6.0	4.5
Jordan 10	5.5	8.0
Jordan 11	6.5	7.5
Jordan 12	6.0	7.0
Jordan 13	6.5	7.0
Libya 1	4.0	4.0
Libya 2	4.0	7.0
Libya 3	6.0	5.5
Libya 4	6.0	6.5
Saudi 1	4.5	4.0
Saudi 2	4.5	4.0
Saudi 3	6.0	5.0
Somalia 1	5.0	4.5
Somalia 2	4.0	7.0
Yemen	5.5	7.0

Appendix D

Appendix E

Formal consent letter of supervisor

10 May 2013

Dr. Siti Jamilah binti Bidin
Director
Language Centre
Universiti Utara Malaysia

Dear Dr.

**PERMISSION TO CONDUCT A SURVEY AND USE OF EXAMINATION RESULTS FOR A MINOR THESIS, MASTERS IN APPLIED LINGUISTICS PROGRAMME
KARWAN MUSTAFA SAEED (811795)**

With regard to the above, I would like to request your cooperation and approval in allowing the above named MA student to conduct a survey involving postgraduate students who are currently enrolled in the Intensive English Language classes organized by the Language Centre, UUM.

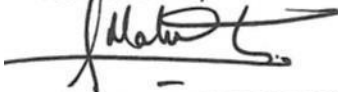
The student is completing his minor thesis under my supervision and is required to collect data in support of his project paper titled: **The roles of learner – learner interaction in developing speaking skills among UUM international postgraduates.**

It is hoped that the outcome of the study would be beneficial to both, the said student and also to the Language Centre.

Your cooperation and understanding are most appreciated.

Thank you.

Yours sincerely



AHMAD MAHREEZ ABDUL GHANI
Lecturer
Department of Language Studies
School of Education and Modern Languages
UUM College of Arts and Sciences

AHMAD MAHREEZ ABDUL GHANI
Lecturer
Department of Language Studies
School of Education and Modern Languages
UUM College of Arts and Sciences
Universiti Utara Malaysia