

Investigating the Impact of Implementing Communicative Group Work and Pair Work Activities on Enhancing Young EFL Students' Oral Fluency

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Abstract: This study aims at investigating the Impact of communicative group work and pair work on enhancing young EFL learners' oral fluency. The thesis adopted a questionnaire and interview for teachers as major tools for data collection. The questionnaire was distributed to (100) secondary schools teachers in Khartoum state/Omdurman Locality. The interview was given to five experts. The SPSS programme (Statistical Package for Social Science) was utilized for data analysis. The overall findings show that: teachers do not encourage students to use communication techniques to improve their oral communication skill. Moreover, Teachers do not help student to read out loudly. Furthermore, teachers do not encourage students to watch movies to advance their ability of using the language. Besides, teachers rarely use speaking activities such as (group work or pair work) effectively. The study highly recommended that, teachers should give students enough time to practice oral communication skill. Teachers should be paid attention to interacting activities inside classrooms. Textbooks should be prepared with authentic materials and tasks that encourage students and enable them to effectively use the language creatively and frequently inside the classroom. Finally, it is recommended that classroom should be equipped and qualified with modern aids and objects that can inspire and arouse students to manipulate using the language.

Keywords: communicative tasks – classroom seats – students' motivation – conversation and dialogues stimulus – oral fluency – creating activities.

1. INTRODUCTION

Research shows that when students practice classroom activities and be engaged with each other in learning tasks, they remember material better and they figure out how to apply and extend their new knowledge more effectively. In addition, this approach promotes learning among students from diverse backgrounds and who have diverse learning styles. Active classroom activities such as working in pairs and groups are simply more interesting, both for instructors and the students. Some kinds can be done with relatively little preparation; others require more careful logistical preparation.

Large classes are largely associated with the sudden re-introduction of Free Primary Education (FPE) in Kenya in 2003. This led to an enrolment of an extra two million pupils Harmer, J. (1998) in addition to the 5.9 million. However, there was no concomitant increase in the number of teachers. The upsurge resulted to large classes of between 50 and 100 children and classes of over 100 are not uncommon.

For example, Harmer, J. (1998) reports a class of 117 children in a slum school in Nairobi. Given the sudden increase in pupil enrolment, teachers were neither prepared, nor professionally supported to teach and manage large numbers of learners. They encounter a number of challenges which impact negatively on the quality of teaching and learning. Teachers find it difficult to initiate participatory, activity based learning, especially learner verbal interaction because of

the complexities of teaching and managing large classes (Lindsay, 2000, p. 157). Typically, in Kenyan classrooms, there is a dominance of teacher-led recitation in which rote and repetition dominate the classroom discourse with little attention being paid to securing pupil understanding (Lindsay, 2000, p. 157). What exists is teacher-pupil interaction which is often only cursory to enable teachers establish shared attention Doughty, C., & Pica, T. (1986). Accordingly, interaction “often takes the form of lengthy recitations of questions (by the teacher) and answer within the Initiation, Response and Follow-up (IRF) structure” Doughty, C., & Pica, T. (1986). Hence, learner interaction is minimal. This type of classroom process has been blamed for declining pupil performance, and intense debates have emerged among stakeholders about how the situation can be improved. This paper examines the implementation of both pair and group work for improving teaching and learning in large classes, through a collaborative action research process for creation of interaction opportunities for learners. The viability of the two strategies is gauged as indicated by the observation data and as expressed by teachers and learners as they experienced the teaching and learning process.

To use active learning techniques effectively, think through the learning objectives you want the students to reach and pick a goal-appropriate activity. Teachers need to be sure that they plan the logistics of the activity in advance. Moreover, they also need to estimate how much out-of-class preparation and in-class time the activity will take for the students. Lastly, how will you wrap up the activity once the students have done their part?

Aims and Scope of the Study

The study aims at investigating the Impact of communicative group work and pair work on enhancing young EFL learners’ oral fluency. The scope of the study is limited to EFL teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan. It is conducted in the academic year (2019-2020). The total number of the subject of this study was (100) teachers. They were selected randomly. The results of the study may not apply generally to all Sudanese Secondary Schools. The sample of the interview is experts in teaching English language at secondary schools. They were chosen purposefully. Their number is (5). The experts hold MA and Ph. D degrees in English language teaching. Three of them are males.

2. LITERATURE REVIEW

Fluency Vs. Accuracy

As discussed above, PW and GW activities are fundamental components of CLT and are considered to promote fluency where the emphasis is on meaning as opposed to form. Harmer, J. (1998), however, argues that progress in acquiring the second language system should be seen as manifested not only by increased fluency, but also accuracy. Ratnasari, C. (2016.P.122) contends that fluency in a language is no guarantee of formal accuracy and says:

“We cannot go on accepting inaccurate language simply because it communicates something that a clever native speaker can somehow understand” Lam, A. (2013.P.132). Ellis also argues that it is difficult to acquire high levels of linguistic competence through entirely meaning-centred instruction. Ratnasari, C. (2016) similarly puts forward that comprehensible input by itself does not guarantee acquisition of formal properties of language. Ellis (2002), on the other hand, argues that meaning-oriented instruction does not promote grammatical competence as adult learners usually fall short of achieving high levels of accuracy. Harmer, J. (1998) indicate that bringing structural regularities to the attention of learners is very likely to increase the rate of language attainment. As discussed earlier, CLT emerged as a reaction to other traditional approaches such as grammar translation as it was believed that these approaches to language were isolated from real life language use. Proponents of CLT believe that any focus on form would relegate language learning to studying decontextualized discrete language units. Negotiation of meaning through PW and GW activities, it is assumed, would produce a context, which would require the interlocutors to negotiate meaning and use authentic language. The attempts to make the classroom communication authentic, however, have been challenged by numerous researchers Long, M. (2015), for instance, argues that extensive preference and use of PW and GW activities is a preoccupation for making activities similar to real-world activities. Harmer, J. (1998), in a similar vein, contends that it would be problematic to define communication only in terms of the norms of communication outside the classroom because such an approach would ignore the real context of the classroom and the context it provides for learners. Ejzenberg, L. Long, M. (2015) “Should classrooms only need to replicate communicative behaviour outside the classroom in order to become communicative?” Another issue is that it is also not exactly clear what researchers refer to when they use terms such as

“real English”, “authentic language”, “discrete” or “decontextualized language” as these terms are constructs that are not well tested or validated through empirical studies. It is apparent they refer to daily conversational English used on the streets of London, Toronto, New York, etc. by native speakers of English. Cummins (2000), however, suggests that there are significant differences between BISC (basic interpersonal communication skills) and CALP (cognitive academic language proficiency) in terms of their acquisition and developmental patterns. This distinction between the acquisition patterns of BICS and CALP applies to both L1 and L2 language acquisition. For instance, native speakers reach a plateau, in terms of native-like fluency and phonological skills at around the age of 6, whereas CALP, especially as far as the development of literacy and vocabulary is concerned, continues not only throughout school years but also throughout lifetime. In the case of non-native English learners (especially in an ESL context such as the Canadian ESL context), conversational English is usually acquired within two years following the first exposure to English. Conversely, the period required for learners to catch up to their peers in terms of academic English takes at least five to seven Long, M. (2015) points out that conversational and written language are very distinct as each requires the use of different cognitive skills. An important aspect of conversational language, for instance, is that it grants speakers the privilege of making use of contextual clues, gestures, facial expressions, and intonation in order to negotiate meaning, all of which are almost non-existent in producing an academic task such as writing an essay. This suggests that different situations and different tasks require the use of distinct language skills. It is thus easy to be misled by a native English speaker’s conversational language proficiency, when actually the same person may well be incapable of producing a well-constructed essay, or even a letter. A preponderant amount of research, in fact, point to the shortcomings of native-speakers of English as far as overall English language literacy skills are concerned. For instance, in a study conducted with prospective language teachers (Lindsay, 2000, p. 157) found that only 30% of the prospective teachers were able to identify adverbs; those who were able to identify prepositions, on the other hand, were even less than 10%. In another study by Eijzenberg, L more than half of the prospective native speaking English teachers (NST) were identified as having inadequate grammatical knowledge/awareness Doughty, C., & Pica, T. (1986), in comparison with non-native speaking teachers (NNST), NSTs’ explicit knowledge of grammar and grammatical terminology may be seriously deficient. As Lam, A. (2013) indicates, it is usually assumed that we learn grammar as we acquire our mother tongue as a child. The fact that native speakers can construct relatively accurate sentences in conversational English does not necessarily indicate that they are well-equipped with the knowledge of literacy conventions. Long, M. (2015) for instance, emphasizes that learning to read and write is not an innate process, but rather a process that involves conscious cognitive processing. In the same vein, Lam, A. (2013) contends that the acquisition of reading and writing skills requires a high degree of consciousness on the part of learners.

Individual Work

Although it considerably enhances students' autonomy and allows the teacher to respond to individual learning styles and pace of learning, individualized learning does not encourage cooperation or a sense of belonging. On top of that, playing the role of a resource or tutor is definitely more time consuming for the teacher than other modes of working with an EFL class. (Harmer 2001: 115).

Working in Pairs and Groups

The tendency with primary learners is to treat the class as a whole group and underestimate their ability to work in pairs or in small groups. Even very young learners can become independent in their learning and guided early on they will be more likely to grow into autonomous and successful language learners.

Group Work

Group work is one pedagogical strategy that promotes participation and interaction. It fosters a deeper and more active learning process, and it also provides instructors with valuable demonstrations of the degree to which students understand particular topics or concepts. In addition to exposing students to different approaches and ways of thinking, working with other students in groups can promote a sense of belonging that combats the anonymity and isolation that many students experience on a large campus. Some students may initially be reluctant to participate in group work, so sharing the reasons for group work with your students can help to convince the reluctant ones. It might help them to know that research has shown that groups frequently devise more and better solutions than the most advanced individual Doughty, C., & Pica, T. (1986). Working together in groups also gives students the opportunity to learn from and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher (Lam, A.

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(2013)). From a practical standpoint, group work also fosters interpersonal skills highly valued by employers, not to mention friends, neighbors, and family.

For instructors, group work can save some preparation time. Although preparing for effective group work does take some planning, it is less time-consuming than preparing a lecture. It is not difficult to incorporate group activities into your lesson plan, but there are some general rules of thumb about structuring group work so that it has useful outcomes for students. This section presents some basic guidelines to consider when designing a group activity, along with several kinds of group work learning techniques.

Pair Work

Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class. For example, the learners can answer comprehension questions in pairs after reading a text. This allows them to compare answers, and clarify problems together using English. (Lindsay, 2000, p. 157)

In the classroom, teachers can evaluate the impact and effectiveness of pair work on their learners by using action research tools such as asking the learners how they feel about working like this or by actually participating in an activity in a pair and evaluating this experience afterwards.

The Importance of Using Pair Work

Pair work is a natural way for students to talk and learn more. It gives them the chance to think and try out ideas and new language. It can provide a comfortable way for students to work through new skills and concepts, and works well in large classes. Pair work is suitable for all ages and subjects. It is especially useful in multilingual, multi-grade classes, because pairs can be arranged to help each other (Lindsay, 2000, p. 157). It works best when you plan specific tasks and establish routines to manage pairs to make sure that all of your students are included, learning and progressing. Once these routines are established, you will find that students quickly get used to working in pairs and enjoy learning this way.

Managing Pairs to Include ASL Students

Pair work is about involving all. Since students are different, pairs must be managed so that everyone knows what they have to do, what they are learning and what your expectations are.

To establish pair work routines in your classroom, you should do the following:

- Manage the pairs that the students work in. Sometimes students will work in friendship pairs; sometimes they will not. Make sure they understand that you will decide the pairs to help them maximize their learning.
- To create more of a challenge, sometimes you could pair students of mixed ability and different languages together so that they can help each other; at other times you could pair students working at the same level.
- Keep records so that you know your students' abilities and can pair them together accordingly.
- At the start, explain the benefits of pair work to the students, using examples from family and community contexts where people collaborate.
- Keep initial tasks brief and clear.
- Monitor the student pairs to make sure that they are working as you want.
- Give students roles or responsibilities in their pair, such as two characters from a story, or simple labels such as '1' and '2', or 'As' and 'Bs'). Do this before they move to face each other so that they listen.
- Make sure that students can turn or move easily to sit to face each other.

The Advantages of Pair Work and Small Group Work

- Gives learners more speaking time
- Changes the pace of the lesson

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- Takes the spotlight off you and puts it onto the children
- Allows them to mix with everyone in the group
- Gives them a sense of achievement when reaching a team goal
- Teaches them how to lead and be led by someone other than the teacher
- Allows you to monitor, move around the class and really listen to the language they are producing.

Pitfalls and How to Avoid Them

- You could lose control of the class. Set up a signal before you start, like a visual time out with your hands, so that they know when to stop. Don't shout for them to stop as they will just shout louder!
- You are not able to listen to everyone at once and hear what they are saying – set up groups of three where A and B talk while C monitors. Then swap roles. They are producing language; you just want to make sure the language they are producing is English. Have a fun system of every mother tongue word you hear the monitor must stand up and then stay standing. The activity stops if all monitors are standing. This will make them aware of using English as much as possible and using their first language as little as possible.
- The classroom will get very noisy. This is OK, as long as they aren't shouting. Move them into different places in the room so that they can hear themselves speak.

How to Set up Pair and Group Work?

- Be sure to fully explain the procedure before splitting the class up.
- Always demonstrate either yourself or with the help of a volunteer exactly what they have to do.
- Ask them to tell you what they have to do before they do it (in their mother tongue if need be) to check their understanding.
- Have fill in activities ready for the quick finishers – but be sure that they have completed the task correctly first and haven't just finished early because they misunderstood what they had to do.
- Don't forget to have feedback time after pair work so that the children don't feel that they have been wasting time. It's important to share their work as a whole group although this doesn't have to be systematic.
- Set a clear time limit.
- Control who works with who so children aren't always being dominated or dominating others.

Activities Which Lend Themselves to Pair Work

Roll the Ball

This can be used to practice any language that requires a question/answer pattern. Students can roll the ball to each other and have to say the appropriate sentence as they roll the ball. E.g. 'Hello.' 'Hello.' 'What's your name?' etc. Remember the sentences they practice should be fairly short.

Telephone Conversations Which Lend Themselves to Pair Work

Sitting back to back they can practice telephone language or just simple exchanges that don't have to be connected to the telephone itself. Sitting back to back should arouse their interest and help train them with listening skills. It's a challenge, but a fun one!

Posters

Posters are used to practice categorizing skills, reviewing colours and names of toys. The children can be in charge of finding pictures of toys and grouping in terms of colours or type of toy and displaying their work.

Weather Dressing

Bring in a selection of items of clothing. You can ask the children to bring in one item each the week before but bring a few extra yourself to account for those who forget. Put the items in four piles around the room to make access easier and to avoid a scramble on one pile. The class should be in four groups – one for each season. They have a few minutes to collect a certain number of items that they could wear in that season. Everyone must have at least one item. But no-one in the group must have the same item as their other group members. The language they use can be describing to their group what they're wearing, using colours and clothing vocabulary, and saying in what weather conditions they would wear the item. The other group members can say if they think it's appropriate for their season or not.

Information Gap

Information Gap Activities Prabhu (1987) points out that “information gap activities involve a transfer of given information from one person to another-or from one form to another, or from one place to another-generally calling for the decoding or encoding of information from or into language” (p. 46). This type of activity is labeled as a meaning-focused activity as well as “reasoning gap” and “opinion gap”.

The “gap” is the incomplete information two speakers have about a conversation topic (Harmer, 1998), that is, the moment when the learners' need to communicate and to solve the problem emerges to make the speaking activity “unpredictable and therefore interesting” (Lindsay, 2000, p. 157). To promote negotiation of meaning, learners need to solve a task or problem by locating and exchanging the missing information (Larsen-Freeman, 2008). This type of technique is also implemented to focus on meaning to “gain fluency at the expense of accuracy” (Willis, 1996, p. 40).

Interaction is essential in information gap activities as they provide the opportunity to exchange ideas, perceptions, opinions, and observations about a daily-life topic that causes interest to talk (Lindsay, 2000). A wide variety of activities for developing oral fluency can be found but, regarding information gap, learners can perceive this type of technique as practical and effective whenever a teacher aims to make students speak the L2 in the classroom providing real-world situations in a motivating way (Lindsay, 2000). Similarities exist that foster understanding of information gap activities in the same way. Scrivener (2011) sees communication with “information gap” possible when there is a purpose for speakers to do so. In this way, experts agree on what “information gap activities” are and how they work.

Teachers can find established ways of working with the information gap activities in EFL classrooms. Teachers can help monitor the students' progress of classwork and their role can be clearly defined by only guiding the information-gap tasks preferably to be carried out in dyads (Richards, 2002). Brown (2002) points out assorted language teaching techniques classification, in which they can be “ranging from controlled (drills, dialogues, reading aloud, display questions/answers, etc.) to semi-controlled (referential questions/answers, cued narratives, information gap activities, etc.) to free (role-plays, problem solving, interviews, discussions, etc.)” (p. 15). It can be concluded that information gap activities can be used in any level to promote speaking tasks; they provide optimization of time for learners to speak in class, with the teacher as a mere facilitator and monitor of the activities provided that the use of information gap activities is clear in terms of aims and procedures.

Oral Fluency in Effluence is not an easy aspect to define but “the narrowest definitions only include few features, typically pausing, hesitations and speech rate, whereas the broadest uses are virtually synonymous with ‘speaking proficiency’ (Luoma, 2009, p. 88). Ellis (2003) asserts that “tasks that (1) provide contextual support; (2) have familiar or involving topics; (3) pose a single demand; (4) are closed; and (5) have a clear inherent structure are likely to promote fluency” (p.127). Regarding implications of fluency in speaking production, information gap activities are classified as a mixture of tasks that are open and closed but also more closely related to closed tasks (Brown, 2002). Therefore, learners can take advantage of the fewer possible ways to solve a closed task in which learners can take advantage of this, and eventually, they can achieve more fluency than with open tasks. (Long, 2015). Consequently, by designing the activities this way, learners can be responsible for developing their oral fluency more effectively as they can be guided to analyze the information. After that process, they would be able to find the gap and eventually to express the required information to “breach” such gap. These can be the actual steps for the students to have their oral fluency impacted because they focus on giving the proper information and once they have it, they focus on expressing the information as fluently as possible. Regarding assessment, the students should know the way they would be assessed beforehand. As stated above, information gap activities are part of the communicative approach and, as such, they are useful to promote fluency and to motivate students to interact (Lindsay, 2000). They specifically foster “communicative” activities that are a means to bolster language fluency instead of accuracy (Harmer, 2001). Teachers should instruct their students to know the

procedures of a speaking activity in order to acquire the natural pace of the procedure and, after doing this; the learners' fluency can be promoted (Harmer, 2001). Ehrenberg (1994) found an increase in oral fluency when learners developed guided tasks interacting with other people. Therefore, in information gap activities, as well as in cued dialogues, learners would find a gap in which interaction is necessary to solve at ask, and this may bolster oral fluency. Attitudes of EFL Learners Towards Information Gap Activities It is of paramount importance to establish that there is no unified convention as to what attitudes are. According to a psychological definition, attitudes are related to the verbal expression of a person eventually turned into behavior (Harris, 2011).

There are many other activities that can arouse and stimulate the students to be involved directly in communicative classroom activities (group work and pair work) such as: story completion reporting playing cards picture narrating picture describing find the difference.

3. MATERIALS AND METHODS

The study is designed to explore the extent at which EFL teachers implement communicative group work and pair work activities on enhancing young EFL students' oral fluency. In order to accomplish this; the researcher will use descriptive analytical method. The researcher will use questionnaire, interview and as main instruments for data collection. The data will be analyzed statistically and analytically to provide answers to the research questions

Tools of the Study

This study was carried out at Sudan University of Science and Technology. The study was carried out with English language teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan. A purposive sample used for the study includes (100) English language teachers who were asked to state their views on implementing communicative group work and pair work activities on enhancing young EFL students' oral fluency.

The researcher used questionnaire and interview as main tools for collecting the data related to this study. The researcher has designed the questionnaire to find out the extent at which EFL teachers implement communicative group work and pair work activities on enhancing young EFL students' oral fluency. The questionnaire was administered to (100) teachers. The researcher used descriptive analytical method in conducting this study. The sample of the interview is experts in teaching English language at secondary schools. They were chosen purposefully. Their number is (5). The experts hold MA and Ph. D degrees in English language teaching. Three of them are males and two females.

4. RESULTS AND DISCUSSIONS

Analysis of the Teachers' Questionnaire

After checking questionnaire's reliability and validity, the researcher distributed the questionnaire on determined study sample (100) teachers of English, and constructed the required tables for collected data. This step consists of transformation of the qualitative (nominal) variables (never, rarely, sometimes, often, and always) to quantitative variables (5, 4, 3, 2, and 1) respectively. Moreover, the graphical representations were used for this purpose.

Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
3. Mean .
4. Non-parametric Chi-square test by using SPSS and EXSEL.

Table and Chart NO. (1): The Frequency Distribution for the Respondents' Answers according to their gender.

Sex	Frequency	Percentage
Male	55	55.00
Female	45	45.00
Total	100	100.00

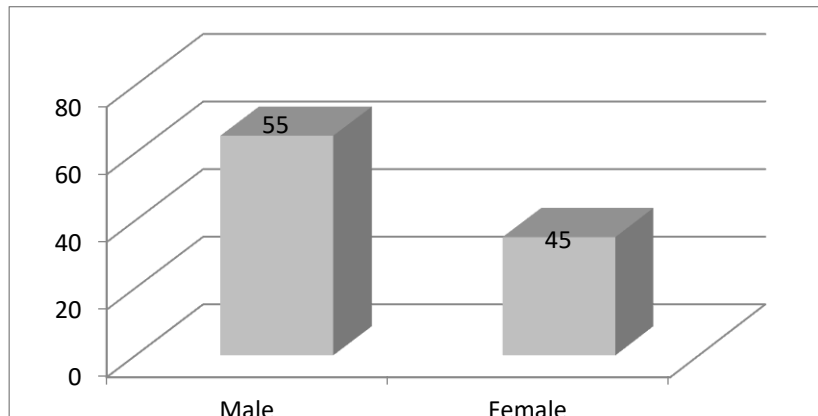


Figure and Table (1)

From the above table (1) and figure (1), it is shown that the number of male respondents is (55) with percent (55) %. The number of female respondents is (45) with percent (45%).

Table and Chart NO (2): The Frequency Distribution for the Respondents' Answers according to their qualification

Sex	Frequency	Percentage
BA	30	30.00
MA	60	60.00
Ph. D	10	10.00
Total	100	100.00

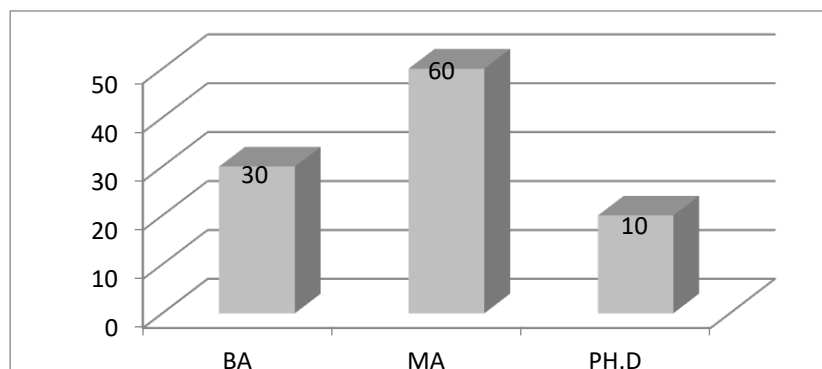


Figure and Table (2)

It is noticeably observed from the above table (2) and chart (2) that, the number of study sample with BA qualification are (30) teachers with percent (30%), and the number of study sample with MA qualification are (60) teachers with percent (60%), and the number of study sample with Ph. D qualification are (10) teachers with percent (10%).

Table and Chart No (3): The Frequency Distribution for the Respondents' Answers according to their years of experience

Experience	Frequency	Percentage
From 5 to 10	50	50.00
From 11 to 15	35	35.00
More than 15	15	15.00
Total	100	100.00

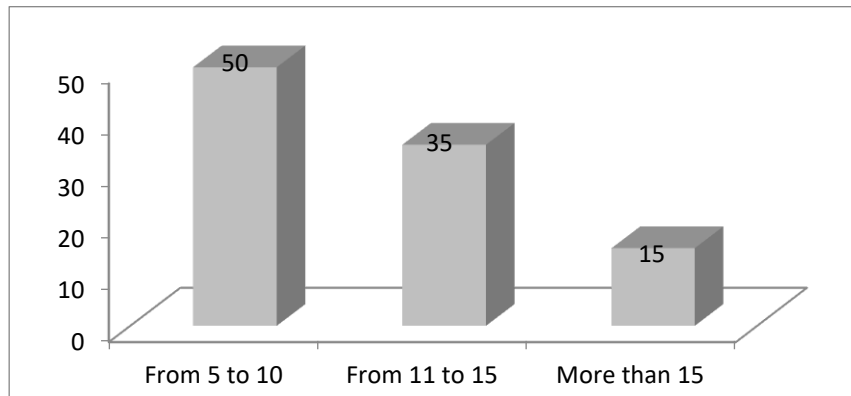


Figure and Table (3)

It's clearly noticed from the above figure (3) and table (3), that the number of study sample with years of experience from (5) to (10) are (50) teachers with percent (50%), and the number of study sample with years of experience from (11) to (15) are (35) teachers with percent (50% the number of study sample with years of experience more than (15) are (15) teachers with percent (15.0%).

The Hypothesis Statements

EFL teachers are unable to Implement Communicative Group Work and Pair Work Activities inside classes to improve Students' Oral Fluency

Statement No. (1): I practice establishing information gaps activities to involve all the students in pair work.

Table and Chart No (4): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	13	13.0	13.0	13.0
often	3	3.0	3.0	16.0
sometimes	19	19.0	19.0	35.0
rarely	25	25.0	25.0	60.0
never	40	40.0	40.0	100.0
Total	100	100.0	100.0	

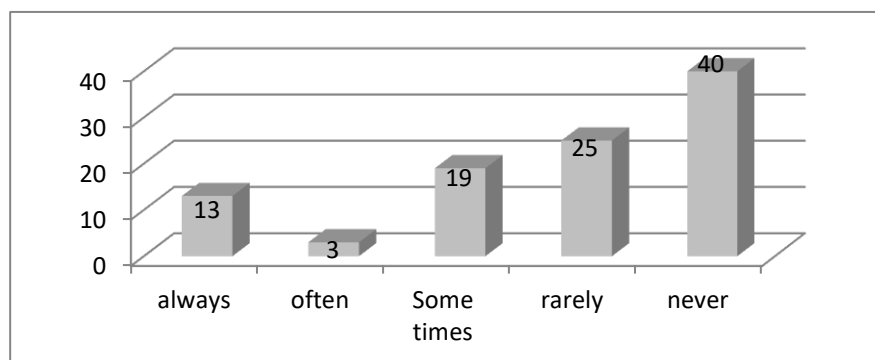


Figure and Table (4)

From the above table No. (4) and figure No. (4), it is clear that there were (13) persons in the study's sample with percentage (13%) answered always with that " I practice establishing information gaps activities to involve all the students in pair work." There were (3) persons with percentage (3%) answered often, (19) persons with percentage (19%) answered sometimes, (25) persons with percentage (25%) answered rarely and (40) persons with percentage (40%) answered never.

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Statement No. (2): I practice teaching telephone conversations and dialogues through pair work activities.

Table and Chart No (5): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	12	12.0	12.0	12.0
sometimes	23	23.0	23.0	35.0
rarely	21	21.0	21.0	56.0
never	44	44.0	44.0	100.0
Total	100	100.0	100.0	

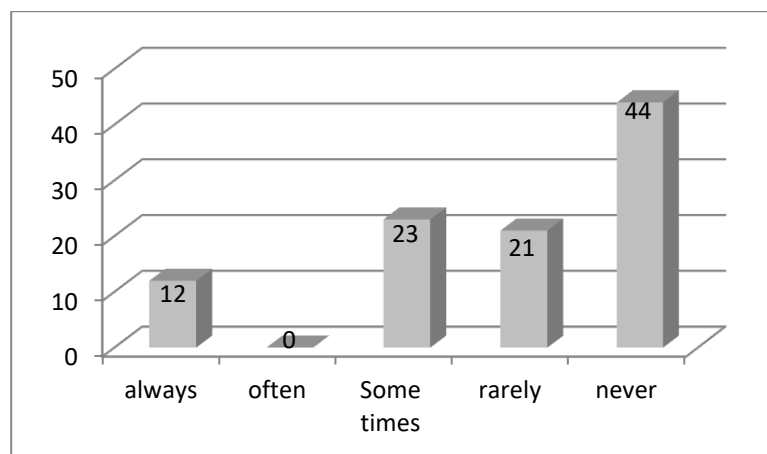


Figure and Table (5)

From the above table No. (5) and figure No. (5), it is clear that there were (12) persons in the study's sample with percentage (12%) answered always with that " I practice teaching telephone conversations and dialogues through pair work activities." There was nobody answered often. There were (23) persons with percentage (23%) answered sometimes, (21) persons with percentage (21%) answered rarely and (44) persons with percentage (44%) answered never.

Statement No. (3): I practice teaching completion through pair work activities.

Table and Chart No (6): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	4	14.0	14.0	14.0
often	4	4.0	4.0	17.0
sometimes	13	13.0	13.0	20.0
rarely	56	56.0	56.0	76.0
never	23	23.0	23.0	99.0
Total	100	100.0	100.0	

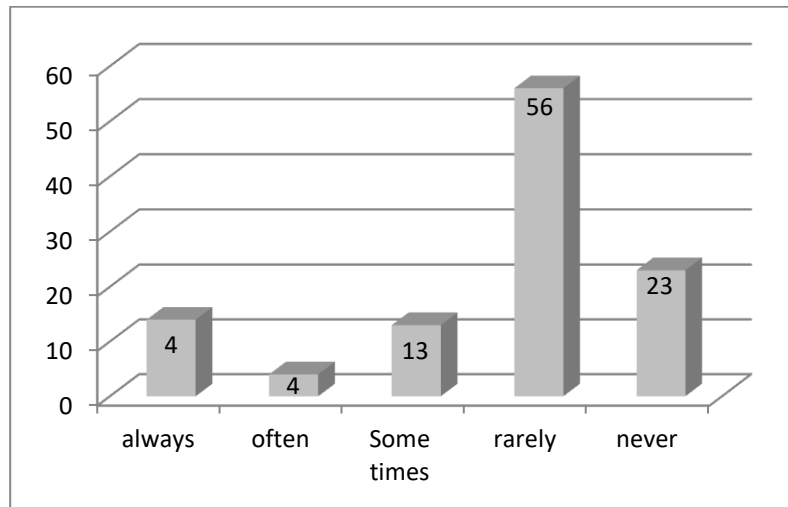


Figure and Table (6)

From the above table No. (6) and figure No. (6), it is clear that there were (4) persons in the study's sample with percentage (4%) answered always with that "I practice teaching completion through pair work activities." There were (4) persons with percentage (4%) answered often, (13) persons with percentage (13%) answered sometimes, (56) persons with percentage (56%) answered rarely and (23) persons with percentage (23%) answered never.

Statement No. (4): I arrange the classroom seats in the way that students can face each other to practice pair work activities properly.

Table and Chart No (7): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	3	3.0	3.0	3.0
often	3	3.0	3.0	16.0
sometimes	3	3.0	3.0	19.0
rarely	28	28.0	28.0	37.0
never	63	63.0	63.0	100.0
Total	100	100.0	100.0	

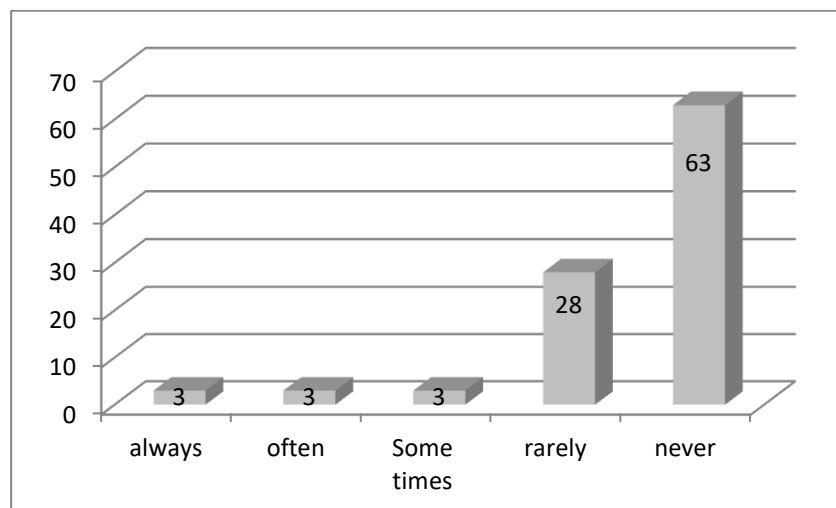


Figure and Table (7)

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From the above table No. (7) and figure No. (7), It is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that " I arrange the classroom seats in the way that students can face each other to practice pair work activities properly. " There were (3) persons with percentage (3%) answered often, (3) persons with percentage (3%) answered sometimes, (28) persons with percentage (28%) answered rarely and (63) persons with percentage (63%) answered never.

Statement No. (5): I practice implementing either communicative group work or pair work activities in teaching each lesson.

Table and Chart No (8): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	13.0	10.0	10.0
often	6	6.0	6.0	19.0
sometimes	19	19.0	19.0	35.0
rarely	56	56.0	56.0	91.0
never	9	9.0	9.0	100.0
Total	100	100.0	100.0	

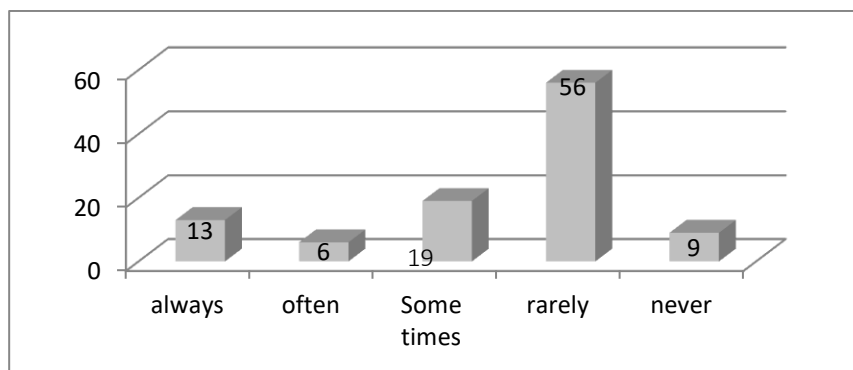


Figure and Table (8)

From the above table No. (8) and figure No. (8), it is clear that there were (13) persons in the study's sample with percentage (13%) answered always with that " I practice implementing either communicative group work or pair work activities in teaching each lesson.

"There were (6) persons with percentage (6%) answered often, (19) persons with percentage (19%) answered sometimes, (56) persons with percentage (56%) answered rarely and (9) persons with percentage (9%) answered never.

Statement No. (6): I use authentic materials such as posters and stimulation playing cards to communicatively involved the students to do activities in groups.

Table and Chart No (9): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	10.0	10.0	10.0
often	3	3.0	3.0	13.0
sometimes	3	3.0	3.0	16.0
rarely	44	44.0	44.0	60.0
never	40	40.0	40.0	100.0
Total	100	100.0	100.0	

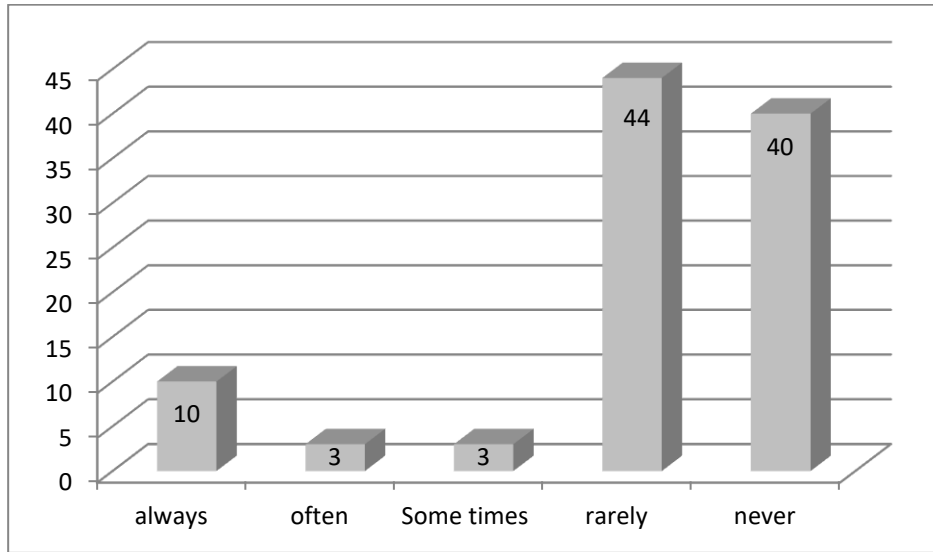


Figure and Table (9)

From the above table No. (9) and figure No. (9), it is clear that there were (10) persons in the study's sample with percentage (10%) answered always with that " I use authentic materials such as posters and stimulation cards to communicatively involved the students to do activities in groups." There were (3) persons with percentage (3%) answered often, (3) persons with percentage (3%) answered sometimes, (44) persons with percentage (44%) answered rarely and (40) persons with percentage (40%) answered never.

Statement No. (7): I use authentic materials to stimulate the students to respond to stories completion and pictures describing activities in groups.

Table and Chart No (9): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	7	7.0	7.0	7.0
often	3	3.0	3.0	10.0
sometimes	6	6.0	6.0	16.0
rarely	21	21.0	21.0	37.0
never	63	63.0	63.0	100.0
Total	100	100.0	100.0	

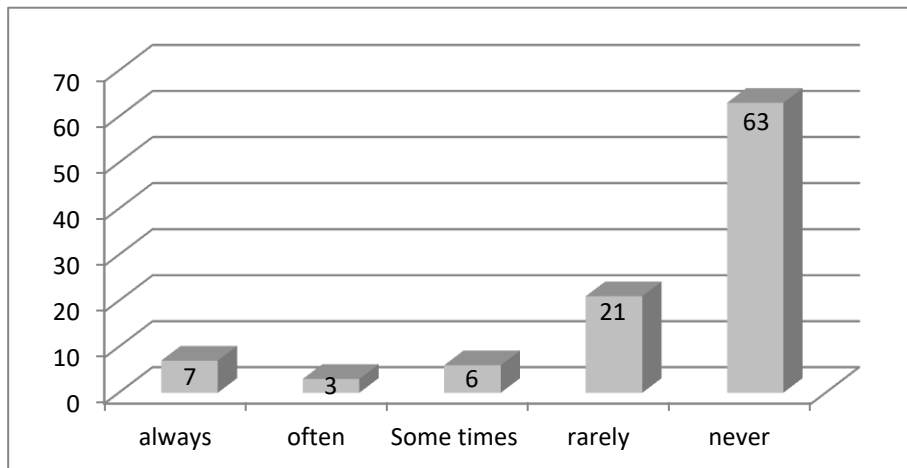


Figure and Table (10)

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From the above table No. (10) and figure No. (10), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that " I use authentic materials to stimulate the students to respond to stories completion and pictures describing activities in groups." There were (3) persons with percentage (3%) answered often, (6) persons with percentage (6%) their answer was sometimes, (21) persons with percentage (21%) answered rarely and (63) persons with percentage (63%) answered never.

Statement No. (8): I rely heavily on individual work to make sure that all students can participate.

Table and Chart No (11): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	10.0	10.0	10.0
often	15	15.0	15.0	25.0
sometimes	3	3.0	3.0	28.0
rarely	37	37.0	37.0	65.0
never	35	35.0	35.0	100.0
Total	100	100.0	100.0	

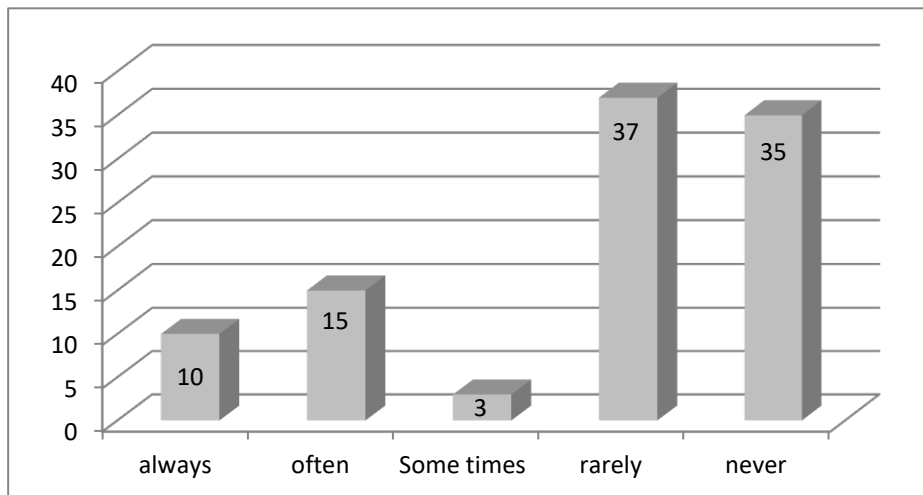


Figure and Table (11)

From the above table No. (11) and figure No. (11), it is clear that there were (10) persons in the study's sample with percentage (10%) answered always with that " I rely heavily on individual work to make sure that all students can participate " There were (15) persons with percentage (15%) answered often, (3) persons with percentage (3%), answered sometimes, (37) persons with percentage (37%) answered rarely and (35) persons with percentage (35%) answered never.

Statement No. (9): When there in not enough communicative exercises available in the book, I creatively establish some tasks and activities that can stimulate the students to work in groups.

Table and Chart No (12): The Frequency and Percentage Distribution for the Respondents' Answers to in Question No. (9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	5	5.0	5.0	5.0
often	3	3.0	3.0	16.0
sometimes	11	11.0	11.0	19.0
rarely	15	15.0	15.0	34.0
never	66	66.0	66.0	100.0
Total	100	100.0	100.0	

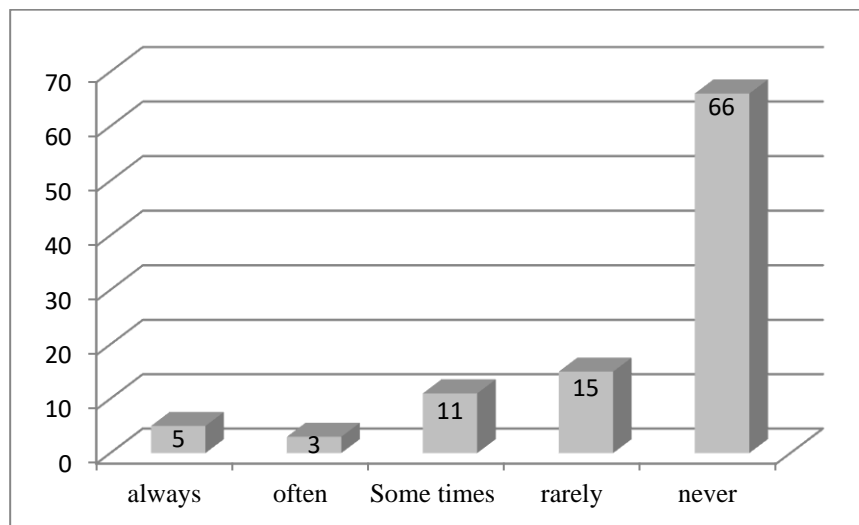


Figure and Table (12)

From the above table No. (12) and figure No. (12), it is clear that there were (5) persons in the study's sample with percentage (5%) answered always with that " When there in not enough communicative exercises available in the book, I creatively establish some tasks and activities that can stimulate the students to work in groups." There were (3) persons with percentage (3%) answered often, (11) persons with percentage (11%) answered sometimes, (15) persons with percentage (15%) answered rarely and (66) persons with percentage (66%) answered never.

Statement No. (10): I organize the classroom seats in the way that students can do communicative group work effectively.

Table and Chart No (13): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	7	7.0	13.0	13.0
Often	9	9.0	9.0	22.0
Sometimes	10	10.0	3.0	25.0
Rarely	34	34.0	35.0	60.0
Never	40	40.0	40.0	100.0
Total	100	100.0	100.0	

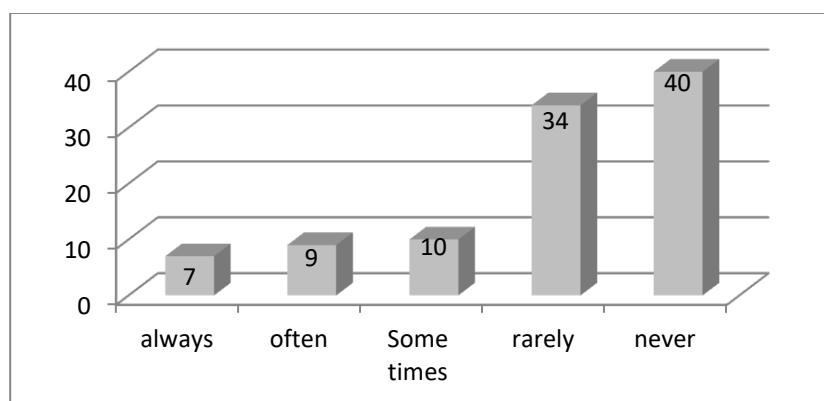


Figure and Table (13)

From the above table No. (13) and figure No. (13), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that "I organize the classroom seats in the way that students can do communicative group work effectively." There were (9) persons with percentage (9%) answered often, (10) persons with percentage (10%) answered was sometimes, (34) persons with percentage (34%) answered rarely and (40) persons with percentage (40%) answered was never.

The Questionnaire Statements Interpretation

With references to the hypothesis, (EFL teachers are unable to Implement Communicative Group Work and Pair Work Activities inside classes to improve Students' Oral Fluency.), it is obviously observed that, this hypothesis is achieved, because the majority of the teachers indicate that, they don't practice establishing information gaps activities to involve all the students in pair work.

Moreover, they don't practice teaching telephone conversations and dialogues through pair work activities. Furthermore, they don't arrange the classroom seats in the way that students can face each other to practice pair work activities properly. In addition, they don't practice implementing either communicative group work or pair work activities in teaching each lesson. They don't use authentic materials such as posters and stimulation playing cards to communicatively involved the students to do activities in groups They don't use authentic materials to stimulate the students to respond to stories completion and pictures describing activities in groups. They prefer relying heavily on individual work to make sure that all students can participate. When there in not enough communicative exercises available in the book, they don't creatively establish some tasks and activities that can stimulate the students to work in groups. They don't organize the classroom seats in the way that students can do communicative group work effectively.

The Analysis and Interpretation of the Interview Results

The results of the interview were used beside the results of the questionnaire in order to strengthen and fully understand the research questions, then find answers to them. So the interview is used as another tool because the results of the questionnaire were not sufficient to fully understand and find answers to the questions.

According to the first question, "What are the communicative activities that can be applied inside classrooms to develop students' language in your opinion?" The responses of interviews as follows:

Communicative activities refer to an interaction among students in the class and with their teachers when doing some activities. They make student centered method, students play crucial role in the class by participating in any classroom activities. It is a method in which teachers' role as facilitator assistants and consultants who guide them when students get stuck and need help.

Concerning the second question, "How interest are you in group work and pair work activities", almost all the interviewees feel very interested in in group work and pair work activates. They think that such tasks give students a chance to communicate by using their own language. Some interviews think that it is student/teacher interaction. These activities encourage learners to learn effectively using various activities and strategies as well as techniques.

In response to the third question, "How frequently do you implement group work and pair work activities in teaching English?" most of the responses indicate that teachers do not use such activities in their classrooms. Some say that they don't know even how to effectively set up such communicative activities.

As far as the fourth question as concerned, "How important do you think it is to create activities that lead students to form group work and pair work interaction?" The majority responses of the participants indicate that, it is not always necessary to create activities that lead students to form group work and pair work interaction, unless there are dialogue or conversation completion, role plays or information gaps activities.

As far as the fifth question is concerned, "In which activities do you think group work and pair work can be established?" Some teachers believe that such activities like story completion, reporting, playing cards, picture narrating, picture describing, find the difference and dialogues activities can motivate students and appropriate to be effectively set up via group work and pair work.

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Report Discussions:

Based on the analysis of both the qualitative and quantitative data, the following major findings were achieved:

Teachers don't use authentic materials such as posters and stimulation playing cards to communicatively involved the students to do activities in groups. They don't use authentic materials to stimulate the students to respond to stories completion and pictures describing activities in groups.

It is found that, teachers don't practice establishing information gaps activities to involve all the students in pair work. Moreover, they don't practice teaching telephone conversations and dialogues through pair work activities. Furthermore, they don't arrange the classroom seats in the way that students can face each other to practice pair work activities properly.

The majority of the teachers indicate that, they think that it is not always necessary to create activities that lead students to form group work and pair work interaction, unless there are dialogue or conversation completion, role plays or information gaps activities.

With references to the hypothesis, (EFL teachers are unable to Implement Communicative Group Work and Pair Work Activities inside classes to improve Students' Oral Fluency.), it is clearly observed that, this hypothesis is achieved, because the majority of the teachers indicate that, they don't practice establishing information gaps activities to involve all the students in pair work.

5. RECOMMENDATIONS

Based on the findings of the study, the researcher recommends the followings:

- It could be better if teachers provide maximum opportunity to students to speak the target language by implementing communicative work.
- It could be better if teachers practice establishing information gaps activities to involve all the students in pair work and teach telephone conversations and dialogues through pair work activities.
- It could be more effective if teachers arrange the classroom seats in the way that students can face each other to practice pair work activities properly and implement either communicative group work or pair work activities in teaching each lesson.
- It is advisable that teachers should use authentic materials such as posters and stimulation playing cards to communicatively involved the students to do activities like stories completion and pictures describing in groups.
- Teachers should not rely heavily on individual work and replace it by communicative work.
- It could be better and appreciated if teachers relatively establish some tasks and activities that can stimulate the students to work in group when there in not enough communicative exercises available in the book.
- It could be more effective if the syllabus designers include a lot of activities that can make students be involved in communicative group work and pair work.

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