



Observing Pair-Work Task in an English Speaking Class

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This paper reports on students' pair-work interactions to develop their speaking skills in an ELT classroom which consisted of international learners. A number of 16 learners of intermediate proficiency with IELTS score band 5.5 were observed. The teacher had paired those he considered among them to be the more competent ones (hereafter, stronger) with the less competent ones (hereafter, weaker); therefore, eight pairs were observed during the lesson. The task given to the students was to express 'Agree and Disagree' in the context of giving opinions related to social life. Based on the observations, the task was successfully implemented by six pairs; thus, the two others faced some problems. From the first pair, it was seen that the stronger student had intimidated the weaker one into speaking during the task. The other pair, who was both of the same native, did not converse in English as expected and mostly used their native language to speak with one another presumably due to respect from the stronger student towards the weaker one. In situations like this, when pair-work becomes unproductive, rotating pairs is recommended to strengthen information sharing and assigning roles to avoid a student from taking over the activity from his or her pair. In conclusion, pairing international learners with mixed speaking proficiency by teachers must be conducted as effectively as possible by initially identifying their ability and learning culture to profoundly expand the students' language resources.

Keywords: Pair-Work, Task-Based Learning, Speaking, Multilingual Classroom, Learning

INTRODUCTION

Pair-work is one of the interaction patterns used in the modern languages classroom, such as English as a second language (ESL) or English as a foreign language (EFL). According to Phipps (1999, p. 1), pair-work is "for any form of pupil-pupil interaction without the intervention of the teacher". Consequently, pair-work interactions are when students work independently, face-to-face and communicate to one another with minimal involvement from the teacher. Many researchers have proven that students are much more ready to interact with each other with more complex responses than with their teacher (Tsui, 1995). Recounts from previous studies illustrate that students feel

comfortable working, interacting and making mistakes with their partners rather than with their teachers, and corrective feedbacks from peers are found to be less daunting than the correction by teachers (Westbrook, 2011). As reported by Phipps (1999, p. 1), “working with a partner is much less intimidating than being singled out to answer in front of the class, and it brings a realistic element into the classroom by simulating the natural conversational setting”. It has been found to be motivating and effective since students interact and communicate with each other using the target language (Richards, 2006). This gives greater opportunity for students to communicate and practice their English more contentedly with each other to construct a vibrant classroom atmosphere.

The main objective of teaching English is to enable students to use the language effectively, either in speaking or writing. As teachers, it is indistinguishable whether students are able to use the language properly unless it is produced, either verbally or composed. Through pair-work interaction, it is believed that students will interact with their partners more actively compared to individual work or group work where some students may dominate the interaction episode while others may be apathetically passive (Jones, 2007). Thus, it is also common that dominant/passive pair happens in pair-work activity. Storch (2002, p. 149) defined the situation as when “most of the decisions concerning language choices were imposed by the dominant participant, with little input sought from or offered by the passive participant”. In this situation, it is necessary for the teachers to monitor the group interaction. Nonetheless, pair-work task is expected to increase students’ motivation and to reduce monotony in the learning and teaching process. Teachers as facilitators and monitors (Richards, 2006) are anticipated to create such environment so that students are encouraged to learn the language intently.

Pair-Work in Speaking Class

English proficiency requires students to learn four skills, namely receptive skills (which involve listening and reading) and productive skills (which involve speaking and writing). Generally, students who are confused in learning grammar find speaking class to be more interesting as teachers focus more on meaning rather than on form. Both Communicative Language Teaching (CLT) and Task-Based Learning (TBL) syllabuses basically have the same principle in relation to this matter. Lightbown and Spada (1993) further explained that one of the characteristics of CLT classroom is a limited amount of error correction, and meaning is emphasized over form. In relation to the task in the classroom, Nunan (2006) defined task as:

...a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (p. 17)

Therefore, learners are encouraged to prioritize a focus on meaning over a focus on form as language does not have to be well-formed in order to be meaningful.

In speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. Essentially, the class manifests student-centred backdrop rather than teacher-centred. Long and Porter (1985, cited in Tsui, 1995) observed that the lack of opportunity to practice the target language which is only thirty seconds of a fifty-minute lesson in a public secondary classroom leads to low achievement of second language learners. For this reason, teachers are to prepare classroom activities that are devoted and best facilitate speaking exercises. The benefit from speaking English in the class must be pinpointed to the students that “using only the target language in the classroom helps mimic the ‘real life’ use of that language” (Westbrook, 2011, p. 3).

A lively stimulation of communication exchanges between the students is expected to occur more in pairs. Jones (2007) described the atmosphere in pair-work as:

In a pair, the atmosphere tends to more protective and private than in a group. Students often feel less inhibited in a pair, and they can talk about more personal feelings or experiences than they would even in a small group. Pairs seem to be more conducive to cooperation and collaboration, while groups tend to be more conducive to (friendly) disagreement and discussion. (p. 7)

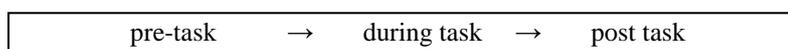
As teacher’s interventions are required to be the least; therefore, students gain more chance in expressing their thoughts and feelings on the topic being conferred. Littlewood (2007) further explained that teachers do not do direct control or intervention on learners in communicative activities. Students must be given the chance to negotiate meaning with each other, expand their language resources, become aware of how language is used, and participate in consequential interpersonal exchange (Richards, 2006). Andrewes (2003) further added that teachers are to tactfully monitor progress and offer help, advice, and encouragement to the students when they are called for. Therefore, teachers are to avoid restraining students by close distances. Instead, they are to listen and monitor circumspectly as they move around the classroom. The best time to give students feedback on their performance by mentioning some mistakes that the teachers overheard would be by the time the task is done (Jones, 2007). Involvement of the whole class to suggest corrections is another effective way to gain interest from students to be more communicative during the lesson.

In relation to pair-work interaction, even number of students is proper to be put in pairs to allow them to communicate with each other fairly and interchangeably in a given situation. Commonly the teacher uses the technique by selecting the students randomly, but sometimes to put them based on their different English proficiency is also necessary, the stronger with the weaker as suggested by Andrewes (2003) and Westbrook (2011). Westbrook (2011) mentioned that careful pairing and grouping of students by teachers manifests the development of students’ speaking skills. Teachers can set up a situation where stronger students can help weaker ones and the stronger students benefit from the opportunity to teach what they know (Andrewes, 2003; Westbrook, 2011). Thus, there are also times when they are to be put separately. Teachers should consider the impression that weaker students may feel intimidated by the stronger ones and vice versa

(Jones, 2007). Jones (2007) justified that pairing depends on the kinds of activities or tasks given by the teacher and on the students' strengths and weaknesses.

Pair-Work in TBL Stages

Pair-work is part of TBL activities. TBL is concerned with the learners' activity, and the teachers are to create and provide various tasks which offer the learners the chance to experiment the learned language spontaneously and originally. Willis (2008) stated that among the criteria for identifying tasks for TBL is that learners are given the chance to use English by themselves. Lesson in TBL follows certain stages (adopted from Ellis, 2006, pp. 19-20), which are:



The 'pre-task' phase is a process where the topic is introduced and the instructions of the tasks are given by the teacher. The teacher helps the students to recall some language that may be useful for the task afterwards (Frost, 2004). In the 'during task', the actual pair work or group work is carried out. The teacher is to assist the students in negotiating words or phrases, grammar, and pronunciation when and where needed. The teacher is also available for students to call for advice or to feed in language (Frost, 2004). Typically, after the task is done, the phase moves on to 'post task', where a report by the students to the whole class is conducted in the form of class discussion, with the teacher acting as the leader in the process. Incidental topics and vocabulary may appear during this phase. This is also one of the effective ways to learn word meanings from context. Lastly, in focus on form, this is where the teacher corrects and reformulates the students' mistakes. Regarding this, Ellis (1993, p. 7) stated that "correction is to draw the learner's attention to a linguistic error he or she has made", while in reformulation "the teacher provides the learner with the opportunity to reformulate the utterance". The students work in pairs from beginning to the end of the stages as pair-work can be used at every stage of the language learning process (Phipps, 1999).

A practical application of pair-work in the classroom is information gap activities. Phipps (1999) believed that information gap activities are impressive as they provide important reasons for students to speak to their partners. Furthermore, earlier studies such as by Doughty and Pica (1986) also found that a task requiring information exchange is important to further produce conversational adjustments of classroom interactions. In general, an information gap activity is a worksheet that contains missing items on a table. Two worksheets are provided, A and B, which have different missing items on a table that consists of objects missing in the topic discussed. Each pair of students is given a worksheet, A and B, and they are to complete the table by asking question to their pairs without showing each other their worksheet. The second pair-work activity commonly implemented is guessing words. A number of cards consisting

of different words related to a topic are provided. Student A and B are each given even number of cards. They are to guess all the words in their partners' cards correctly. The nature of the task is that each student asks questions with only *yes* or *no* answers by their partner who hold the cards.

Teachers are advised to always improvise towards new communicative activities suitable for their class situation, environment and facilities. As Carless (2004) stated (cited in Littlewood, 2007, p. 246), "adaptation or reinterpretation is a natural part of the innovation process: teachers mould innovations to their own abilities, beliefs and experiences; the immediate school context; and the wider socio-cultural environment".

Strengths and Weaknesses of Pair-Work Interaction

As any other tasks in learning a language, working in pairs also has strengths and weaknesses. For strengths, it increases students' participation and motivation (Ur, 1981). Pair-work is more efficient than group or whole class discussion as every student gets the opportunity to speak, especially for introvert students who are irresolute to talk in front of the whole class or teachers. As discussed earlier, it is believed that students who are more silent in the classroom will talk in pair-work interaction (Reid, Forrestal, and Cook 1989). In addition, the face-to face interaction between two students results in a more audible conversation which motivates activity involvement. Moreover, students can learn and teach each other (Ur, 1981; Reid, Forrestal and Cook, 1989; Lighthown and Spada, 1993). This may occur consciously or unconsciously where students correct each other's mistakes and help each other with vocabulary needed.

Furthermore, Phipps (1999) found pair-work more interactive and communicative as it promotes social interaction and communication between students. Interaction through pair develops the social skills, such as politeness, turn-taking, and respect towards each other while speaking. He also added that students have the opportunity to work autonomously without intervention of teachers. What is more, it reduces teachers' common roles in the classroom. Finally, it is able to increase students' fluency as Lighthown and Spada state that (1993):

There is evidence that opportunities for learners to engage in conversational interactions in group and paired activities can lead to increased fluency and the ability to manage conversations more effectively in a second language because these programs emphasize meaning and attempt to simulate 'natural' communication in conversational interaction. (p. 104)

As for weaknesses, some limitations of working in pairs are also detected. In grammar focused tasks, Kinsella (1996) and McDonough (2004) (cited in Storch, 2007) have noted apprehension faced by ESL students, which is learning incorrect grammar from peers when working in small groups. Whilst in communicative tasks, Ur (1981) described that firstly, the class may be noisy since all students interact and practice their target language at the same time. Secondly, students may get out of control. To overcome this situation, teachers are to recognize times when to give the start and stop signals for the discussion. Thirdly, proviso a class is monolingual; students are more tempted to use their first language when working in pairs (Jones, 2007; Storch and

Aldosari, 2010). Storch and Aldosari (2010) mentioned some reasons why this is so. Based on their study, the first language is generally used for maintaining the task (which indicates the relationship formed between the learners) and assisting considerations over the use of vocabulary (which provides explanation to peers and assists personal communications). Additionally, Eguchi and Eguchi (2006: 221) further state if the students' English proficiency is low, the inclination to use their first language is especially obvious to "satisfy their communicative needs". Therefore, teachers have to increase their monitoring efforts to get students avoid the use of their first language. As for a multilingual class, students are unlikely to converse in their first language as they do not speak a similar one provided that they are paired as such where students with the same native language are separated. Finally, teachers must prepare ahead for other activities lest that some pairs may finish the given tasks beforehand in order to have the time to be effectively consumed by every student.

A number of studies have been conducted on the implementation of pair-work in ELT classrooms. Among them is by Storch (2007) who compared pair and individual work by ESL undergraduate students in an Australian university on an editing task, which was to make corrections in a text for better accuracy and academic expression. The study further analyzed the pair interaction environment in the classroom. The findings showed that no significant differences were found between the accuracy of tasks done in pairs and individually. Thus, students in paired were found to be engaged more actively in talk. This situation provided them better chances of using the language being learnt in a wider range of functions. It further suggested that students working with peers make more grammatically correct decisions in tasks.

In contrast to the findings by Storch (2007), Baleghizadeh (2009) found a significant difference between pair and individual work on a word-building task given to Iranian adult students in two EFL classes. One class was the experimental group which did the task in pairs, whilst the other class was the control group which did the task individually. The results of the study showed that students in the experimental group had considerably higher scores compared to those in the control group. The study implied that students who worked together were more likely to form more correct words compared to those who worked by themselves. Even so, both studies found pair-work tasks to be effective for the students in the classroom as it offers better results in collaborative learning experiences.

METHOD

Observation

The main objective of this study was to observe, then report and discuss the activity and behaviour of students during the implementation of pair-work in an ELT classroom that was aimed to strengthen the students' speaking skills. An observation was done on the practical application of pair-work in an ELT classroom of multilingual students in a college in Glasgow, Scotland. We observed a class for two hours and took some notes

during the activities. Consent was given from the teacher and students before our observations were conducted. In collecting data, the first author walked around the classroom without interfering with the students' activities while observing and taking down notes of their interaction and communication as best as possible as tape or digital recording was not allowed.

Class Profile

The teacher provided us with the class profile. The class was a pre-master group of students consisting of 16 international students: ten from China, three from Nigeria, two from Thailand, and one from Pakistan. They were intermediate students with IELTS score band 5.5. The objective of the students to take this class was for the sake of passing the upcoming IELTS test. According to the teacher, Chinese students in this particular class faced more difficulty in speaking, especially in pronunciation. They also tended to speak their native language to each other; perhaps this was due to the fact that more than half of the class were Chinese native speakers.

For the class under observation, the teacher informed us that he had paired those he considered among them to be the more competent ones (or stronger) with the less competent ones (or weaker) based on the speaking ability of the students. So there were eight pairs altogether. Since the class was dominated by the Chinese students, there were two pairs consisting of the same natives. During the activity, the students were set to sit face to face with their partners.

Aim of pair-work activity in the classroom

The aim of the lesson that day was to improve the students' proficiency in expressing 'Agree and Disagree' in the context of giving opinions related to social life. The teacher provided two different cards (A and B) with different topics to student A and student B. Student A was to express two opinions to his or her partner namely 'Alcohol should only be sold to people over 21 years of age' and 'The cost of living in Glasgow is reasonable'. While student B was to express about 'Mandarin will replace English as the world language in the next 50 years' and 'Violence is sometimes necessary'.

FINDINGS

The Lessons and the Underlying Principle

The teacher used TBL stages as the base for implementing pair-work activity in his classroom. The activity in the class from beginning to end was observed as the following:

Pre-task: In pre-task, the teacher recalled some lessons from their previous meeting which was about expressing 'Agree and Disagree'. Then, he distributed two different papers consisting of different opinions to the students. Afterwards, he explained the instructions of what they were expected to do and gave useful language input, provided a model by giving an example of how to employ the useful phrases for expressing agree and disagree, and introduced useful language both planned and incidental.

During task: After the pre-task was ready, the students were given time to see the worksheet and discuss with their partner for 15 minutes on both topics before the whole class discussion afterwards was to be conducted. During this process, the teacher walked around, checked and monitored whether they were using English or not. At times, he got involved with the students and helped them with the vocabulary they did not know. Here, he was implementing the process that Foster and Skehan (1996) (cited in Foster, 1999, p. 69) said as “giving learners’ time to plan before they begin a task significantly increases the complexity, accuracy, and fluency of the language they use”.

During this phase, we observed that the students were actively speaking and the class was noisy. They took turn to speak and express their opinions based on the topics given. They felt comfortable with each other and sometimes made jokes and laughed together. When fifteen minutes of the pair-work task was done, and then the teacher moved on to the reporting of the worksheets.

Post-task: The students were to report on what they had discussed before in pairs for a whole class discussion. Here, the activity was led by the teacher where he acted as a chairperson and commented on the content of the reports. His opening sentence during this class discussion was ‘*I believe alcohol should only be sold to people over 21 years of age because ..., what do you think?*’ Then, he asked the students’ opinions. The students, one by one, responded to the question using ‘Agree and Disagree’ expressions. Some incidental topics and vocabulary such as on young marriage and driving appeared in this discussion.

In language focus, the teacher corrected the students’ mistakes and reformulated the language. He directly corrected the student’s mistakes by saying for example: ‘*No, not ‘I am agree’, but ‘I agree ...’.* Sometimes he said ‘*Sorry?*’ if the student made mistakes and the student directly reformulated his or her own sentences. The teacher made sure that all students were involved in this whole class discussion by asking each one for the results during their pair-work activity. This stage was conducted until the class hour was finished. He ended the class by giving homework. He further gave instructions about the homework and described their activities for the next meeting.

Difficulties observed in the pair-work activity

An active class ambience was seen during the pair-work activity; however we also noticed some problems concerning a couple of pairs. As noted by Storch (2002), this study also found dominant/passive pairs. In the first pair, one student was seen to be more dominating than the other. Student A from Pakistan, who was seen to be the stronger one, spoke more than Student B from China. Student B at most times had kept quiet and let his pair do the talking. The following extract, noted down by the first author while monitoring this pair, is one of the examples of how the pair dominated the activity:

Excerpt 1

Student A: I believe alcohol should only be sold to people over 21 years of age because at this age they are mature to decide which one is good and which one is bad for them (pause) but as Moslems, we are forbidden to drink alcohol even for adult. What do you think?

Student B: Ehm ehm (pause) I don't know (pause) I think I am agree with you.

Student A: You mean, you agree with me? Why do you agree with me?

Student B: Hm hm (pause) it is because alcohol is not good to consume. It is not good for our health. That's it.

Student A: Well, for me... (continued on talking on his ideas)

(Afterwards, he dominated the whole conversation until the task was finished)

From the excerpt above, it was obvious how student A took over the task by controlling the conversation. Even though there was an effort from him in an attempt to correct his friend's sentence, such as when Student B said "*I think I am agree with you*", then student A repeated the statement in the form of a question as a qualification, "*You mean, you agree with me?*"; however, he did not further encourage student B to talk. Instead, he dominated the whole task by presenting all of his ideas and student B did not bother to include himself into the conversation at all. As student A seemed to be controlling the situation, therefore, student B merely became the listener in this task. Again, for student B to become passive in this task might be due to a number of reasons. Firstly, he might have been overawed by the stronger one (Jones, 2007). Secondly, he was not interested in the task or topic under discussion. Lastly, he had less information to share with his partner. These reasons may also cause the activity of pair-work to become unproductive as very little negotiation was seen to be taking place (Storch, 2002). The teacher was also found to overlook their situation. Therefore, no support from the teacher was given to the weaker student to further increase his effort in speaking.

The second pair consisted of two students of the same native, China. We found that the stronger student (Student C) did not support the weaker one (Student D) to speak. An excerpt from their conversation is as follows:

Excerpt 2:

Student C: Hm hm (pause) how to say (pause) I think ehm I disagree with the statement that violence is sometimes necessary. I think that's not good, any collision can be settled in peace.

Student D: Hm, that's right. Anything else?

Student C: I just think violence is bad and it causes awful things to those who do it. How about you, what do you think?

Student D: Hm, yes (pause) I agree with you (then spoke in their native language).

Student C: Yes, you are right [laughs] (then spoke in their native language until the teacher approached them)

We noticed that student C, knowing that her partner, student D, had lower level of English proficiency compared to her, therefore at most times had used Chinese to communicate comfortably with her weaker pair. As mentioned earlier, this situation is also found by Storch and Aldosari (2010) where first language is commonly used instead of the target language in pair-work activity when both learners speak the same native language. Thus, both students would keep quiet when the teacher came around them. As their stillness during this activity was quite obvious, the teacher was also seen to spend most of his time with them. Even though student C was known to speak better English than student D, thus when the teacher approached them, student C had also kept silent and allowed the teacher to guide both of them even-handedly with vocabulary, phrases and language reformulation. This state did not help the weaker student to learn from the stronger one as suggested by Andrewes (2003) and Westbrook (2011). If the class was given a task on vocabulary drills or reading comprehension, perhaps the use of their mother tongue could be accepted as long as it was to double check if they understood what the teacher wanted them to do. Thus, pair-work in a speaking class is to enhance the student's oral communicative skills. Accordingly, to mostly use their native language during this activity was a problem.

Furthermore, a chance for this particular pair to negotiate meaning and expand their language resources could not be reached as student C did not assist student D, presumably due to respect. Clarke (2010) mentioned that in the Chinese learning culture, it is not only about maintaining self-respect, but also of others to sustain social relationships in the class. Accordingly, this does not only apply to the Chinese learning culture, but to the Asian in general. In Asia, age equals respect and this means that it is discourteous to demonstrate doubt for elders (Kuwahara, 2005). To protect student D from the feeling of inadequacy, therefore it is assumed that was the reason for student C to retract from communicating in English with her.

The teacher was also seen to spend more time with them than the other students due to their minimum interaction compared to the other pairs. Therefore, for this pair, the interaction became teacher-centred. He could not perform his function as a discreet monitor in the process for this pair as he had to mostly control them in order to boost their effort in English speaking. This condition is contradictory to that of Littlewood (2007) where it is suggested that teachers should not execute control to the students pair work activity.

DISCUSSION and CONCLUSION

Pair-work interaction was applied predominantly effectively by the teacher for most of the students. The way he adopted the methods and the interaction patterns had a major impact on the students' language learning achievement and proficiency in the classroom. Even though the class was a bit noisy, it indicated that the students had put their best effort in conversing with each other in English. From the eight pairs observed, six had performed the activity enthusiastically.

However, a weak point from pair-work that was discovered from two particular pairs from our observation was that the stronger students do not necessarily assist the weaker ones. Intimidation from the stronger one and respect towards the weaker one was among the factors. Thus, what can be ascertained from the observation was that the process of selecting and pairing suitable students for pair-work tasks is essential to steer the activity smoothly. It is important for teachers to not only recognize the speaking ability of each student, but to understand their culture is essential as well. Therefore, before assigning them in pairs for this task, teachers must consider these matters as the mishaps in pairings can lead to gaps where students do not help each other in developing their speaking skills.

In situations when pair-work becomes unproductive, perhaps the teacher can overcome this problem by conducting 'rotating pairs' (Norman, 1986, cited in Burešová, 2007, p. 28). This is when the students change partners once or twice in one activity. Perhaps, instead of expressing two opinions by the same pair for 15 minutes, the teachers can assign one opinion for each student in a pair and another opinion with another pair. The discussion between pairs must then be kept shorter as the time for shifting with the first pair to the second requires some moment, especially when moving furniture is involved. However, conversing with new pairs can strengthen information sharing and increase speaking practice. If a student could not participate fully with the first pair, he or she can intensify his or her effort in the second try with another pair. Another endeavour which could be done by the teacher to avoid a student from taking over the activity from his or her pair is by assigning roles (Burešová, 2007). Here, each student in a pair is given a position. For example, one student can be the presenter who offers ideas towards the topic and the other student can be the secretary who jots down notes on his or her pair's presentation. This is done for the first half of their given time, and for the other half, they switch roles.

Limitations and Suggestions

As this small-scale work in progress only report on mere observation of pair-work activity conducted in a classroom from one lesson, therefore, the accounts are suggestive and to be interpreted carefully. The findings do offer support for the implementation of pair-work in ELT classrooms. Thus, this study does note some limitations in presenting the findings. Focusing on only observation of a classroom activity and presenting two excerpts from the observation do not provide outcomes that can be generalized to other settings. The method of simply observing also poses issues to be considered, such as other specific pairs' behaviours during the task that may have been missed because an observer cannot capture what every pair is doing at all times. Due to these limitations, it is advised that more similar research is needed to substantiate the findings from this study. It is also suggested that more observers, perhaps three to four, are needed to monitor a classroom conducting pair-work activity to gain more information and further consistency of the results. Moreover, in-depth interviews with the teachers and students on the issues revolving pair-work are also recommended to be conducted in future related studies, especially in mixed ability students identified in this paper.

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Turkish Abstract

İngilizce Konuşulan Bir Sınıfta İkili Grup Görevini Gözlemleme

Bu çalışma öğrencilerin konuşma becerilerini geliştirmek için farklı uluslardan öğrencilerin olduğu bir İngilizce dil sınıfında ikili grup etkileşimi hakkındadır. IELTS 5.5 puan bandında 16 tane orta seviye öğrenci çalışmada gözlenmiştir. Öğretmen öğrenciler arasında daha yetenekli (gelecek, güçlü) olduğunu düşündükleriyle daha az yetenekli (gelecek, güçsüz) olduğunu düşündüklerini gruplamış ve sekiz grup ders boyunca gözlenmiştir. Öğrencilere verilen görev sosyal yaşamla ilgili fikir belirtme bağlamında "Katılma ve Katılmama" durumunu belirtmektir. Gözlemlere dayalı olarak, görev altı grup tarafından başarıyla tamamlanırken, diğer ikisi bazı problemlerle karşılaşmışlardır. Birinci grupta, güçlü olan öğrencinin diğer öğrenciyi görev sırasında konuşması için desteklediği görülmüştür. Diğer grup, her ikisinin de ana dili aynı, beklendiği gibi İngilizce konuşmamışlar ve muhtemelen güçlü olanın diğerine olan saygısından dolayı genellikle ana dillerini kullanmışlardır. Bu tür durumlarda, gruplar verimsiz olduğunda bilgi paylaşımını güçlendirmek için grupları değiştirmek ve birinin diğer arkadaşı üzerinden aktiviteyi alıp sırtlanmasını önlemek için roller vermek önerilir. Sonuç olarak öğrencilerin dil kaynaklarını genişletmek için öncelikle öğrencilerin yetenek ve öğrenme kültürlerini belirleyerek öğretmenler tarafından farklı konuşma yeterliğinde olan öğrencilerin gruplandırılması en etkili bir şekilde yapılmalıdır.

Anahtar Kelimeler: İkili Grup Çalışması, Görev Tabanlı Öğrenme, Konuşma, Çok Dilli Sınıflar, Öğrenme

French Abstract**L'Observation de Tâche de Travail à deux dans un anglais Parlant Classe**

Cet article annonce les interactions de travail à deux des étudiants pour développer leurs compétences à l'oral dans une salle de classe ELT qui a consisté en apprenants internationaux. Un certain nombre de 16 apprenants de compétence intermédiaire qui ont approximativement un score d'IELTS 5.5 ont été observés. Le professeur avait appareillé lesquels il pensait plus compétents (les plus forts) avec lesquels il pensait moins compétents (plus faibles) donc, huit paires ont été observées pendant la leçon. La tâche donnée aux étudiants était d'exprimer ' Sont d'accord et Ne sont pas d'accord ' dans le contexte d'avis généraux liés à la vie sociale. Basé sur les observations, la tâche a été avec succès mise en œuvre par six paires; ainsi, les deux d'autres ont fait face à quelques problèmes. De la première paire, on l'a vu que l'étudiant plus fort avait annoncé le plus faible dans la conversation pendant la tâche. L'autre paire, qui était les deux même originaire, ne s'est pas entretenue en anglais comme attendu et utiliser surtout leur langue maternelle pour parler entre eux vraisemblablement, en raison de respect de l'étudiant plus fort vers le plus faible. Dans des telles situations, quand le travail à deux devient improductif, faire tourner des paires pour renforcer le partage d'information et assigner les rôles sont recommandés pour éviter un étudiant de reprendre l'activité de sa paire. Pour conclure, appareiller des apprenants internationaux avec la compétence parlante mélangée, par des professeurs, doit être conduit aussi effectivement que possible en identifient initialement leur capacité et en apprennent leur culture pour profondément étendre les ressources de langue des étudiants.

Mots Clés : Travail à Deux ; Apprentissage À Base de Tâche; Conversation ; Salle de Classe Multilingue ; Apprentissage

Arabic Abstract

أثر النشاط الثنائي في أنواع حصة المحادثة الإنجليزية

هذا البحث هو عبارة عن تقرير حول تفاعل الطلاب من خلال العمل الثنائي أسلوب تدريبي محاضر : أندونيسيا ديانا أكمام يتبع داخل قاعة الدراسة، عند تدريب مهارة اللغة الإنجليزية مع مدربين دوليين يبلغ عددهم 16 دارساً من ذوي المستوى والمهام الذي كلف (طالب متنافس مع آخر أقل تنافساً) تم توزيعهم من قبل مدرسيهم إلى ثماني مجموعات ثنائية المتوسط به الطلاب (في قاعة الدراسة) هو التعبير عن لفظي " أوافق " أو " لا أوافق " فيما يختص برأي ما – ذلك الكلام اللفظي قد مارسه الطلاب في ست مجموعات بنجاح عبر هذه الثنائية – أما طلاب المجموعة الآخرين فقد واجهتهم بعض الصعاب عن مثل أن أحد الطلاب لم يتمكن من الحديث بالإنجليزية بل أن في الكلام بلغته ليتمكن من توصيل الفكرة بدلاً من اللغة الإنجليزية لذا، ففي مثل هذه المواقف يكون من الأفضل تبادل الطلاب (تبادل طالب بطالب آخر) وهذا (رغم أن كليهما من وطن واحد) الأجراء قد يؤدي إلى تقوية المعلومات خلال الأدوار التي يلعب الطلاب فيه، اذن يمكننا أن نقول أن تدريس المحادثة من خلال توزيع الدارسين إلى مجموعات ثنائية يمكن تفعيله بنجاح – لكن قبل ذلك وجب معرفة قدرات الدارسين وثقافتهم التعليمية.