



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abderrahmane Mira University, Bejaia
Faculty of Arts and Languages
Department of English

**“The Effect of Pair Work Activities on EFL Learners’ Risk Taking in the
Classroom”**

**Case Study: 2nd year A.S pupils of “Aggoun Mohand El- Yazid” Secondary
School. Ighil Ali, Bejaia.**

A dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Applied Linguistics and English Language Teaching.

Submitted by

Benyahia Rahima.

Supervisor

Mr. Chafa OUALI.

Panel of examiners

Chair: Mrs. Soumya KHERZI

Supervisor: Mr. Chafa OUALI

Examiner: Mrs. Linda KHENOUNE- GHOUT

Academic Year: 2015/ 2016

Dedication

This Dissertation is lovingly dedicated to:

The most magnanimous persons, to my devoted father and tender mother who gave me faith.

My affectionate sisters: Fatima and Yousra.

My dear brothers: Ahmad, Brahim and Slimane.

My nephews: Abderraouf, Amine and Ramdane.

My niece: Imane.

All my dearest friends: Akila, Bahia, Dalila, Djahida, Hanane, Houria, Kenza, Laythmass, Massissilia, Samira, Silia, Souad and Yamina.

I will not forget: Younes and Halim.

All my classmates of **ALELT**.

All those prayed for me and besought God to help me.

Acknowledgements

All the praise goes to “Allah” and may his peace and blessings is upon his prophets for guaranting us the opportunity and the ability to successfully complete this humble dissertation.

Thanks can never be enough to express my deep appreciation to my supervisor Mr. Ouali for his enthusiasm, inspiration, encouragement, knowledge, support and constructive feedback to accomplish this dissertation.

I would also like to extend my special thanks to the honorable members of the jury who accepted to examine and evaluate my work namely Mrs. KHERZI and Mrs. KHENOUNE- GHOUT.

An appreciative thank you is extended to all the teachers of the department of English particularly Mr. Mejkoune and Miss. Saifi who provided us with some useful documents.

I would like to express my sincere gratitude and my deep sense of indebtedness to the headmaster of the secondary school of “Aggoun Mohand El-Yazid” Mr. Bahloul. A. who extended his hands to reach for the young researchers and whose unflagging assistance enabled this humble work to reach fruition.

I am also thankful to Mrs. Ablouh. S who accepted us to do the observation in her class.

I would like to express my deepest thanks to all the second year teachers of English Language who have helped me in completing my interview. Thanks also go to the second year pupils who have helped me very sincerely in answering the questionnaire.

Appreciations go also to all who helped me in one way or another to realize this work

Abstract

This research aims at investigating the effect of pair work activities on EFL learners' risk taking. In order to reach our objective, we put forward one main hypothesis that claims if teachers use pair work activities in their classes, then pupils will take risks. To verify the validity of this hypothesis, and to answer our research questions, we opted for the use of the descriptive method. And with the requirement of this present work, a mixed modal research design (qualitative and quantitative method) is used. This comprises the use of three data collection tools: a questionnaire that has been submitted to a sample that is selected randomly composed of fifteen pupils of the second year level at the secondary school of "Aggoun Mohand El-Yazid", the classroom observation that enabled us to record live data about pupils' behaviors using the classroom observation checklist, and an unstructured interview which is conducted with the four secondary school teachers who teach the second year level. The results of this study reveal that pair work activities are effective in enhancing the pupil participants' risk taking in the classroom.

Key Words: Pair Work Activities, Risk Taking.

Table of content

Dedication.....	i
Acknowledgements.....	ii
Abstract.....	iii
Table of Content.....	iv
List of Tables.....	ix
List of Figures.....	xi
List of Abbreviations.....	xiii
Glossary of Terms.....	xiv

General Introduction

I. Introduction.....	1
II. Statement of the Problem	1
III. Research Questions.....	2
IV. Hypothesis.....	2
V. Aim of the Study.....	3
VI. Significance of the Study.....	3
VII. Research Design and Methodology.....	3
VIII. Population and Sampling.....	4
IX. Data Collection Tools.....	4
X. Procedures for Analyzing and Treating Data.....	6
XI. Organization of the Work.....	6

Chapter One: Literature Review

Introduction	7
Section one: Risk Taking in Language Learning	7
1. Definition of Risk Taking.....	7
2. Importance of Risk Taking in Language Learning.....	8
3. Levels of Risk Taking.....	9
3.1.The Uninhibited Risk Taker.....	10
3.2.The Analytical Risk Taker.....	10
3.3.The Cautious Risk Taker.....	10
3.4.The Inhibited Risk Taker.....	10
3.5.The Non-Risk taker.....	11
4. Characterization of the Risk Taker.....	11
5. Factors Affecting Risk Taking Behavior:.....	13
5.1.Situational Variable.....	13
5.2.Social Variable.....	14
5.3.Individual Variable.....	14
5.3.1. Internal Factors.....	14
5.3.1.1. Age.....	15
5.3.1.2.Gender.....	15
5.3.1.3. Personality.....	16
5.3.1.4. Motivation.....	17
5.3.1.5. Self esteem.....	17
5.3.1.6. Anxiety.....	18
5.3.1.7. Locus of Control.....	18
5.3.2. External Factors.....	19
5.3.2.1. Teacher’s Attitude.....	19
5.3.2.2. Class Size.....	20
5.3.2.3. Classroom Activity.....	20
6. Teacher’s Role in Promoting Students’ Risk Taking Behavior.....	21
6.1. Model to Take risks.....	22
6.2. Exude Organization and Competence.....	22

6.3. Minimize the Pain of Making an Error.....	22
6.4. Provide Risk Taking Opportunities.....	22
7. Advantages and Disadvantages of Risk Taking.....	23
7.1. Advantages.....	23
7.1.1. Avoidance of Fossilization.....	23
7.1.2. Quantity and Quality of the Linguistic Input.....	23
7.1.3. Fluency.....	24
7.2. Disadvantages.....	24
7.2.1. Anxiety.....	25
Section Two: The Use of Pair Work in EFL Classroom.....	26
1. Definition of Pair Work.....	26
2. Why Pair Work is Necessary.....	27
3. When to Use Pair Work.....	27
4. Organizing Pair Work in the Classroom.....	28
5. How to Pair Students.....	29
6. Advantages of Pair Work.....	31
6.1. Increase Students' Talking Time.....	31
6.2. Cutting down Embarrassment.....	32
6.3. Create More Secure and Positive Classroom Atmosphere.....	32
6.4. Fun.....	33
6.5. Encourage Cooperation.....	33
6.6. Increase Amount of Interaction.....	33
6.7. Classroom Dynamics.....	33
6.8. Fluency and Authenticity of Language	34
6.9. Provide Help for Teachers.....	34
6.10. Motivation.....	34
7. Problems in Pair Work and Some Suggested Solutions.....	35
7.1. High Noise Level.....	35
7.2. Students' Mistakes/ Errors.....	35
7.3. Deviation of Topics.....	36
7.4. The Use of L1.....	36
7.5. Lose Control of the Class.....	37

8. The Role of the Teacher in Pair Work Activities.....	37
9. Pair Work and Form-Focused Activities.....	39
10. Pair Work and Speaking Activities.....	41
10.1. Ice Breaker/ Warm Up Activities.....	42
10.2. Role Play.....	42
10.3. Simulation.....	43
10.4. Information Gap Activities.....	43
10.5. Discussion.....	43
10.6. Conversation.....	44
10.7. Dialogue.....	44
11. Error Correction in Pair Work Activities.....	44
11.1. Delayed Correction.....	45
11.2. Peer Correction.....	45
Conclusion.....	47

Chapter two: Research Design, Data Analysis and Discussion

Introduction.....	48
Section one: Description of the study.....	48
1. Population and Sampling.....	48
1.1. Teachers' Profile.....	49
1.2. Pupils' Profile.....	49
2. Research Design and Methodology.....	49
3. Description of the Data Collection Tools.....	50
3.1. The Pupils' Questionnaire.....	50
3.1.1. Aim of the Pupils' Questionnaire.....	50
3.1.2. Description of the Pupils' Questionnaire.....	50
3.2. The Classroom Observation.....	52
3.2.1. Aim of the Classroom Observation	52
3.2.2. Description of the Classroom Observation.....	52
3.3. The Classroom Observation Checklist.....	53

3.3.1.	Aim of the Classroom Observation Checklist.....	53
3.3.2.	Description of the Classroom Observation Checklist.....	53
3.4.	The Teachers' Interview.....	53
3.4.1.	Aim of the Teachers' Interview.....	53
3.4.2.	Description of the Teachers' Interview.....	53
4.	Procedures for Analyzing and Treating Data.....	54
5.	Describing the Locale of Study.....	55
Section Two: Data Analysis and Discussion.....		56
1.	Analysis and Discussion of the Pupils' Questionnaire Results.....	56
2.	Analysis and Discussion of the Classroom Observation Checklist Results.....	86
2.1.	Analysis and Discussion of the Classroom Observation Checklist during Individual activities.....	86
2.2.	Analysis and Discussion of the Classroom Observation Checklist during Pair Work Activities.....	91
3.	Analysis and Discussion of the Teachers' Interview Results.....	95
4.	Summary of the Major Findings of the Data Analysis.....	98
Section three: Pedagogical Implications, Limitations of the Study and Suggestions for Further Research.....		101
1.	Pedagogical Implications.....	101
2.	Limitations of the Study.....	103
3.	Suggestions for Further Research.....	104
Conclusion.....		104
General Conclusion.....		105
Bibliography.....		106
Appendices		

List of Tables

Table 01: Pupils' Participation Voluntarily.....	56
Table 02: Pupils' Justification of Their Participation in the Classroom Voluntarily.....	57
Table 03: Pupils' Interactions with Their Teacher and Classmates.....	58
Table 04: Pupils' Justification of Their Interactions with Their Teacher and Classmates.....	59
Table 05: Pupils' Frequency of Speaking With Either the Teacher or Classmates.....	60
Table 06: Level of Agreement or Disagreement among the Participants about Item 01.....	61
Table 07: Level of Agreement or Disagreement among the Participants about Item 02.....	62
Table 08: Level of Agreement or Disagreement among the Participants about Item 03.....	63
Table 09: Level of Agreement or Disagreement among the Participants about Item 04.....	64
Table 10: Level of Agreement or Disagreement among the Participants about Item 05.....	65
Table 11: Level of Agreement or Disagreement among the Participants about Item 06.....	66
Table 12: Level of Agreement or Disagreement among the Participants about Item 07.....	67
Table 13: Level of Agreement or Disagreement among the Participants about Item 08.....	68
Table 14: Level of Agreement or Disagreement among the Participants about Item 09.....	69
Table 15: Level of Agreement or Disagreement among the Participants about Item 10.....	70
Table 16: Level of Agreement or Disagreement among the Participants about Item 11.....	71
Table 17: Level of Agreement or Disagreement among the Participants about Item 12.....	72
Table 18: Level of Agreement or Disagreement among the Participants about Item 13.....	73
Table 19: Pupils' Opinions about Cooperation.....	75
Table 20: Pupils' Preferences about How to Work in English Lessons.....	76
Table 21: Pupils' Preferences about How to Be Organized in Pairs.....	77

Table 22: Pupils' Preferences about the Level of Their Partners.....	78
Table 23: Pupils' Preferences of Their Partners.....	79
Table 24: Pupils' Preferences about How to Talk During Pair Work Activities.....	80
Table 25: Pupils' Preferences about How to Be in Pair Work Activities.....	81
Table 26: Pupils Describing Their Teacher.....	82
Table 27: Pupils' Opinions about Working in Pairs.....	83
Table 28: Pupils' Attitudes towards the Use of Pair Work to Improve Risk Taking.....	85
Table 29: Analysis of the Classroom Observation Checklist of the Lesson 1 during individual activities.....	87
Table 30: Analysis of the Classroom Observation Checklist of the Lesson 2 during individual activities.....	88
Table 31: Analysis of the Classroom Observation Checklist of the Lesson 3 during individual activities.	89
Table 32: Analysis of the Classroom Observation Checklist of the Lesson 4 during individual Activities.....	90
Table 33: Analysis of the Classroom Observation Checklist of Lesson 1 during Pair Work Activities.....	91
Table 34: Analysis of the Classroom Observation Checklist of the Lesson 2 during Pair Work Activities.....	92
Table 35: Analysis of the Classroom Observation Checklist of the Lesson 3 during Pair Work Activities.....	93
Table 36: Analysis of the Classroom Observation Checklist of the Lesson 4 during Pair Work Activities.....	94

List of Figures

Figure 01: From Roles of Teachers and Learners by T Wright (cited in Harmer, 2003, p. 120).....	30
Figure 02: Pupils' Participation Voluntarily.....	56
Figure 03: Pupils' Interactions with Their Teacher and Classmates.....	58
Figure 04: Pupils' Justifications of Their Interactions with Their Teacher and Classmates.	59
Figure 05: Pupils' Frequency of Speaking With Either the Teacher or Classmates.	61
Figure 06: Level of Agreement or Disagreement among the Participants about Item 01....	62
Figure 07: Level of Agreement or Disagreement among the Participants about Item 02.....	63
Figure 08: Level of Agreement or Disagreement among the Participants about Item 03.....	64
Figure 09: Level of Agreement or Disagreement among the Participants about Item 04.....	65
Figure 10: Level of Agreement or Disagreement among the Participants about Item 05.....	66
Figure 11: Level of Agreement or Disagreement among the Participants about Item 06.....	67
Figure 12: Level of Agreement or Disagreement among the Participants about Item 07.....	68
Figure 13: Level of Agreement or Disagreement among the Participants about Item 08.....	69
Figure 14: Level of Agreement or Disagreement among the Participants about Item 09.....	70
Figure 15: Level of Agreement or Disagreement among the Participants about Item 10.....	71

Figure 16: Level of Agreement or Disagreement among the Participants about Item 11.....	72
Figure 17: Level of Agreement or Disagreement among the Participants about Item 12.....	73
Figure 18: Level of Agreement or Disagreement among the Participants about Item 13.....	74
Figure 19: Pupils' Opinions about Cooperation.....	75
Figure 20: Pupils' Preferences about How to Work in English Lessons.....	76
Figure 21: Pupils' Preferences about How to Be Organized in Pairs.....	77
Figure 22: Pupils' Preferences about the Level of Their Partners.....	78
Figure 23: Pupils' Preferences of Their Partners.....	80
Figure 24: Pupils' Preferences about How to Talk During Pair Work Activities.....	81
Figure 25: Pupils' Preferences about How to Be in Pair Work Activities.....	82
Figure 26: Pupils Describing Their Teacher.....	83
Figure 27: Pupils' Opinions about Working in Pairs.....	84
Figure 28: Pupils' Attitudes towards the Use of Pair Work to Improve Risk Taking.....	85

List of Abbreviations

EFL: English as a Foreign Language.

E.G: Example.

I.E: In other words.

L1: First Language.

L2: Second Language.

Q: Question.

N.D: No Date.

P: Page.

S: Student.

2 A.S: Second Year Secondary School (Deuxième Année Secondaire).

2.S: Second Year Science (Deuxième année Science).

2.M: Second Year Mathematics (Deuxième Mathématique).

%: Percentage.

Glossary of Terms

Affective Factors: are factors that derive from learners' subjective experience, such as emotion, self esteem and anxiety (Bang, et al 1999).

Autonomy: According to Benson (2001), autonomy is defined as *"the capacity to take charge of, or responsibility for, one's own learning"* (cited in Feidjel, 2013, p. 28).

Cloze Elide Task/ Cloze Test: is a technique for measuring reading comprehension as well as overall language proficiency. In a cloze test, words are deleted from a reading passage at regular intervals, leaving blanks. There are two widely used ways to create the blanks. The first is known as rational deletion, where words are deleted on the basis of some rational decision (e.g. PARTS OF SPEECH), which results in rational cloze. For example, prepositions may be deleted to assess test takers' knowledge of English prepositions. The second is known as fixed ratio deletion or nth word deletion, where every nth word is deleted. For example, every fifth word may be deleted. The test taker must then read the passage and try to guess the missing words (Richards& Schmidt, 2002).

Communicative Approach: According to Richards (2006), CLT can be understood as *"a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom"* (P2).

Cooperation: According to the Longman Dictionary of Language Teaching and Applied Linguistics, this refers in language learning to *"Working together with one or more peer (s) to solve a problem, complete a learning task, share information or get feedback on performance"* (Richards& Schmidt, 2002, p. 124).

Cooperative Learning: It refers to *"a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding"* (Slavin, 1995 cited in Fehling, n.d, p. 1).

Dictogloss Task: It is an activity that incorporates the four skills. Learners listen to a text, write what they heard then share what they have heard and written with partners by speaking and listening (Mackenzie, n.d).

Extrovert: *“a person whose conscious interests and energies are more often directed outwards towards other people and events than towards the person themselves and their own inner experience”* (Richards& Schmidt, 2002, p. 195).

Fossilization: In second or foreign language learning, it is *“a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language. Aspects of pronunciation, vocabulary usage, and grammar may become fixed or fossilized in second or foreign language learning”* (Richards& Schmidt, 2002, p. 211).

Group Work: It is *“a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group”* (Richards& Schmidt, 2002, p. 234).

Individual Differences: According to Dornyei (2006), *“ Individual differences refer to dimensions of enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree”* (p.42).

Input vs. Output: Input refers to *“the language a learners produces”*, whereas the output refers in language learning to the *“language which a learner hears or receives and from which he or she can learn”* (Richards& Schmidt, 2002, p. 261).

Intake: a term referring to that part of the language to which learners are exposed that actually “goes in” and plays a role in language learning. Some theorists believe that intake is that part of the input that has been attended to and noticed by second language learners while processing the input (Richards& Schmidt, 2002, p. 262).

Interaction: Richards & Schmidt (2002) refers to interaction as *“the way in which a language is used by interlocutors”* (p.263).

Introvert: It refers to “*a person who tends to avoid social contact with others and is often preoccupied with his or her inner feelings, thoughts and experiences*” (Richards& Schmidt, 2002, p. 195).

Oral Communication: According to Rahman (2010), oral communication is “*the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction*” (p. 3).

Pair work: Based on Scrivener (1994), pair work as “*a type of classroom interaction when students are working with another students. This may be to discuss something, to check answers to do a communicative activity*” (cited in Bercikova, 2007, p. 12).

Risk Averse: According to us, risk averse learners are the ones who avoid taking risk in the classroom as much as possible.

Risk Taking: According to Bem (1971), “*is a behavior that someone is willing to make something new and different regardless of paying their attention to success or failure primarily*” (cited in Lin& Wang, 2015, p. 113-114).

Task Based Learning: In task-based learning, tasks are always activities where the target language is used by the learner for a communicative purpose in order to accomplish a product. Tasks are “goal-oriented”; the emphasis is on understanding and suggesting meanings in order to complete the task effectively. While learners are doing tasks, they are using language in a significant way (Nazean, n.d).

General introduction

I. Introduction

Teaching English as a foreign language is of concern to the teacher as well as the learner who are the main agents of the learning process. However, to gain a holistic understanding of this process, learners' affective variables need to be taken into account to cater for their needs and interests (Samimy, 1994). Interestingly, to meet this challenge, more attention is directed towards studying the role of such variables like learning style, motivation, personality traits that can impede or develop the process of learning and speaking a second/foreign language (Zseng, 2012).

Similarly, risk taking as a learner variable has gained the attention of many researchers. As a result, the huge body of research in the field reveals about the importance of this variable in the learning of English as a foreign language. According to Zuniga (2010), risk taking is a key factor in language learning, due to the fact that it gives learners the necessary ability to interact and discuss. Besides, it is a great opportunity that gives students more background and heightens their proficiency in L2. In a short, risk-taking in foreign language learning leads to greater foreign language abilities.

Under these circumstances, this study aims to promote risk taking through the implementation of pair work activities as a means to facilitate learning, involve all the learners in the lessons, decrease anxiety and increase their opportunities to participate in the class (Zuniga, 2013). Thus, we base this study to investigate the effect of using pair work activities in EFL classroom as a means to facilitate learning in general and risk taking in particular.

II. Statement of the Problem

Recently, many studies are devoted to the study of the major factors that affect the success of language learning .Generally; these factors are divided into external and internal factors .The examples of external factors are teachers, classroom facilities, curriculum, institution policy and many other things. On the other hand, examples of internal factors are acculturation, ego, personality factors, emotions, beliefs, attitudes and motivation (Dornyei, 1990; Erhman, 1996; Gardner, 1980; MacIntyre& Charos, 1996 cited inKusumaningputri, 2012).Risk taking is seen as one of the internal personality factor that affects students' success.

Many researchers as Gebhard (2003) revealed that one of the typical learners of foreign language is that they are very reluctant or taciturn to make themselves active in communication especially in oral skills. Therefore teachers try very hard to encourage them to speak using the learned language (cited in Kusumaningputri, 2012). Additionally, Zuniga (2013) showed that learners feel anxious, afraid and silent in the majority of classroom activities because they worry about making mistakes and feel insecure in speaking in front of the class, so they took passive role. From the aforementioned above, we can deduce that learners suffer because they do not take risk in their learning. In this vein, Beebe (1983) maintained that Language learners who fear the frequent ambiguities of language learning often suffer reduced risk taking ability.

To overcome students' fear and making mistakes, Harmer (2007) argued that pair work was a good technique to develop in the classroom. It built an optimistic environment and children were less afraid of making mistakes in the classroom (cited in Zuniga, 2013). According to our view, this means that pair work can promote students' risk taking since it can help students to get rid of making mistakes.

III. Research Questions

The following questions are the ones we would to answer:

Q1: What are the pupils perceptions towards pair work activities for the improvement of risk taking in an EFL classroom?

Q2: Which factors are related to pupils' risk taking in an EFL classroom?

Q3: To what extent does pair work activities enhance risk taking in an EFL setting?

Q4: How can pair work activities be an effective means to enhance pupils' risk taking?

IV. Hypothesis

Our study investigates the nature of the relationship between pupils' risk taking and the use of pair work activities. Accordingly, we believe that the use of pair work activities in an EFL setting can to some extent make pupils good risk takers.

In conducting the present study, we seek to verify the following hypothesis:

We hypothesize that EFL pupils' risk taking would increase if teachers use pair work activities in their classes.

V. Aim of the study

The present study attempts to investigate the following: First, it is conducted to study risk taking in EFL classes which use pair work activities as a strategy to improve it. Second, it aims at providing a better understanding of the extent to which pair work activities can facilitate or hinder language learning. Third, it is conducted to shed light on the importance of using pair work during communicative activities to enhance pupils' risk taking.

VI. Significance of the study

This study investigates two important variables related to teaching strategies which facilitate the acquisition of the foreign language. Therefore, its main significance is to indicate the usefulness of pair work activities in improving pupils' risk taking in language learning. And make teachers more aware about one of the major factors affecting pupils' outcomes and how to deal with. Also, our research will attract teachers' attention toward the use of cooperation in their classes as pair work and define their roles in motivating pupils to take risk in their learning.

Furthermore, it will likely provide a better understanding of the actual situation where pair work activities are used as a strategy to improve risk taking mainly with the second year level at the secondary school of "Aggoun Mohand El-Yazid". Besides, it will raise pupils' awareness of the importance of taking risk to be good communicators in their lives and to act as a beneficial work by providing broad understanding of two key concept in language teaching Risk taking and Pair work.

VII. Research Design and Methodology

Our research emphasizes on the importance of using pair work in EFL classroom as a technique to enhance EFL pupils' risk taking. Thus, we selected the descriptive method as a research design to fit our objective. According to Seliger & Shohamy (1989), "*Descriptive research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation*" (p.124). That is to say, descriptive research is used to confirm the existence of phenomena by explicitly describing them. In our case, we have chosen this fruitful method to find new truth, describe, explain and validate the

findings. For a trustworthy and valid research, we opted for hybrid methodology (i.e. using both qualitative and quantitative methods) because we will need a detailed descriptive data about risk taking behavior in EFL classroom and we will need to quantify and measure this phenomenon.

VIII. Population and sampling

The whole population of this present investigation is concerned with second year level and teachers of English language at the secondary school of Aggoun Mohand El-Yazid during the academic year 2015-2016. To start with, pupils' population consists of (99) pupils who are divided into 5 classes in which we have chosen (2.S = 24 pupils, 2.M= 14pupils) making up 38.38% with whom our observation is concerned. Following the technique of random sampling, we selected 15 pupils randomly to represent our research sample. We have chosen this population because it is the one which makes a frequent use of pair work activities since their textbook contains many activities based on this technique. Concerning teachers' population, it consists of (04) English teachers who teach this pupil level from 04 teachers.

IX. Data collection tools

There are many types of procedures to collect data, but in our study we are going to use:

For the first, Marshall& Rossman (1989) define observation as “*systematic description of events, behaviors and artifacts in the social setting chosen for the study*” (cited in Kawulich, 2005, p.2). In the other words, it is a way of gathering and collecting data by watching behaviors, events or describing physical characteristics in natural setting.

In addition, Schmuck (1997) contends that observation is useful to check non-verbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other and check for how much time is spent on various activities. (cited in Kawulich, 2005). However, its disadvantages according to Cohen (1998) are: inability to produce descriptions of internal and mentalistic processes, difficulty in interpreting data because of fear of being bias and students prestige in trying to show themselves in front of the observer. In our study, our aim behind using it is to observe pupils risk taking behavior and their reaction towards using pair work activities.

In addition, the Classroom Observation Checklist is the most commonly used type of instrument for the classroom observation. In this respect, Burke (1994) defines checklist observation as a “*strategy to monitor specific skills, behaviors or dispositions of individual students or all the students in the class*” (P.106). To simplify, the classroom observation checklist describes what goes on in the observed classroom focusing on specific behaviors and specific skills. It can be based with the whole class, with groups or with individuals. Our main is to make gradual description of the pupils’ behavior when they are engaged in pair work activities.

The second instrument is the Questionnaire. Brown (2001) argues that “*questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers*” (p.6). In other words, questionnaires are written forms which contain of some typical questions in which the respondents react to. Indeed, Dornyei (2003) argues that questionnaires can provide three types of data about the respondents: Factual (age, gender and race); attitudinal and behavioral. Moreover, questionnaires can help us to collect data in a short period of time with less effort. However, the answers of the respondents are sometimes superficial and biased (Gillham, 2000 cited in Dornyei, 2003). In our research, our aim of choosing it is to gather data about the attitudes and opinions of the pupils towards using the two variables in language learning and the relationship between them.

The final tool is Unstructured Interview. Such kind of interview is among useful qualitative data instruments. According to Kajornboon (n.d), unstructured interview is non-directed and flexible method which does not need to follow a detailed interview guide where the interviewees are encouraged to speak openly, frankly and give much detail as possible.

Moreover, unstructured interview can probe issues, provide general understanding of the problem and insight into general problem solving. On the other hand, it is time consuming; provide less detail on general concepts and less factual information (Klenke, 2015). Unstructured interview in our research helps us to collect data about teachers’ experiences, perceptions and opinions about using pair work activities as a means to improve pupils’ risk taking.

X. Procedures for Analyzing and Treating Data

In order to do an analysis on the relevant data in the current study, frequencies, percentages and descriptive statistics was employed to determine the relationship between pupils' risk taking and pair work activities in EFL classroom.

XI. Organization of the work

This dissertation is basically divided into two main chapters. The first one is concerned with the literature review that embodies two main sections. The first section aims at covering the most important points concerning language risk taking and the second one reviews pair work as an effective strategy which can be used in EFL classroom to enhance risk taking.

Concerning the second chapter, it is concerned with the research design, data analysis and discussion. It is mainly threefold. The first section spots the light on the description of the study. The second one deals with the analysis of data collected via the Pupils' Questionnaire, the Classroom Observation Checklist and the Teachers' Interview. And the last section seeks to provide our readers with the pedagogical implications, limitations of the study and suggestions for further research.

Chapter One

Literature Review

Section One: Risk taking in Language Learning

Introduction

In the second language acquisition, success is interpreted to be related to the personality differences among learners. Besides, internal and external factors are considered two contributing factors that make this success too. One of the internal factors, risk taking, has come to be recognized as an important area of study because of the positive influence it can have on students' performance. In order to foster the latter in EFL classroom, it may require the presence of pair work as a form of co-operation to achieve the intended goal.

This chapter reviews literature on the principle variables of our research. The first variable represents the first independent section which talks about language risk taking .It gives some background about the foundation of risk taking. Then, in the second variable which represents the second independent section, we shall deal with the notion of pair work as a strategy that take place in the classroom by highlighting some important elements that help us to have a holistic understanding of the variable.

1. Definition of Risk Taking

According to Cervantes (2013), the theoretical concept of risk taking includes several aspects of ambiguity and unexpectedness. Generally speaking, risk taking is the willingness to be risky in certain circumstances. Moreover, it is defined in the Dictionary of Language Learning and Applied Linguistics (Richards& Schmidt, 2002) as “*a personality factor which concerns the degree to which a person is willing to undertake actions that involves a significant degree of risk*” (p. 460).That is, risk taking is an affective factor in personality traits which involves venturesome behaviors persons do when they act.

Risk taking was also discussed by Beebe (1983) where he said that risk taking is “*a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure*”(p. 39). This can be clarified by the words of Young (1991) stating that risk taking is an impulse to make a decision concerning something new and different, without putting the primary focus on success or failure.

Additionally, Linguists defined risk-taking as an ability of being eager to try out new information intelligently regardless of embarrassment in linguistics (Ashouri& Fotovatnia, 2010). Besides, in language learning, especially in learning spoken English, risk taking behavior is an active oral participation or involvement such as raising questions, responding to the teachers or other students' questions and making comments during the classroom activities (Bang, et al 1999). In brief, it is seen as being prepared to have a go at saying or writing something even if you are not exactly sure how to do it, without worrying that you might get it wrong (Nicolson et al., 2005).

2. Importance of Risk Taking in Language Learning

Risk taking is not only an affective factor, but it is also one of the important parts in second language learning (Zafar& Meenakshi, 2012). Moreover, it is a language learning strategy for good language learners who are willing to take risks (Burgun, Han, Engin& Kaya, 2010). Additionally, it is described as personality trait desirable for language learning (Ebrahimi& yarahmadzahi, 2015). It is seen as source of success as Mc Donough& Shaw (2003) point out *“success is thought to be based on such factors as checking one’s performance in a language, being willing to guess and to take risk with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies and many others”*(cited in Dehbozorgi, 2012, p.42) . This can be clarified by the words of McCarthy (2005) who maintained that *“risk taking is one of the qualities in the affective domain of the personality factors which is related to success in second language learning “(p.2).*

According to Beebe (1983) risk taking has a great impact in EFL learning, students overcome their focus to express their ideas or discuss with their classmates about a class activity. Besides, it heightens their language skills in L2 through constant class participation and provides them with more background to show their learning (Zuniga, 2013).

In addition, many studies connected risk taking within the field of language acquisition to many factors. As Skehan (1989) noticed that within the field of language acquisition, risk taking has been in situations that contain social interaction, as likely to increase opportunities to hear language and obtain input. According to Brown (2001), the easiest way to interact with the teacher is to take risk. Although it may be too awkward to

make mistakes; a good learner should require this trait to succeed in second language acquisition. In this respect, Brown (1994) contends that “...*interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks*”(cited in Zafar & Meenakshi, 2012, p. 36). In other words, risk taking can be an effective means to interact through which learners can learn the language.

Likewise, Ely (1989) discovered that language class risk taking to be a strong predictor of student’s voluntary class participation which helps learners to improve their proficiency, especially speaking ability. In this respect, Zarfsaz & Takkac (2014) believed that the most important skill that risk taking can easily manifest is speaking in the way that Learners take risks every time they ask question or answer to the teacher. The same idea is shared by Bang et al (1999) who affirm that risk taking is the ability students develop in class which enables them to play an active role in English language learning and it is related to an increase in speaking ability. To put it simply, the key point to achieve the goal of speaking a fluent language is to take risk both inside and outside foreign language environment (Shojaee & Shahragard, n.d). In a nutshell, risk taking is vital for learners to develop oral abilities and to master oral communication in the target language (Zuniga, 2013).

In brief, the notion of risk as being integral to successful learning is widely accepted by practitioners, especially those involved in teaching English to speakers of other languages (Zafar & Meenakshi, 2012). Thus, language learning which involves risk taking can lead to very positive results, and to success for the second language learners (Ashouri & Fotovania, 2010).

3. Levels of Risk Taking

Generally, risk taking is unintentional (Ebrahimi & Yarahmadzahi, 2015). In this context, Young (1991) argue that it is possible that a young child will display the highest level of such behavior and continue in this way all through his/ her life. However, it is more probable that the young child with a high level of risk taking behavior gradually will regress to a lower level.

From what went above, we can conclude that risk taking has to do with levels. Young (1991) proposed the following levels and we have summarized them as follow:

3.1. The Uninhibited Risk Taker

Young (1991) described the uninhibited risk taker as the one who display the highest level of risk taking behavior. This behavior is very common in young children, especially in the beginning stages of early childhood. The uninhibited risk taker is the most eager and most willing to experience new learning as its own reward. However, pressures to conform to school and peer norms and inappropriate educational practices that emphasize the product over the process contribute to the decrease in uninhibited risk taking behavior.

3.2. The Analytical Risk Taker

Another level which is cited by Young (1991) is the analytical one. It is considered the second highest level of risk taking behavior. It is common all through the early childhood years. Furthermore, the analytical risk taker is eager and willing to experience new learning and sees this as its reward, but is more calculating than the uninhibited risk taker. Also, the analytical risk taker is more inclined to study the situation, analyzing important factors before engaging in the task. Additionally, this type of risk takers is seen as a desirable level of risk taking behavior, and even in certain situations, is even more preferable than uninhibited risk taking.

3.3. The Cautious Risk Taker

According to Young (1991), the cautious behavior is found in very young children (less than three years of age). The cautious risk taker though still interested and eager, is less willing to take risks in learning but is willing to watch others take the initial risks. Besides, this category of risk takers overemphasizes the importance of success and failure and is also overly concerned with how others will perceive his/ her performance. However, they secretly want to be more uninhibited in learning.

3.4. The Inhibited Risk Taker

The inhibited risk taker wants guarantees and assurances of what is expected and of what effect it will have as it is expressed by the same author. Additionally, there is a great concern for doing everything right. Besides, this type of learners is often participating in a new learning experience only after much encouragement is given. Also, the inhibited risk taker enters the activity will be done with much hesitancy. Besides, once a learner enters this level of risk taking behavior; it is very difficult to achieve the higher level.

3.5. The Non-Risk Taker

For Young (1991), this level is the lowest level of risk taking behavior. At this level, new learning experiences are avoided and often there is “*you can’t make me*” attitude toward these new learning experiences. Besides, only routine learning tasks that have reestablished steps and expectations will be attempted. Like the inhibited risk taker, student’s learning behavior is very difficult to change.

In essence, the aim behind identifying these five levels of risk taking according to Young (1991) is to note that these levels are not stages through which all individuals progress because risk taking behavior is not a developmental process in which an individual begins at the lowest level and proceeds through subsequent levels until the highest levels are reached. According to him, the levels are not assigned an age appropriate range; rather, the levels indicate the varying degrees of risk taking behavior.

4. Characterization of The Risk Taker

A Good language learner is a risk taker. As Zafar& Meenakshi (2012) argue that many of the strategies associated with good language learners involve a willingness to take risks. In addition, Kusumaningputri (2012) argues that in order to say that an individual is a risk taker is to say that she or he generally is more willing to take risks than the average person. And if learners are risk takers, they will have a good starting point to develop themselves towards success of language learning/ acquisition.

A bulk of works published in the literature of the field brought to light theories to describe risk taker. As a clear example is Krashen’s Monitor Hypothesis. That is to say, risk takers and risk- averse students can be compared respectively to Krashen’s as “underusers” and “overusers” of the monitor device (Ortega, 2009). Likewise, Beebe (1983) summarizes this relationship between Krashen’s Monitor Hypothesis and risk taking by stating that “*It is possible that Krashen’s cautious overuser is a low risk taker. His monitor underuser is a high risk taker*” (p. 47).

According to Krashen, the overusers are highly concerned with editing their language performance and carefully think their utterances; therefore, they usually show deficient oral fluency. Besides, monitor overusers have the characteristic of cautious shared by risk averse students in language classroom. In the other hand, underusers are believed to be

more reckless in their use of the language. In addition, their utterances are not the product of mental correctness. Besides, underusers show high levels of risk taking since they prefer to say what they want without worrying about the details like risk takers usually do (Cervantes, 2013).

Additionally, The Variable Competence Model developed by Ellis (1994) characterizes as well the risk taking learners. According to this model; a student's output in language use is the result of either planned or unplanned discourse. The former is the one thought before being produced while unplanned one implies spontaneous speech with lack of preparation. That is to say, risk averse students opt for the planned discourse in order to avoid mistakes. Thus, they are less likely to take risks. Besides, their linguistic product is carefully elaborated. On the other hand, risk taking students prefer the unplanned speech and are more engaged in discussions and they probably tend to take more substantial risks to develop their linguistic oral proficiency.

Additional characteristics of risk taking students are the ones corresponding to Ely's (1986) dimensions: First dimension, risk takers are not hesitant about using a newly encountered linguistic element. The second dimension refers to risk takers' willingness to use linguistic elements perceived to be complex or difficult. The third one, they tolerate vagueness of possible incorrectness or inexactitude in using the language. The last one, risk takers are inclined to rehearse a new element silently before attempting to use it aloud.

Furthermore, Cervantes (2013) characterizes risk takers as the ones who are not afraid to get involved in any kind of interaction with others, to speak language, use output and engage in functional practice because they prefer what they want to say without worrying about small details or errors. And they assume the consequences of their linguistic decisions, even when they are not supported by others in order to handle risk taking situations. Besides, they are more likely to be one who takes his existing language system to the limit, change and more resistant to fossilization (Zafar & Meenakshi, 2012). As a result, they initiate communication regardless of the situation and number and the type of interlocutors and their lack of fear toward negative evaluation (Ortega, 2009). On the other hand, low risk takers tend to be more inhibited and use less complex structures so that their levels of linguistic oral accuracy do not decrease considerably (Cervantes, 2013).

5. Factors Affecting Risk Taking Behavior

Previous studies related to risk taking behavior suggested that age (Beebe, 1983), gender differences among students (Gass& Varonis, 1986), personality (Sanematsu, 1980), motivation (Tomizawa, 1990), self esteem (Hyde& Parsons, 1983), class trait (Shamin, 1996), teacher trait (Tsui, 1996), and classroom activity (Price, 1991) constitute major factors affecting students risk taking behavior (cited inBang,1999).

The significant factors with an influence on risk taking behavior are discussed in the following:

5.1. Situational Variable

It is used to argue that the circumstances in which a risk taking behavior is needed may act as deterrents or facilitator of successful learning (Cervantes, 2013). According to Kogan& Wallach (1967), one of the most important components of situational variable is the degree of skill or chance that learners may encounter in a learning situation. They add that if the context provides students with skills to perform, risk taking is moderate. For instance, if the learners are provided with expressions and grammar aspects, tend to be more able to manage risk taking successfully (cited in Beebe, 1983).

Furthermore, Cervantes (2013) states that rewarding students may be an influential factor in enhancing risk taking in a given learning situation. He further argues that students may change their behavior when they have to make risky decisions if the situation provides them with a reward as providing feedback or an actual prize which can influence the decision making process of students' risk taking. In its turn, this type of rewards may act as the motivators for risk taking behavior or may discourage them to speak if they find that the situation may cause a serious loss or failure. On the other hand, Kahneman, Slovic& Tversky (1982) view reward and loss differently. According to these authors, learners are more risk seeking when they foresee some kind of loss. In such cases, learners will try almost anything possible and they will take many risks in order to avoid that loss. On the other hand, risk averse students tend to be more conservative if they consider that they are going to obtain some gain from that situation (cited in Gass& Selinker, 2008).

5.2. Social Variable

This variable is related to the social groups' decisions in terms of risk taking. Lee & Ng (2010) demonstrate that groups tend to embark on greater risks than students usually do when they are alone. Similarly, Tsui (1996) states that working in groups, allows learners to rehearse their thoughts and have the support of their peers whenever they put a comment forward which makes them feel they are in a low risk but a high gain situation.

According to Cervantes (2013), the social variable supports the idea that certain societal norms facilitate or reject risk taking behavior, and this may depend on the students' society in terms of whether it values or rejects risk taking behavior. In brief, Cervantes claims that corporate work explains actual interaction of reluctant risk takers with their peers in group settings, and how it can motivate them to be more socially risky.

5.3. Individual Variable

This variable represents learners' personal affective factors. According to Ellis (1994), learners' personal variables and their affective states are of crucial importance in accounting for individual differences in learning outcomes. That is to say personal variables influence language learning at the individual level. Besides, Affective variables have a stronger impact on learners' success in acquiring a second or foreign language than those cognitive or educational facts such as intelligence, aptitude, teaching methods and techniques (Shahreza, 2014). Additionally, Learner's beliefs about L2, after some years of instruction seem to be very stable, but their affective states may vary according to the teacher's personality traits, type of tasks performed in the classroom and the results they obtained (Madrid, 1995). Therefore, they influence also learners' willingness to take risk (Cervantes, 2013).

Individual Factors influencing risk taking behavior in ESL/ EFL classrooms can be divided into two categories: internal and external factors.

5.3.1. Internal Factors: are those factors that originate within the learner himself or herself. Besides, internal factors consist of personal and affective factors. They include age, gender, personality, motivation, self esteem and anxiety (Bang, et al 1999).

5.3.1.1. Age: The effects of age on second language acquisition constitute one of the most frequently investigated and debated topics in the field of Second Language Acquisition (Munoz, 2010). Accordingly, it affects learners risk taking behavior. In this respect, several researchers (Carney 1971, Kogan& Wallach 1967, Okun 1976, Okun& Johson 1978, Slakter, Koehler, Hampton& Grennell, 1971) argued that older students are inclined to avoid risk taking if the opportunity is available (cited in Bang, et al 1999). In addition to Okun& Johnston (1978) who concluded that older students were more conservative in their risk taking behavior than younger students.

Furthermore, according to Schumann (1975), adult learners are more cautious about taking risks than younger ones, while younger learners are willing to use a word incorrectly and to form new expressions if necessary. In other words, adult learners are more liable to be influenced by a sense of shame caused by feelings of insufficiency or fear of appearing foolish. Thus, they often deny themselves opportunities to practice for fear of making mistakes, or being unable to get their message across, or appearing ridiculously incompetent.

5.3.1.2 Gender: Generally, it is argued that males tend to be more risky than females. A bulk of research studies showed that males tend to behave in ways that are more risky than females to take risks (Campbell, 1999). In addition, Byrnes, Miller& Schafar (1999) compared the risk tendencies of male and female and explored that in almost all aspects of risk taking, male participants are more willing to take risks than females.

Additionally, Gardner& Steinberg (2005) showed that males reported more benefits and fewer risks when asked about the consequences of risky behaviors. In this respect, Majidifard, Shomoossi& Ghourchaei (2014) pointed out that gender differences in risk taking occur even in simple everyday situations. For instance, men are more likely to cross busy roads than females and the majority of such studies show that men take more risks in stressful situations.

However, in various contexts in language learning, it is seen that men are more risky than females. According to Maubach& Morgan (2001) state that "*Female learners tend to be more careful about what they say, they try to use fewer sentences and complex structures to reduce mistakes. They tend to think before any oral production. And this consciousness can be a barrier to effective communication in a foreign language, where rapid responses are necessary to keep a conversation going*" (p. 44). That is to say, females are less willing to take

risk in their learning which may influence them to produce full speech when communicating and being exposed to stressful situations. In this respect, Shomoossi, Kassian& Ketabi (2009) argue that females may be found more anxious in stressful situations than males are.

On the other hand, Gass& Varonis (1986) argue that males' students initiated more negotiation of meaning and dominated the conversation in terms of the amount of talk than female student did. Also, they found that in the male/ female pairs, male students tended to lead the conversation even when the responsibility belonged to the female students by virtue of the task itself(cited in Bang, et al 1999). Thus, Krupnick (1985)found that male students interacted more with their instructors than female students(cited in Zhang& Liu, 2011). Besides, boys tend to follow their instincts and even due to their self confidence and risk taking part in oral conversation without preparation (Shomoossi, Kassian& Ketabi, 2009). In a brief, men are more willing to venture to speak or show their language proficiency in front of others (Majidifard, Shomoossi& Ghourchaei, 2014).

5.3.1.3. Personality: It is another individual variable that influences risk taking behavior. In this respect, many studies are conducted in the field to discover the relationship between personality and risk taking behavior. For instance, (Chastain 1975; Naiman; Frohlich; Stern; Todesco 1975; Rossier 1975; Rubin 1975; Sanematsu 1980) found that extroverted students and risk taking behavior to be positively related. But others like (Brown 1973; Busch 1982) found either a negative relationship or no significant one (cited in Bang et al., 1999).

Additionally, risk takers who are believed to be naturally extroverts, are more likely to take their existing language system to the limit. Such learners are more likely to change and more opposed to fossilization (Shojaee& Sahragard, n.d). Also, Kelly (2004)claims that extroverts students tend to participate more in classroom interactions, worry less about accuracy and have a tendency to take risks with their language, all of which are assets when it comes to communicative oral competence (cited in Burgucu, Han, Engin & Kaya, 2012).Furthermore, Rossier (1975) asserts that extroverted learners have an obvious advantage over their introverted counterparts in learning the target language because they create more opportunities to practice the language, obtain input and experience success in communicating. However, introvert students have some problems about L2 learning, because, such learners have anxiety and inhibition as a result; this anxiety causes ambiguousness and fear of taking risks in the classroom (Burgucu, Han, Engin& Kaya, 2010).

5.3.1.4. Motivation: there is no doubt that motivation is an important factor that influences language learning as well as risk taking. Some studies have argued that the effect of motivation on language learning can be viewed in terms of the type of motivation: Integrative versus instrumental motivation. For instance, Gardner & Lambert (1972) and Gardner (1983) noted that integratively motivated learners, who wish to integrate themselves in aspects of the culture of the target community, work harder and more likely to participate actively in the class. On the other hand, Lukmani 1972, Perez 1984 & Pollard 1991 found that instrumental orientation (a desire to acquire a language as a means for attaining instrumental goals) is associated with active involvement in classroom interaction (cited in Bang, et al 1999).

In risk taking contexts, Kogan & Wallach (1967) claimed that people with high motivation to achieve were moderate, not high risk takers, who wish to be in the center; they do not take wild risks and avoid situations where there is no win. They also avoid getting involved in low risk situations. Indeed, Gage & Berliner (1988) state that people with high achievement motivation select tasks which are of moderate risk. On the other hand, those with low achievement motivation select tasks of either high or low risk (cited in Majidifard, Shomoossi & Ghourchaei, 2014).

In addition to what is mentioned above, Beebe (1983) claims that low need achievers persons who strongly fear failure, and those with a high need for approval, are likely to take courses of action which are extremely risky or extremely conservative. They are less likely to change their risk taking behavior even when it leads to failure.

5.3.1.5. Self esteem: According to Brown (1987) “*no, successful language learning can be carried out without some degree of self esteem, self confidence, knowledge of yourself and belief in your own capabilities for that activity*” (p. 101). That is to say, self esteem serves as a powerful factor which leads to success in language learning. Additionally, self esteem another individual variable impacting risk taking. Kohonen (2006) claims that learner’ self esteem and perception of their competence and fluency will impact on their capacity to perform the activity and willingness to take risks in language learning (cited in Sachs, 2009). Also, Beebe (1983) mentioned that risk takers are oriented to display average levels of self esteem.

On the other hand, in an attempt to discover the impact of self esteem on risk taking behavior in speaking skill, results showed that second / foreign language learners might not take risks in certain situations because they judge their speaking ability in the target language to be so poor that not speaking is perceived as more rewarding than speaking up with possibility of failure (Bang, et al 1999).

To make it short, Cervantes (2013) summarizes the influence of self esteem on risk taking behavior by stating that the fact that students have either a poor or a favorable personal perception of themselves may in certain cases represent a barrier in the development of an oral task for instance. Besides, students with low self esteem might be more likely to think that they are neither capable of managing uncertainty in the language nor able to succeed.

5.3.1.6. Anxiety: Anxiety is believed to be a general phenomenon experienced by the majority of learners. As Horwitz (2001) claims that anxiety is perceived intuitively by many language learners negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education.

As anxiety has an impact on language learning in general, has as well an influence on learners' risk taking behavior in particular. Brown (2007) describes anxiety in second language learners as being intricately intertwined with self esteem, self efficacy, inhibition and risk taking. That is to say, anxiety and risk taking are two factors that seem to be mutually interrelated. In this respect, Kusumaningputri (2012) argues that anxiety provoking situations feed risk taking property to live or to die. Students with risk taking property, risk takers, will see those main sources of anxiety as a gain not a loss. Besides, those who can strike against the hardest and turn out the ambiguous situations into a gain will be equipped with the risk taking property. All in all, Elly (1986) reports that anxious learners were less likely to take risks in the language class and we can conclude that as anxiety becomes higher, risk taking will not be mediated.

5.3.1.7. Locus of Control: Locus of control refers to whether individuals relate or attribute their success or failure to their own behavior (Nodoushan, 2012). Besides, it is a concept that distinguishes between two types of people. According, to Rotter (1990) states that internal versus external locus of control refers to the degree individuals expect reinforcement or an outcome of their behavior is dependent on their own behavior or personal

characteristics versus the degree to which people expect that the reinforcement or outcome is a function of fate, chance or luck influenced by powerful others or simply unpredictable.

Also, locus of control is significantly related to L2 success. Accordingly, Bozorgi (2009) declared that students who adopt a more external focus believe that their grades are often not under their own control but that of some outside force. Whereas, students who are internally oriented believe success is dependent on their efforts and may expend more effort for their own academic success.

Additionally, locus of control is another individual variable that affects risk taking behavior. In this respect, Rotter (1954) argues that the importance of locus of control concept rests in its apparent capacity to modify risk taking behaviors in the classroom, students who possess internal locus of control may be more cautious to express themselves orally. Besides, they internalize feelings of responsibility for their own actions and therefore, for their own mistakes and failure to communicate. Unlike these students, those learners with more external locus of control may be better risk takers in speaking tasks (cited in Beebe, 1983).

5.3.2. External Factors: They are factors that come outside the individual. Such factors influence also learners' risk taking behavior. Teacher's attitude, class size and classroom activity are the important ones researchers and instructors have paid attention to.

5.3.2.1. Teacher's Attitude: Generally speaking, teachers are role models for their students. As O'Leary & O' Leary (1977) stated that the way teachers attend to their pupils determines in large measures, what the children will do. As teacher's smile, words of encouragement, praise, evaluations and silence are powerful allies in affecting how students behave and change socially and academically (cited in Yasseen, et al 2010).

Additionally, the attitude of the instructor seems to be an important factor influencing learners' risk taking behavior. According to Lee (1998), the teacher's behavior is a crucial component in teacher- student classroom interaction. Besides, teachers are influential in creating the classroom environment and it is this environment that either encourages or discourages students' risk taking.

To illustrate more, many research studies are conducted to show the influence of teacher's attitude on learners' willingness to take risks in the classroom. For instance, Young (1986) conducted a research about speaking' anxiety in foreign language classroom and found that most of the students agreed that their anxiety would be reduced if the teacher corrected

their errors with a gentle and indirect manner and helped them realize that. As a result, she concludes that the instructor's relaxed and positive error correction attitude could reduce learners' language anxiety and create more willingness to participate in the class.

Another important study is the one done by Tsui (1996). She reports that students' reluctance to take risks is significantly related with teacher's intolerance of students' silence. During this study Tsui observes that many teachers dislike or are afraid of students' silence, and they feel uneasy or impatient when they fail to get a response from students. As a result, they allocate the turn to another student, provide the answer themselves, or repeat or modify the question without allowing for appropriate wait time. According to Tsui this kind of teacher's behavior would frighten the students, stop them from thinking and suppress their wish to answer questions.

5.3.2.2. Class Size: Class size is another important external factor that may increase or decrease students' risk taking in the classroom. In this respect, Horne (1970) reports that students in large class felt inhibitions about making mistakes. Furthermore, they hesitate to say aloud sounds and structures which were unfamiliar to them and they are sensitive to the criticism of their instructor and peer students. In the same topic, Shamin (1996) showed that students were particularly aware that big classes offered strictly limited opportunities for practice as well as little instant response from the teacher (cited in Bang, et al 1999).

To comment, we do agree with the aforementioned because students in large classes do not express themselves freely compared to the small class size where learners get more chances to practice the language and take more risks in their learning. Besides, the greater the number of peers, the less likely it is for a learner to venture and to take risks since the latter is negatively influenced by the former whose evaluation will, in this sense, likely act as a deterrent to risk taking.

5.3.2.3. Classroom Activity: According to us, classroom activity is an integral part in the teaching process. Classroom activities increases learners' outcomes as well as contribute to students 'risk taking behavior. Indeed, many studies (Gass& Varonis, 1985; Newton, 1991; Long, Adams, McLean& Castanos, 1976; Long, 1980; Long& Porter, 1985; Pica& Doughty, 1985; Rulon& McCreary, 1986 cited in Bang, et al 1999) have shown that classroom activities especially group activities contribute to students' risk taking behavior.

Pair and small-group activities are examples of classroom activities which help learners to take risk in an EFL classroom. According to Rulon & McCreary (1986) argue that pair or small activities provides students with the opportunity to negotiate language they hear and this helps to improve the quality of learners' talk, promotes a positive affective climate and motivates learner to learn (cited in Bang, et al 1999). Additionally, Long, Adams, McLean & Castanos (1976) state that learners who work in pairs or small groups produced a greater amount of language and had more freedom to negotiate what they wanted to communicate than they did in a teacher fronted activity. As a result, they concluded that pair work or small group work provide more opportunities for language production and to variety of language use in initiating talking, interrupting and asking for clarification (cited in Bang, et al 1999).

In essence, being aware of this factors: internal (Situational, Social and Individual variables) and external (Teachers' attitude, Class size and Classroom activities) help teachers to understand that risk taking behaviors depend on the learner but also on the specific circumstances and other individuals involved in a particular task (Cervantes, 2013).

6. Teacher's Role in Promoting Students' Risk Taking Behavior

Learning is expected to flourish in an atmosphere in which the learner is willing to take risks and it is the task of the instructor to create such an atmosphere for learning (Zafar & Meenakshi, 2012) because due to this environment, risk taking can be enhanced or not. In the same vein, Cervantes (2013) claims that the classroom environment should be equally conducive to risk taking by promoting a comfortable atmosphere even with furniture, decorations and visual cues. Furthermore, in an environment where risk taking is encouraged, it is important that the teacher provides a safety net that offers developmentally appropriate materials and activities and prevents failure from shattering the learners' attitude, initiative and self esteem (Young, 1991).

In addition, we believe that a good teacher is the one who help learners to learn and take risk in their learning. Thus, the role of the teacher is very sensitive and relevant because she or he needs to be supportive and has to create classroom environment that suit the students' levels of risk taking (Lee & Ng, 2010). In this context, Svinicki (1989-90) presents four characteristics of an instructor who would support student risk taking. We have summarized them as follows:

6.1. Model to Take Risks: The teacher here must be a risk taker and model risk taking behavior including a positive view of failure. Because, in order to build students' confidence, teacher must show that he is willing to take risks by handling errors and wrong turns to demonstrate that even experts make mistakes.

6.2. Exude Organization and Competence: the instructor must be well- organized and solidly grounded in the content such that he/ she can handle any eventuality. Because, when students are convinced that the instructor is in control and knows where the class is going, they will feel more comfortable about taking risks. Also, they will be confident that if they make a mistake or go off on wrong tangent, the instructor will be able to bring them back on target.

6.3. Minimize the Pain of Making an Error: In order to do that, the instructor should pay more attention how to react to students' errors because it is important determinant of how they perceive their own errors. Because, for Adams (1986) when the teacher look upon these errors as a learning opportunities and encourage students to explore their own thinking, he builds trust and encouraging risk taking (cited in Al Shalabi, 2003). In addition, Svinicki claims that it would be useful if the teacher separate learning from evaluating because, many students are reluctant to take risks is the fact that classroom have such a strong evaluation component. As a result, learners are afraid that if they make an error in class, it will affect their grade.

6.4. Provide Risk Taking Opportunities: In order to help students to take risks, the instructor must provide opportunities. In other words, the instructor must let the students to do some of the work then stand back and let them do it without interference instead of doing all the talk and dominating in the classroom. Furthermore, allowing students to struggle and take wrong turns helps them learn something from the process.

All in all, Al Shalabi (2003) stated that the teacher who has all these characteristics will be more able to maximize students' participation in the classroom by making them aware of the advantages of being risk takers and in order to fulfil this, teachers should work on the dimensions which contribute to the risk taking in their students as well as enhancing any other dimension and factor that will support students' risk taking like the trust building between the teachers and the learners. Then, teachers should provide their students with a sense of security and encourage them to voice their opinion. And once the students are not afraid of being

blamed and humiliated when they talk, they will take part in the class willingly and do well in second language acquisition (Zafar& Meenakshi, 2012).However, when teachers do not give enough atmospheres to forgiving situations for learners, many situations in the classroom will become anxiety –provoking areas (Kusumaningputri, 2012).

7. Advantages and Disadvantages of Risk Taking Behavior

7.1. Advantages

Risk takers enjoy several benefits when they venture to take risk in the classroom. Among these benefits are presented as follows:

7.1.1. Avoidance of Fossilization

The first advantage of taking risk in EFL classroom is that the use of fossilized structures tends to be less common especially by high risk takers who are willing to try out new linguistic items and constantly look for opportunities to learn the language (Cervantes, 2013). Therefore, they become more resistant to fossilization (Ashouri, Fotovatnia, 2010).However, Hongwei (1996) points out that the timidity and inhibition which characterize low risk takers can lead to the development of erroneous patterns i.e. fossilized structures in the interlanguage of such learner.

7.1.2. Quantity and Quality of the Linguistic Input

Generally, students who display risk taking in second language classroom may show a considerable increase of the linguistic input in comparison to low risk takers (Cervantes, 2013). To illustrate, Beebe (1983) argued that high risk takers are more able to transform oral input into practical intake and this can be proven by risk takers' readiness to deal with the discourse; they make constant attempts to use new linguistic structures in the target language although they may not know the correct use of such forms.

On the other hand, in Krashen's terms, he said that the availability of useful intake certainly benefits high risk takers since they probably have more access to comprehensible input, which is a key element for the successful acquisition of second than low risk takers (cited in Gass& Selinker, 2008).

Moreover, Cervantes (2013) states that high risk takers' willingness to communicate in almost any type of social setting increases their opportunities to hear and obtain a sufficient number of linguistic structures which sharply contrast with the input that low risk takers receive due to their reluctance to interact. In brief, we can say that such acquisition of input can lead the high risk taker to develop their oral abilities and improves their proficiency in their learning.

7.1.3. Fluency

In addition to the fossilized pattern the risk taker can avoid and the quality of the input he/ she receives, fluency can be another advantage that they can explore. In this respect, Cervantes (2013) states that high risk takers exhibit high levels of linguistic fluency in their speech since one of their concerns is to express language freely in the second language. On the other hand, low risk takers sacrifice fluency for the sake of accuracy which leads to the development of unnatural language which is full of pauses.

In this dilemma (fluency- accuracy), Beebe (1983) points out that high risk takers are more successful L2 speakers because their willingness to make mistakes encourages them to communicate in a more effective manner. On the contrary, low risk takers avoid reducing their linguistic accuracy levels when speaking; then they become very concerned users of the language and before they uttered, their linguistic products are edited and when their structures are expressed, they are accurate but lack of fluency. This can be explained by their over concern with accuracy which will likely increase the frequency of their hesitations in their speech, and thus making them less fluent at speech.

Additionally, in relation to the topic of fluency, risk takers are able to tolerate ambiguity in the classroom. To illustrate, Wen & Clément (2003) emphasize on high risk takers' tolerance of ambiguity because they focus their attention on meaning rather than on form.

7.2. Disadvantages

Despite the aforementioned advantages, risk taking is not drawbacks free. The following is the most important one which is related to EFL learners' risk taking in the classroom.

7.2.1. Anxiety

It is a result of fear when venturing in the classroom. According to Gledhill& Morgan (2000) argue that the affective role of fear when students speak a second language may certainly represent a disadvantage for high risk takers in the sense that the construct of risk itself entails fear and this becomes a barrier to learning. In this vein, Cervantes (2013) adds that students may experience different types of fear when they venture into speaking a second language including social fears such as peer reactions, derision, humiliations and disapproval as well as personal fears. Besides, they may even be afraid because of the context, obtaining bad grade, failing an exam, being punished or embarrassed.

Similarly, when students are outside the classroom and practice the language, they are afraid of being ridiculous, feeling frustrated, having a blank look and may feel alienated among others (Gledhill& Morgan, 2000).On the other hand, low risk takers gain an advantage in comparison to high risk takers since they are expected to experience lower levels of fear (Cervantes, 2013).

Conclusion

Through this section, we have tried to explain the concept of risk taking behavior by highlighting some related elements to have a better understanding of it, in order to promote it in the classroom. However, we have recognized that some problems like anxiety can hinder risk taking in the classroom. So, teachers should give further importance to this unavoidable factor by creating a psychologically secure environment and more opportunities to take risk in the classroom so that learners can improve their learning.

Section two: The Use of Pair Work in EFL Classroom

Introduction

Teaching English as a Second Language in a collaborative way can be extremely challenging that we hardly pause to think before partitioning. Thus, the use of pair work is so much part of our everyday teaching routine. Indeed, Storch (1999) claims that “*the use of group and pair work is common teaching strategy which is widespread in education and it has been promoted in both first (L1) and Second (L2) language classrooms*” (p. 363). That is why; this section aims to review the importance of using pair work as a teaching strategy to foster language learning in EFL classroom.

1. Definition of Pair Work

Many theories and language teaching approaches highlight the importance of pairwork (e.g. communicative approach, task based learning) as a form of cooperative learning (Zohairy, 2014). According to the Dictionary of Language Learning and Applied Linguistics (Richards & Schmidt, 2002), pair work is “*a learning activity which involves learners to work together in pairs*” (p. 381). In other words, pair work means that students cooperate with each other to accomplish a task.

Another definition that ties pair work to learning is provided by Moon (2000) who defines pair work as “*a strategy to organize those (students) in ways that will maximize opportunities for learning*” (cited in Abdulla, 2007, p. 20). From this quotation, we can see that pair work is a fundamental way to increase learners’ opportunities to practice the target language.

Furthermore, other researchers like Doff (1988), Phipps (1999) and Rimmer (1999) define Pair work as “*a situation which enables two learners to work independently and interactively without teacher involvement*” (cited in Al-Farsi & Region, n.d, p.28). That is to say, it is a technique that promotes meaningful interaction and encourages autonomy among learners. In the same vein, Scrivener (1994) defines pair work as a type of classroom interaction when students are working with another student (cited in Ibanez, 2013, p.9).

2. Why Pair Work is Necessary

Pair work is very essential in EFL classroom. According to Storch (1999) states that research findings in both first and second language learning have long been supportive of the use of small groups and pair work in the language classroom.

According to Harmer (2001), using pair work successively in the classroom, allow students to work in conducting and facilitating environment. Besides, the same author argues that during the use of pair work, students can practice the language skills together. For instance, learners can study a text, research language or take part in information gap activities. Also, they can write dialogues, predict the content of reading texts or compare notes on what they have listened to or see.

Moreover, it fosters teaching and learning process in terms of time and increasing opportunities to practice the language. As Byrne (1989) says that unless you have a very small class, you will never be able to give your students enough oral practice through whole class work. If you divide your students into pairs for just five minutes, each student will get more talking time during those five minutes than during the rest of the lesson (cited in Bercikova, 2007).

In a brief, we can say that pair work generally helps in a more realistic manner to encourage students to speak and communicate with their peers by creating lovely atmosphere, spirit of cooperation and allowing the teachers to monitor students' progress.

3. When to Use Pair Work

There is no special time to use pair work in the classroom. In other words, pair work does not need to be limited to the final stages of a lesson but can be interspersed throughout (Bercikova, 2007). According to Harmer (2001), putting students into pairs when to teach will depend upon a number of factors which are summarized as follows:

The Task: According to Harmer, the nature of the task determine when the instructor uses pair work or not. For instance, if the task the teacher would like to involve his students necessitates oral interaction, he will likely put students in small groups, especially in a large class, so that the chances for interaction are optimized, because many students can speak at the same time. Additionally, if we want students to write sentences which demonstrate their understanding of new vocabulary, we may choose to have them to do it individually. On the

other hand, if they have listened to a tape, the teacher may let them compare answers in quickly organized pairs.

Variety in Sequence: deciding when to pair learners also depend on the objectives of the followed sequences. For instance, if the previous sequences have dealt with the whole class grouping, we may think it is sensible to allow learners time to work individually or with pairs to give them some breathing space because this variety in groups sustains their motivation to learn.

The Mood: the mood of the learners another factor which can determine when to use pair work. For instance, if the learners seem restless with a whole class activity, the teacher can put them in pairs to give them a chance to re-engage with the lesson again. On the other hand, if they appear to be losing their way, the teacher can redefine the task or discuss the problems that they encountered or change the activity.

4. Organizing Pair Work in the Classroom

The use of pair work in EFL classroom requires more attention, responsibility and planning because it is related to success or failure of the intended task. Allowing a good atmosphere for students to learn successfully, better arrangement of the class is required. In this main, Watcyn- Jones & Williams (2002) state that the room should be arranged in such a way that pairs face one another across a desk or a table in order to give them eye contact which makes communication a lot easier.

Additionally, Hadfield (1992) argues that in order to be well organized, the teacher must give clear and explicit instructions. According to Watcyn-Jones (2002), this can be realized either the teacher with a chosen students or by having two students performing the activity in front of the class (cited in Maher, n.d). Moreover, while pair work is taking place, the teacher should be moving around the classroom monitoring and if necessary guiding and correcting what individual pairs are doing (Hadfield, 1992). In addition to that, Hadfield adds that it's better for the teachers to write on the blackboard an outline or model of what the pairs should be doing or some key words and phrases that they will practice .

Once the activity is completed, at this stage the teacher can add comments such as correcting mistakes or providing the learners with suggestions for saying things more naturally and to limit the time of the activity to make them practice it again with the added

instruction and clarifications (Hadfield, 1999). But, it is psychologically recommended for the teacher to stop the activity while the learners still enjoying themselves rather than letting it until everyone is finished (Wacyn-Jones, 2002 cited in Maher, n.d).

To comment, we can say that organizing pairs is so crucial in the class because it helps learners to have more understanding of the task, gain self confidence and become autonomous when they learn and even they can interact more with teacher and react positively to the teacher's feedback. In doing so, the partner should be changed frequently to ensure that everyone really gets an opportunity to work with and get to know as many different members of the class (Wacyn-Jones & William, 2002).

5. How to Pair Students

How I am going to pair my learners? Is a popular question that teachers sometimes spend more time thinking about it. There are lots of different techniques teacher may use in her/ his class. According to Tennant (n.d), it may depend on the seating arrangements. Where seating is flexible, students may sit in a semi-circle for the purpose of working with the person next to them. In turn, Underwood (1987) points out that pair works can be done very successfully simply by some students turning round or moving along a bit to sit with a partner (cited in Bercikova, 2007).

On the other hand, Harmer (2001) claims that in order to put individual students into pairs, teachers can base their decisions on any one of the following principles:

Friendship: It is the first principle teachers may rely on. Making friends with friends rather than risking the possibility of people working with others whom they find difficult or unpleasant, will guarantee the success of the task. In this main, Bercikova (2007) adds that young learners tend to want to make pairs with their special friend and this is often perfectly satisfactory.

Use of Sociogram: It is an informed way to pair students. It is a procedure in which students are asked to write their names in a piece of paper and then write in order of preferences the students they like best in the class. On the other side of the piece of the paper, they should list the people they do not like.

The following figure shows the imaginary use of Sociogram in the classroom:

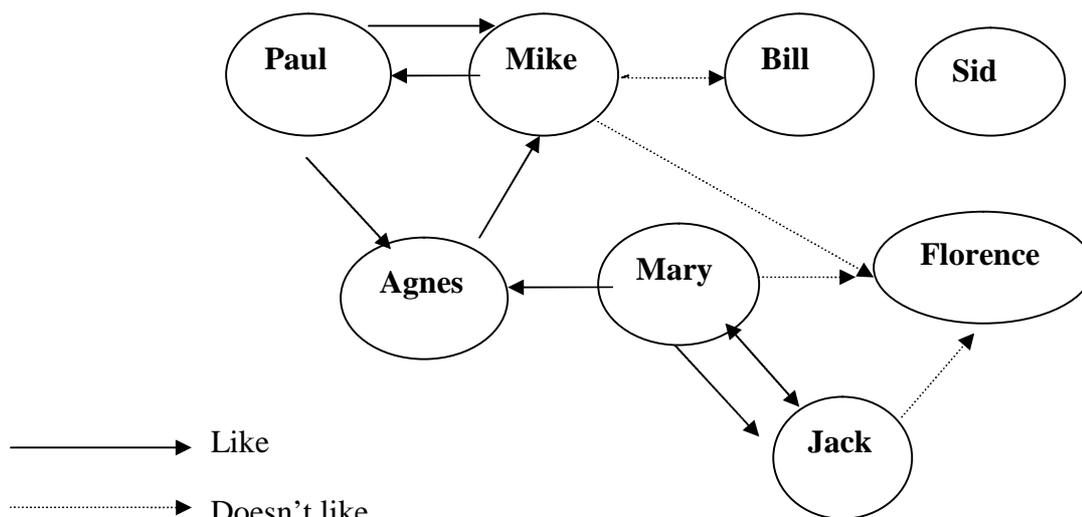


Figure 01: From Roles of Teachers and Learners by T Wright (cited in Harmer, 2003: 120).

The above figure allows the teacher to know the choices about how to pair learners. However, Harmer claims that such procedure takes time to do it and it focuses more on popular students and neglects the unpopular one (As the student “Sid” in the example).

Streaming: Teachers can stream their learners according to their abilities. That is to say, the pairs should have a mixture of weaker and stronger students. This is what maintained by Watcyn-Jones & Williams (2002) who stated that “*The stronger students can then help the weaker student as they work together during the activity*” (p, 11). Or, on the basis of learners’ level of participation. The teacher here has the choice to mix between the participators and less ones. On the other hand, he can create pairs of more talkative students and weak participators alone to oblige them to be talkative since they may be hide behind their more talkative ones.

Chance: According to Harmer it is the easiest way to pair learners. It is very arbitrariness. Grouping learners by chance involves many options among them:

First option: Allowing students to work with students who are setting next or near to each other.

Second option: Organizing learners according to the “Wheelee scenario” (i.e. half of the class stands in a circle facing outwards and the other half of the class stand in an outer circle facing inwards. The outer revolves in a clockwise direction and the inner circle revolves in anti-clockwise direction. When they stop, students work with the person facing them).

Third option: pairing students according to the order of their names (i.e. whose names start with “As” together, the entire “Bs” together, all the “Cs” together and so on).

Fourth option: According to students’ birthdays (i.e. January at one end of the line and December at the other).

Fifth option: According to the color of their clothes (i.e. students who wear the blue with the ones who wear black or vice versa).

Sixth option: According to learners’ gender, their age, background, hobbies, and countries of origin. (For example, an older person and a younger person don't want to work with one another, and then they will quickly finish the activity. Similarly, if two people of disparate hobbies try to talk about vacations, interests, or plans for the weekend, the activity will similarly finish quickly) (cited in Cotter, n.d).

We do agree with Harmer’s principle because it facilitates the work for teachers as well as for learners. But it is time consuming and does not work with learners’ special disabilities in the classroom. Moreover, the teacher should make sure that students are not in inappropriate group to ensure that the learners work productively.

6. Advantages of Pair Work

Pair work can be implemented as a valuable strategy in an EFL classroom for many reasons:

6.1. Increase Students Talking Time

Pair works dramatically increases the amount of speaking time any one student gets in the class (Harmer, 2001). This can be emphasized by Nunan (2003) who states that “*Pair work.....activities can be used to increase the amount of time that learners get to speak in the target language during lessons*” (p.55). In this case, students are engaged in the communicative approach; a way to learn languages; that focuses on practicing the language

by communicating in that language with each other (Lawis& Hill, 1997 cited in Maher, n.d.).Therefore, their speaking' abilities will be developed.According to Case (2008) there are certain speaking skills that happen much more naturally and more often in pairs, such as interrupting each other, using tag questions to invite the other person to speak, and asking people for confirmation and clarification of what they said, express themselves and their own ideas freely (Zohairy, 2014)and share their knowledge in order to build up their interdependence and confidence for further conversations (Temerova, 2007).

6.2. Cutting down Embarrassment

Pair work help learners to express themselves freely without embarrassment. According to Phipps (1999) points out that“*Working with a partner is much less intimidating than being singled out to answer in front of the class*” (cited in Achmad& Yusuf, 2014, p.152). To simplify, pair work grow in healthy environment where students feel less anxious.

Moreover, pair work normally leads students to be less afraid of making mistakes (Wacyn-Jones& Williams,2002) and feel more comfortable to speak to one or two people rather than the whole class and the teacher (Temerova, 2007) .Also, the background noise of other pairs speaking to each other can make the peer much less embarrassed about speaking out (Case, 2008).

6.3. Create More Secure and Positive Classroom Atmosphere

Pair work allows students to learn in non-threatening environment. According to Martine(n.d.),pair work is the place where there is a sense of security because learners are working with their classmates to come up with an answer or accomplish a task. The same author adds that, there is no pressure on one solitary student, they share responsibility for the work and they are free to come up with answers that reflect their own thinking.

In the same vein, 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). To be clear, pair work promote learners to work in a comfortable way where there is security, freedom to speak and cooperation away from anxiety

and inhibition. Thus, students will learn from one another in a natural way that approximates them more to the world outside and gets away from some of the constraints of the classroom (Walcyn-Jones & Williams, 2002).

6.4. Fun

Pair work activities are a lot more fun to do than more traditional exercises (Walcyn-Jones & Williams, 2002). That is to say, pair work activities are more enjoyable because it brings satisfaction, pleasure and fulfillment. In this main, Martine (n.d.) argues that this type of activities stimulate students not just to come to class but also enthusiastically contribute to their learning as well as increases their own motivation and concentration (Case, 2008).

6.5. Encourage Cooperation

Pair work activities foster Co-operation among learners. According to Walcyn-Jones & Williams (2002), co-operation helps to create a very positive learning atmosphere in class, one where learners genuinely want to work together because it helps the pair to grow in confidence until they complete the task successfully without constant help from the teacher. Additionally, in this kind of learning, a student develops and share ideas to achieve a specific objective in an activity or class and also give more participation to use the English and empower the other to participate and gives their point of view to build knowledge in the group (Ibanez, 2013).

6.6. Increase Amount of Interaction

Working in pairs promotes meaningful interaction between the learners and as a result that will increase their interest (Abdulla, 2007). In doing so, 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).

6.7. Classroom Dynamics

Pair work activities makes the learners more active, enthusiastic and willing to try out new things. In this vein, Walcyn-Jones & Williams (2002) state that learning in pairs can't really take place unless the students are actively involved in the process because it keeps them active, increases their ability and desire to learn. Additionally, Case (2008) argues that speaking to classmates individually will help the partner to get to know his/ her peer better

and so make the atmosphere in class nicer and the communication between them in all classroom activities becomes more natural.

6.8. Fluency and Authenticity of Language

According to Watcyn-Jones & Williams (2002) assert that the language produced during pair work is generally more natural and authentic. Moreover, it is more personalized because they express their own personalities in a more natural and less inhibited way. On the other hand, learners may become fluent speakers of the target language due to the spontaneity in expressing themselves in more natural way and interaction between them. To emphasize, Ligthbown & Spada (1993) stated that *“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”* (cited in Achmad & Yusuf, 2014, p.155).

The same idea shared by Case (2008) who points out that student who speak out in front of the class improve their accuracy but lose fluency, and the opposite is true of speaking in pairs. And if you need to improve students' fluency, this is usually best done with pair work speaking activities because they have the opportunity to develop fluency without any pressure coming from their teacher (Coskun, 2011).

6.9. Provide Help for Teachers

Pair work is not only beneficial for learners but as well as for teachers. In the way, it gives teachers a break from being the center of attention from having to perform, be dynamic, interesting and model to standing back, listen more actively and think up strategies for helping students increase their knowledge and confidence (Watcyn-Jones & Williams, 2002). As well, Temerova (2007) says that it provides the teacher with more time to work with the weaker students and encourages them by participating to communicate and they can also benefit from a great availability of different communicative activities being offered in bookshops.

6.10. Motivation

Collaboration increases motivation and learning (Shirk 1995). Thus, Pair work activities has a great effect for the enhancement of students' motivation. Indeed, Karaoglu (2008) points out that group work activities as pair work activity do not only allow students to express their ideas and work cooperatively but also increases cohesion and thus motivation. And the same idea shared by the authors Baleghizadeh, Beheshti & Farhesh (2014) who

argued that pair work activities raise students' motivation in EFL classroom and help to create an enjoyable and motivating atmosphere which can help learners not only to contribute in the class discussions but can be the motive to succeed concluding that the more EFL teachers take advantage of pair work in their classes, the higher the motivation of the learners will be.

7. Problems in Pair Work and Some Suggested Solutions

Despite the aforementioned advantages, we admittedly agree that any pair work is drawbacks free. However efficient and useful pair works may sometimes cause little problems while practicing. The following items, not to list them all are the most important ones which can impede EFL teachers as well as learners to use pair work in an EFL classroom.

7.1. High Noise Level

The noise produced while the pairs doing an activity can disturb the teacher as well as learners. To emphasize, Harmer (2001) state that " *pair work is frequently very noisy and some teachers and students dislike this*" (p.116). Additionally, Doff (1989) contends that the noise belongs to these obstacles the teachers have to overcome during lessons. However, the noise created by pair demonstrates learners' engagement in a speaking task and gives the teacher visual evidence of students' involvement (cited in Temerova, 2007).

As a best solution to tolerate learners' noise, Byrnes (1989) suggests to move students into different places in the room so that they can hear themselves while speaking (cited in Bercikova, 2007). In addition, Harmer (1995) suggests that if the noise rises to excessive levels then the teacher can simply stop the activity, explain the problem and ask the students to continue more quietly. If this does not work the activity may have to be discontinued (cited in Bercikova, 2007). Besides, we suggest that keeping pair work sessions as shorter as possible can reduce approximately students' noise.

7.2. Students' Mistakes/ Errors

According to Martine (n.d), the teacher is not always on hand to correct errors and mistakes therefore students will use incorrect or pick up unusual English from other students. This is very likely to happen, since when pair work is used, the teacher cannot listen to the ongoing of the different conversations which occur simultaneously. He/ she cannot, therefore, correct the students' mistakes/ errors.

In order to remedy students' mistakes, Byrne (1989) suggests that if the lessons' aim is accuracy for instance, the teacher must try to prevent mistakes as much as possible. In addition, he can give the students a clear model and give them enough practice before they start on their own by writing the relevant material on the board (cited in Bercikova, 2007).

7.3. Deviation of Topics

It is the most common problem the teacher may face in the classroom. According to Harmer (2001) suggest that students in pairs can often veer away from the point of an exercise talking about something else completely. As a result, this could lead to misbehavior and may distract students from effective learning (Moon, 2000 cited in Abdulla, 2007).

In order to avoid students' deviation of topics, teachers can implement tasks that can engage them fully and that make the activity meaningful for them (Abdulla, 2007). In addition, teacher don't let the activities go on too long (Byrne, 1989 cited in Bercikova, 2007) and should limit the time for each activity in order to make them stick to important points as much as possible (Baleghizadeh, 2010 cited in Baleghizadeh, Beheshti & Farhesh, 2014).

7.4. The Use of L1

The issue of the use of students' first language (L1) in the second language (L2) classroom during the use of pair work has attracted many researchers. The pairs may use L1 for many reasons. For instance, Morahan (n.d) points out that students often use L1 when doing pair work in order to:

- Construct solutions to linguistic tasks.
- Ask each other clarifying questions.
- Clarify meanings of words in L2.
- Find new words in L2 which correspond to already known words in L1.
- Use language to process complex concepts.
- Build shared meaning while evaluating written tasks through shared discussion.

Moreover, Martine (n.d) adds that learners may use L1 because of activities assigned by the teacher, which can be more difficult, too easy or they may be just plain boring for the students. This can also happen when students do not understand the teachers' instructions.

As a way to alleviate this difficulty, we think that teachers must choose activities which are relevant, interesting and fun for the students. In addition to that, the instructions must be very clear to students so they know exactly how to complete the task successfully (Martine, n.d). According to Baleghizadeh (2010), teachers should monitor the pairs carefully, paying more attention to less proficient pairs more than the other ones. For instance, in elementary levels, students may use their L1, so it is necessary to make sure that they use the target language and offer help when needed (cited in Baleghizadeh, Beheshti & Farhesh, 2014).

7.5. Lose Control of the Class

Generally speaking, teachers worry that they will lose control of their class (Harmer, 2001) especially those who had not a lot of experience with the use of pair work in the classroom (Brown, 1994 cited in Martine, n.d). As well, Tennant (n.d) states that we can notice this issue in terms of how much teachers can check and hear their learners. Hence, some students may continue to make mistakes simply because the teacher does not hear them.

Additionally, teachers sometimes can't be aware of what happens exactly in the classroom as the problems which can be raised between peers while doing an activity. For instance, when students interact with peers who are linguistically weaker than them may provoke problems because one of them has no information to offer or exchange. Therefore the activity will fail (Harmer, 2001).

According to Baleghizadeh (2010), this problem can be eliminated by making sure that the pairs are carefully structured because sometimes one student take control of the activity and the other one have another role (cited in Baleghizadeh, Beheshti & Farhesh, 2014). Then, it is advisable to set up a signal before pair works start, like a visual time out with hands, so that students know when to stop and do not shout for them to stop as they will just shout louder! (Bercikova, 2007). Moreover, teacher should control who works with who so students aren't always being dominated or dominating others delivering appropriate feedback (Mai, 2013).

8. The Role of the Teacher in Pair Work Activities

Generally speaking, the teacher's role is to facilitate students' learning and offering assistance when necessary. However, in pair work activities the role of the teacher often

changes with the variance of communicative activities (Bercikova, 2007). That is to say, the role of the teacher, then, will depend to a large extent on the activity type. In this respect, Harmer (2001) examines the following roles the teacher can act during pair work:

Controller: The teacher here, should take the roll, tell students things, organize drills, read aloud, checks that all the students have understood the form and meaning of the new language item, elicits responses, provides cues in drills, works out the instructions for the activities and check that the pupils are doing the activity in the proper way.

Organizer: This often involves putting students into pairs, giving students information, telling them how they are going to do the activity, close things down when it is time to stop, get students involved, engaged and ready, present clear instructions in a logical order and in as unconfusing way as possible and provide feedback when it is necessary.

The role of the teacher as organizer can be summarized as follows:

Engage  **instruct (demonstrate)**  **initiate**  **organize feedback.**

Assessor: The teacher should corrects the students' mistakes, assess how well they are performing, offers feedback, grade students in various ways, tell them what they are looking for and what success looks like so and encourage them to be more responsible, autonomous and independent in order to involve them in the learning process.

Prompter: The role of teacher here is to encourage students to participate, make suggestions about how to carry out an activity when there is a silence or when do not know what to do next, encourage them to think creatively rather than hang on teachers' words.

Participant: The teacher sometimes should act as a participant in order to create a pleasant atmosphere in the class, and give the students the opportunity of practising English with someone who speaks it better than they do.

Resource: Learners sometimes expect from the teacher indications to do an appropriate and organized work as references. Indeed, In this case the teacher is always be willing to offer help, guidance as to where students can go to look for information, encourage them to use resource material for themselves and become more independent in their learning generally.

Moreover, He/ She should direct them to a good monolingual dictionary or towards a good production one.

Tutor: The teacher here should combine between the two roles mentioned before; as a prompter and a resource in order to offer the sort of general guidance. Additionally, He / She should work with the pairs pointing them in directions they have not yet thought of taking and should take care to ensure that as many individuals or groups as possible are seen, otherwise the students who have not had access to the tutor may begin to feel aggrieved.

Observer: When learners are engaged especially in oral communicative activities, the teacher should observe them to give feedback and judge the success of the different materials and activities that they take into the lessons. Also, He/ She should be careful not to be too intrusive by hanging on their own words, by getting too close to them, or by officiously writing things down all the time and should avoid drawing attention to themselves (teachers) since to do so may well distract them from the task they are involved in.

To summarize, Watcyn-Jones & Williams (2002) stated that once the activity started the role of the teacher is to monitor students ' progress by walking round the classroom pausing briefly beside each pair, listening to them and noticing any language errors or communication problems which can be taken up later on with the whole class. Moreover, it is best not to interrupt or correct them while they are working because this will impede fluency, spoil the atmosphere, distract them from what they are doing and at worst destroy their confidence. However, if things are obviously going really badly, the teacher should be prepared to offer advice and encouragement.

Additionally, the same author adds that while the teacher walks round it is better to have a small notebook or piece of paper on which he/ she notes down any persistent mistakes or common problems which can be dealt with in a feedback session after they completed the activity.

9. Pair Work and Form Focused Activities

The use of pair work activities in EFL classroom cannot happen haphazardly without setting the purpose of using it. Generally speaking, pair work activities are either used for the sake of developing learners' fluency or accuracy. However, according to our prior gathered data, we have noticed that the use of grammar focused activities in pair work is very rare. The same idea shared by Pica (1997) who noticed that most of the studies have done in the field

showed that teachers use tasks which aim to provide learners with genuine oral communication practice more than tasks which aim to draw learners' attention to grammatical forms and structures (cited in Storch, 1999).

In an attempt to study the effect of pair work activities on grammar focused activities, a bulk of studies revealed that pair work has a positive effect on developing learners' accuracy. Among these interesting studies, the one done by Storch (1999) who compared ESL students' individual and pair performance on several grammar-focused activities (a cloze exercise, a text reconstruction and a short composition). The study found that pair work had a positive effect on overall grammatical accuracy of the participants.

Moreover, Kuiken & Vedder (2002) employing a pretest-posttest experimental design, examined the difference between collaborative and individual work on the acquisition of the passive form by 34 Dutch high school students. While the participants in the experimental group performed two dictogloss tasks by reconstructing them in small groups of three or four, the participants in the control group reconstructed the same texts individually. The quantitative analysis of the posttests showed that there were no significant differences between both groups. This suggests that group work did not result in better acquisition of the passive construction compared to individual work. Nevertheless; a subsequent qualitative analysis indicated that numerous instances of collaborative work had resulted in noticing the passive forms.

Another study, Storch (2007) compared the effect of pair and individual work on a text-editing task in ESL tertiary classes in Australia. As a result, her findings showed that there is no significant differences in the mean accuracy score of texts edited collaboratively in pairs compared to those edited individually. Yet, analysis of the transcribed talk showed that pair work was useful for the students, since it involved them in negotiation for form through a number of interactional moves such as seeking confirmation or giving explicit and implicit negative feedback (cited in Giménez, n.d).

Additionally, another recent study, Baleghizadeh (2010) investigated the impact of pair work on a word-building task with Iranian university students majoring in English literature. The participants in the experimental group filled in the gaps in two incomplete texts with the correct form of the given words in pairs, while the participants in the control group

completed the same task individually. The results revealed that pair works significantly improved learners' performance on word building task (cited in Baleghizadeh, 2012).

Finally, Baleghizadeh (2009) examined the effect of pair work on a cloze elide task with another group of Iranian university students majoring in English literature. The task was a cloze elide with three types of blanks: prepositions, articles, and coordinating conjunctions. The results showed that pairs performed well than those who worked individually. Besides, it was concluded that pair work had a positive effect on the participant performance and dramatically maximized time on task and made the students more motivated.

From the results of the studies mentioned above, we can conclude that pair work is an effective technique to teach a variety of form-focused tasks (e.g., text reconstruction, cloze elide, dictogloss, etc.). Thus, we recommend for every teacher to use such tasks while doing with pair work for the fruitful benefits it have in developing learners' accuracy and creative thinking.

10. Pair Work and Speaking Activities

The use of pair work in speaking English class is demanded because students need to learn to express themselves in English using the language for their own purposes: to discuss an issue, hold a conversation or gain some information. Thus, Long & Porter (1985) contend that they need to take part in a variety of speaking activities, including ones that allow them to develop the skills they need for real-life communication. However, the lack of opportunities to practice the target language leads to low achievement in second language learning (cited in Achmad & Yusuf, 2014).

Generally, speaking activities during pair work are based on communicative one. According to Temerova (2007), the main purpose of using such activities during pair work is to build students' fluency, encourage learners to acquire language, knowledge and prepare them for real-life language use. Besides, it creates energy, excitement, increases the likelihood of students (O'Connell, 2006) and motivates them because it decreases the affective filter allowing them to battle their individual fears (Kayi, 2006 cited in Riess, Jimenez & Rincon, 2012). In addition to that, it makes them more active in their learning process and at the same time make their learning more meaningful and fun for them (Riess, Jimenez & Rincon, 2012). In the same topic, Nunan (2003) states that planning activities, which promote

the real use of the language in the classroom, generates confidence among students to participate orally (cited in Reiss, Jimenez& Rincon, 2012).

According to Achmad& Yusuf (2014), in order to develop learners' fluency and fulfill the main purposes of speaking activities in the classroom, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. Thus, the common speaking activities the teacher can explore in her / his classroom are proposed as follow:

10.1. Ice Breaker/Warm up Activities

According to Watcyn-Jones& Williams (2002), those activities are intended largely for fun and to break the ice with. They are very useful for getting the students to know more about each other and to start talking. These activities can be in the form of "*Getting to know*", "*This is my favorite! Do you agree.*", "*What we do at the weekends*" and so on.

10.2. Role Play

It is a wide spread and common communicative activity. In this type of activities, students play simple roles to act out situations they could find themselves in, such as asking for stamps at a post office, renting a holiday home and so on (Watcyn-Jones& Williams, 2002). Besides, Ladousse (1987) points out that the special reasons for using the role play in the lessons is to put students in situations in which they are required to use and develop language necessary in social relationships and helps them to build up their social skills (cited in Temerova, 2007).

Additionally, Temerova (2007) adds that using role play is useful especially while teaching shy students who have difficulty in participating in conversation about them. Through this activity they are put into various roles and no longer feel that their own personality is implicated. Moreover, Kowalska (1991) stated that role play is an essential communicative technique which promotes interaction in the classroom and increases motivation, develops learners' fluency, encourages creative thinking and imagination (cited in Kuśnierek, 2015).

10.3. Simulation

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world (Temerova, 2007). In simulation activities, students play themselves but are given a definite task to do or are put in specific situation and asked to make appropriate responses (Watcyn-Jones, 1997).

10.4. Information Gap Activities

According to us, information gap activities are very useful practical activities that can be used in the classroom because its prime goal is to boost students' interaction. Besides, Phipps (1999) believed that information gap activities are impressive as they provide important reasons for students to speak to their partners (cited in Achmad & Yusuf, 2014).

According to Richards (2006), such activities help learners to produce authentic language in the classroom and if they go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task.

The most common information gap activity used in EFL classroom are spotting the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only (Temerova, 2007).

10.5. Discussion

It is a very common communicative activity used in the classroom. It is also known as opinion gap activities. The emphasis is on students' speaking together in order to exchange views or opinions and to express agreement and disagreement (Watcyn-Jones & Williams, 2002). Generally, the topics introduced to the students via reading or listening passages. Then, they are asked to discuss it in order to come up with a solution or response (Temerova, 2007). To simplify, we can say that discussions allow learners to develop their oral communication strategies and to exercise a wide range of language functions, for example apologizing, greeting, etc.

10.6. Conversation

These activities are designed to stimulate students to discuss a subject (s) with their partners which takes usually the form of a questionnaire and they are useful when students are practicing giving opinions and showing agreement and disagreement (Watcyn-Jones, 1997). Besides, conversation activity can increase the students' vocabulary and pronunciation (Anggiyana, n.d).

10.7. Dialogue

According to Anggiyana (n.d), dialogue activity and conversation are nearly the same. Generally, dialogue should be four or six lines long that must include grammatical and vocabulary items which the students need to master as well as the items of typical features of spoken language such as short answers, tag questions and contracted word. Moreover, dialogue usually includes opportunities for the students to make his or her own responses (Watcyn-Jones, 1997). All in all, the prime purpose of dialogues is to enable learners to retain the language much more effectively and they can practice good English intonation.

In addition, interviews, memory cards, story retelling, guessing and rhythm games are other interesting communicative activities which can be done in pairs.

In a nutshell, the above mentioned activities are useful because they push learners to be fluent and authentic speakers. Besides, it focuses more on the learners and give the teacher the role of a guide or a facilitator who does not interrupt his/her learners for the sake of getting their answers accurate, but to emphasize more on how they are fluent when performing a given task. Moreover, the variety and interest that these activities bring into the class, create a less inhibiting atmosphere and increase motivation among the learners, and as a consequence, help the learners develop their speaking skills.

11. Error Correction in Pair Work Activities

According to Sultana (2009), errors are no longer looked at as a result of any learning; rather it is viewed as the outcome of a natural development. Furthermore, in this process, the teacher does not always correct errors; students also can be engaged in the process of correcting errors. In pair work activities, Error correction follows many rules. Generally, Ur (1981) recommends not correcting a learners' mistakes when they are in mid speech because this disturb and discourage them even where the emphasis is on getting

the language right(cited in Bercikova, 2007).For example, in a grammar exercise even the learner has contributed an interesting or personal piece of information that does not happen to use or got most the items right, the teacher should not draw much attention to relatively trivial mistakes (Ur, 1987 cited in Bercikova, 2007).

Additionally, Edge (1989) points out that in pair work activities; teachers are not able to hear most of the students. And if they stop to correct someone, they will miss lots more mistakes so that it is better to leave the students alone so that they can get on with some learning because it is the place where the teacher should give his/ her learners little freedom. In this respect, Edge suggests several possibilities for error correction in pair work among them: delayed and peer correction. We have summarized them as follows:

11.1. Delayed correction

It is when the teacher delays the correction of errors at the end of an activity. In order to do that, the teacher walks round the class quickly to make sure that all the students are working properly. Then, if she/ he find that some students don't know what to do, or are doing the wrong things and this is true of lots of pairs, she stops the whole class and asks one pair to show everyone again what they are to do. And once the teacher hears common mistakes, she/ he make a note of them in order to write them on the board and ask correction from the whole class.

However, if she/ he hear a mistake repeatedly, she / he wait until the pairs have finished the exercise and then asks someone to do the question in which she / he heard the mistake to make a correction all together. But, in the case that the teacher hears lots of mistakes in important points, she/ he are going to think about the ways she / he is going to use to correct students' mistakes. This is generally done by trying to teach them again what she/ he have presented.

11.2. Peer correction

Peer correction is another possibility how to correct mistakes in pair work because it enhances learner autonomy, cooperation, and interaction. Besides, peer correction in class happens when a student gives a response and when we ask a class "*Do you think that's right?*" Or tell them to add a written comment to a piece of written work they have completed (Harmer, 2007 cited in Sultana, 2009).

According to Edge (1989), if students can get used to correcting each other in a positive way, this can be very helpful during pair work. And they aren't sure what is correct; they can make a note of their difficulty, carry on with the exercise, and ask the teacher later. He claims that this stage of learning is much more important because students get lots of practicing the language than that everything is absolutely correct.

Moreover, Edge recommends not interrupting the pairs when they work with each other especially in fluency activities because they should concentrate on what the partner is saying in order to correct him/her. And he suggests observers as a third person to work with the pair; it can be the teacher or another student to listen and note down some mistakes that the pair makes in order to ensure that they take turns at being the observer. And once the activity is finished, the observer shows the others what he or she has written down and the group discusses what is correct and what is wrong. And if there are any disagreements, they can be referred to the teacher.

Briefly, throughout this section, we thoroughly discussed the use of pair work in the foreign language classroom. We have tried to focus on the basic elements related to how, why and when to use pair work and so on that helped us to conclude that pair work can be a useful strategy teachers can use to facilitate students' learning if it is used in the right place and the right time.

Conclusion

In this chapter, we have discussed the different theoretical concepts related to risk taking and pair work as an effective strategy which can be used to improve EFL learners' language learning in the classroom. We have tried to focus on the two principle variables by reviewing some important studies in the field which helped us to gain some insights about risk taking; its definition, how is it important, its levels, characteristics of a risk taker, the role of the teacher, and at the end its advantages and disadvantages. In addition to that, we have presented basic concepts related to pair work; why is it necessary, when to use it, how to organized it, its advantages, its problems and suggested solutions, the role of the teacher so on and so forth. In a few words, we have coped with two important variables in second language learning which gain broad acceptance by many researchers because both of them serve to improve pupils' responsibility, creating a more positive affective climate in classroom, and enhancing pupils' language learning. Thus, the next chapter will guide us towards more insights about the methodological part of our investigation which helps us to confirm or disconfirm our research hypothesis.

Chapter Two
Research Design, Data
Analysis and Discussion

Chapter Two: Research Design, Data Analysis and Discussion

Introduction

This study is about the effect of pair work activities on EFL learners' risk taking. It is intended to explore whether including pair work activities in the classroom would have some beneficial effects on pupils' risk taking or not. In the previous chapter, we have presented what researchers said about our topic. In this chapter, we aim at confirming or disconfirming our hypothesis about using pair work activities as an effective strategy to enhance pupils' risk taking in EFL classroom. We will also attempt, by the end of the study, to answer our research questions. Thus, dividing the chapter into three sections will help us to reach our intended goal. For the first section, we will describe the methodology and the research tools used in this work to gather data. In addition, we will talk about our population and the sample of the study. In the second section, we will analyze and discuss the findings. Then, we will end up with some pedagogical implications, the limitations encountered during this work as well as some suggestions for further research.

Section one: Description of the Study

This section is analytically descriptive. It provides some information about our population and sampling, research design and methodology, aim and description of the study. It deals also with the data collection tools, procedures for analyzing and treating data ending with the description of the locale of the study.

1. Population and Sampling

Population represents the centre of any investigation. According to McMillan (1996) "*A population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and which we intend to generalize the results of the research*" (p85). The target population of this research includes teachers of English and pupils of the second year scientific stream from secondary school "Aggoun Mohand El-Yazid" in a village called "Ighil- Ali".

1.1. Teachers' Profile: Teachers of English who teach the second year at the secondary school of "Aggoun Mohand El-Yazid" make up our sample. They are 04 teachers representing 100% from the whole population. The teachers are aged between 25 and 50 years old. They are required in this study in an attempt to elicit information about their perspectives and experiences about using pair work activities to enhance risk taking behavior. Besides, they help to examine the degree to which they are aware of the effectiveness of such work in improving pupils' risk taking.

1.2. Pupils' Profile: In order to test our hypothesis and achieve the objective of our study, we have chosen second year pupils at the secondary school of "Aggoun Mohand El-Yazid" to be the population of our study. We took 38 pupils 38.38% as a sample from a total population of about 99 students. Moreover, a random selection made up the final sample which consists of fifteen (15) students (Females 31.57% and males 7.89%) who responded to the questionnaire. The pupils' ages ranged from sixteen to eighteen. They took about 25 minutes to answer the questions which were collected to be analyzed later on.

2. Research Design and Methodology

The choice of the research design depends on the objectives of the study. In this investigation, we have relied on a descriptive method for many reasons:

First, the descriptive method is used to describe accurately a phenomenon. (Saunders, Lewis&Thornhill, 2009 cited in Nguyen, 2012). Second, it is objective and seeks to describe how reality is (Lans& Voordt, 2002). Third, it is concerned not only with characteristics of individuals but with the characteristics of the whole sample thereof (Salaria, 2012). Finally, it often illuminates knowledge that we might not otherwise notice or even encounter and spans both qualitative and quantitative methodologies; it has the ability to describe events in greater or less depth as needed to focus on various elements of different research techniques, and to engage quantitative statistics to organize information in meaningful ways (McLellan& Knupfer, n.d).

Additionally, to show that this study is built on solid ground and accomplish the research aims, we intend to use a mixed methodology (i.e. the qualitative and quantitative method)

The Qualitative Method: According to Johnson & Christensen (2012), the qualitative method “*is used when little is known about the topic or phenomenon and when one wants to discover or learn more about it*” (p.33). As far as our research is concerned, it seems that this method will fit our needs to have a depth analysis of our phenomenon, detailed and rich information which allows us to describe and interpret it. Also, it can help us to focus on “*discovering and understanding the experiences, perspectives and thoughts of participants*” (Hiatt, 1986 cited in Harwell, 2011, p148). In our case, it is represented by the Classroom observation and the Teachers’ Interview.

The Quantitative Method: Creswell (1994) describe it as “*a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)*” (cited in Bhat, 2013, p. 36). This means that this method is required in our work to help us to seek precise measurement in order to confirm our hypothesis and to “*maximize objectivity, reliability and generalizability of the findings*” (Harwell, 2011, p149).

3. Description of The Data Collection Tools

In order to conduct any study, the researcher must choose appropriate methods that reach the objective of his / her study. In this present work, we try to clarify the role and effectiveness of using pair work activities in EFL classroom to improve pupils’ risk taking behavior. So, we opted for the following data gathering tools:

3.1. The Pupils’ Questionnaire

3.1.1. Aim of the Pupils’ Questionnaire

The primary aim of this questionnaire is to give the pupils an opportunity to give their opinions concerning our research variables. It also aims to explicit information whether pair work activities improve pupils’ risk taking or not.

3.1.2. Description of the Pupils’ Questionnaire: As mentioned before, fifteen (15) pupils were selected randomly for our study since it is difficult to work with the whole population. The administration of this instrument was on Monday, April the 11th, 2016. We handed back all the copies the same day. Before completing the questionnaire, pupils were given identical instructions and explanations because it was the first time they deal with this. After that, they were notified that it is not a test; it is just a part of our investigation. We

explained to them that their participation is going to be really appreciated and the answers they will provide would remain completely confidential (no names will be mentioned). After doing this, to gain correct answers, we read the questions to the pupils before they answer the questionnaire and we explained to them when they had difficulties to avoid misinterpretations and misunderstanding. With what mentioned above, we do believe that our questionnaire was administered in good conditions.

The questionnaire is divided into three sections and every one describes certain characteristics in the pupils and their opinions about our topic (see appendix 1). It consists of (15) questions which are arranged in a logical way. They are either closed questions requiring from the pupils to choose “*Yes*” or “*No*” answers, or to tick up the appropriate answer from a number of choices with their justifications. The first part of the questionnaire deals with the pupils’ predispositions of risk taking behavior which consists of (Q 1) in which pupils are asked to pick the appropriate choice if they always, sometimes, rarely or never participate in the classroom voluntarily with justification (Q2) then, we asked them about their interactions with their teacher and classmates in the classroom discussions (Q3) by justifying their answers if it is sometimes, rarely or never. Besides, (Q4) with whom do they speak more often. In (Q5) they are asked whether they agree, strongly agree, disagree and strongly disagree about 13 items and for them to tick one. Whereas, in the second part of the questionnaire, we tried to peek up pupils’ perceptions about the use of pair work in EFL classroom by asking them to answer (Q6) if they enjoy co-operating or not. Then, (Q7) how do they prefer to work either individually or in pair with justification. In (Q8) and (Q9) we intend to ask them how they like to be organized with their partners and with whom they prefer to work. Concerning (Q10), they are asked to choose if they prefer to work with the same partner all the time or like to change him / her each time. In (Q11) and (Q12) pupils questioned how do they prefer to talk during pair work activities and if they prefer to be talkative or silent. We end up this part with (Q13) and (Q14) by asking pupils about the role of the teacher during the use of pair work activities and to give their opinions about working in pairs if it is beneficiary or not. And the last part of this instrument talks about (Q15) pupils’ attitudes towards the use of pair work activities as a good strategy to enhance risk taking behavior in which they asked if they agree, strongly agree, disagree or strongly disagree.

Moreover, before the administration of the questionnaire, the latter had been piloted with six participants that were selected randomly from the whole population. The aim was to evaluate the appropriateness of the questionnaire before handing it to our informants by

identifying redundant and ambiguous items and see whether they do not encounter any difficulties while answering the questions. Besides, it helps to increase the reliability and validity of the questionnaire and to show the degree to which the questions could provide the needed data. Therefore, after finishing the pilot study, the results showed that our questions are clear, and easy to understand.

3.2. The Classroom Observation

3.2.1. Aim of the Classroom Observation

The aim behind conducting the classroom observation is to describe the reality of the pupils' behavior if they take risk or not and pointing the extent to which pair work activities overcome pupils' fear to take risk.

3.2.2. Description of the Classroom Observation

The third data collection tool we have used in this study is the classroom observation. We observed the participants six times on different days of the week from the end of the second quarter on Monday, March the 14th, 2016 which is the first session for us from 14h00-15h00 p.m. Then, we continued at the beginning of third quarter from Sunday, April the 3rd, 2016 until Thursday, April the 7th, 2016. These observations lasted 60 minutes for each that is conducted before the administration of the pupils' questionnaire and the conducting of the teachers' interview to help us to have a general description of the pupils' behavior. The classroom observation that we have undertaken was overt and direct and we have not used any recording devices to record pupils' behavior. Instead, we followed our own personal observation checklist to examine their reactions, interactions and responses during pair work and non pair work activities (i.e. individual activities).

Furthermore, we have observed only two classes (2.S and 2.M) in which we selected randomly the class of 2.S from which the results of the classroom observation checklist are obtained. Before starting our observation; we talked to the teacher and the participants about our objective behind this to ensure that they would be familiar with our presence. Besides, the teacher helped us in providing suitable conditions to gather appropriate data. In the classes we have attended, there were some absentees that may affect negatively our study, but the teacher succeeded in managing the classroom to have a good atmosphere to keep pupils motivated

and interested. Data from observations was collected through the classroom observation checklist that will be described just after.

3.3. The Classroom Observation Checklist

3.3.1. Aim of the Classroom Observation Checklist

The main purpose of designing this checklist is to improve our observation and to reveal the effectiveness of using pair work activities to enhance pupils' risk taking in EFL classroom.

3.3.2. Description of the Classroom Observation Checklist

The observation checklist is utilized to collect live data and what is going on in the classroom; this instrument was used during the time of using pair work and individual activities which starts and ends with the beginning and end of the observed activities. More specifically, it describes pupils' engagement in the classroom (i.e. asking questions, responding to the teachers' questions or classmates, making comments, participating in classroom discussions voluntarily without being asked by the teacher). Besides, it is constructed from the literature of this present work. It contains of two outstanding elements (see appendix 2). The first one is about the number of pupils who participate/ interact voluntarily in the classroom during the use of pair work and Individual work. The second element is concerned with the quantification of pupils' voluntary participation/ interaction. In addition to that, the role of the researcher in this process is to record the occurrences of the needed items and add additional information when it is necessary.

3.4. The Teachers' Interview

3.4.1. Aim of the Teachers' Interview

The aim of using this interview is to get the participants to talk about the topic via probing questions, and let them speak freely by revealing their perceptions, attitudes, opinions and experiences towards using pair work activities as a strategy to improve pupils' risk taking in EFL classroom.

3.4.2. Description of the Teachers' Interview: As it is mentioned earlier, unstructured interview is used for the data collection. The Four English language teachers

who teach second year level accepted to do with us the interview because they consider our topic is so interesting in the field of language teaching and learning. We started collecting data via the Teachers' Interview on Tuesday, April the 12th, 2016, until Thursday, April the 14th, 2016. We made the interview face to face except with one teacher because of the strike; we send the questions via facebook. The interviewees have chosen the school garden as a place to answer our questions in order to create a relaxing atmosphere away from pressure and anxiety. It took 20 minutes to complete the recording. We used our cell phone as a means of recording to ensure that everything is recorded.

Before asking the informants to give us their points of view by answering the statements of the interview, we gave them an overview of what our research is about. Besides, this interview consists of three sections (see appendix 3):

Section One: It is comprised of general questions. It aimed at revealing background information about (Q1) teachers' amount of time being exposed to teach English Language (Q2) and their educational degree.

Section Two: it is entitled teachers' experiences in using pair work activities to enhance pupils' risk taking in EFL classroom. It contains of 5 questions: (Q3) teachers are asked about their opinions about the use of pair work activities to enhance pupils' risk taking and (Q4) to what extent these activities help pupils to enhance their risk taking in the classroom by justifying their answers. Then, in (Q5), the informants are asked about what they do to ensure that pair work activities has a positive effects on pupils' risk taking. Also, (Q6) teachers are required to give their opinions about the teacher's role in helping pupils to take risk in the classroom during the use of pair work activities. Ending this section (Q7) by asking the interviewees to comment on the statement in order to learn a language, pupils have to take risk in their learning.

Section Three: This section is consecrated for any (Q8) suggestions and recommendations.

4. Procedures for Analyzing and Treating Data

As we mentioned before, we relied on frequencies, percentages and descriptive statistics to help us codify our data in order to test our hypothesis, examine the relationship between our research variables and to have more accurate data.

5. Describing the Locale of the Study

The local of the study refers to the place where the data was collected. This present investigation was conducted at the secondary school of “Aggoun Mohand El- Yazid” which is located in rural village called “Ighil-Ali”. It comprises of (16) classes which contains of 20 to 28 pupils per class. There are (37) teachers among them the (4) English language teachers that we have interviewed. In addition to the very active staff that are very kind with us during our presence in this school that provide us with some information about the learners and their teachers.

Section Two: Data Analysis and Discussion

In the previous section we have talked about the methodology of our research, this section is devoted to the analysis of the procedures that we have used. We will deal first with the results obtained from the Pupils' Questionnaire. Then, the results of the Classroom Observation Checklist that we have used during pair work activities and non pair work activities (i.e. Individual work) and at the end of this section we will deal with the results of the Teachers' interview.

1. Analysis and Discussion of the Pupils' Questionnaire Results

Section One: Pupils' Predispositions about Risk Taking Behavior.

Question1: How often do you participate voluntarily in the classroom? (i.e. without being specifically asked by the teacher).

Options	Always	Sometimes	Rarely	Never	Total
Numbers	07	06	02	00	15
%	46.66%	40%	13.33%	00	100%

Table 01: Pupils' Participation Voluntarily.

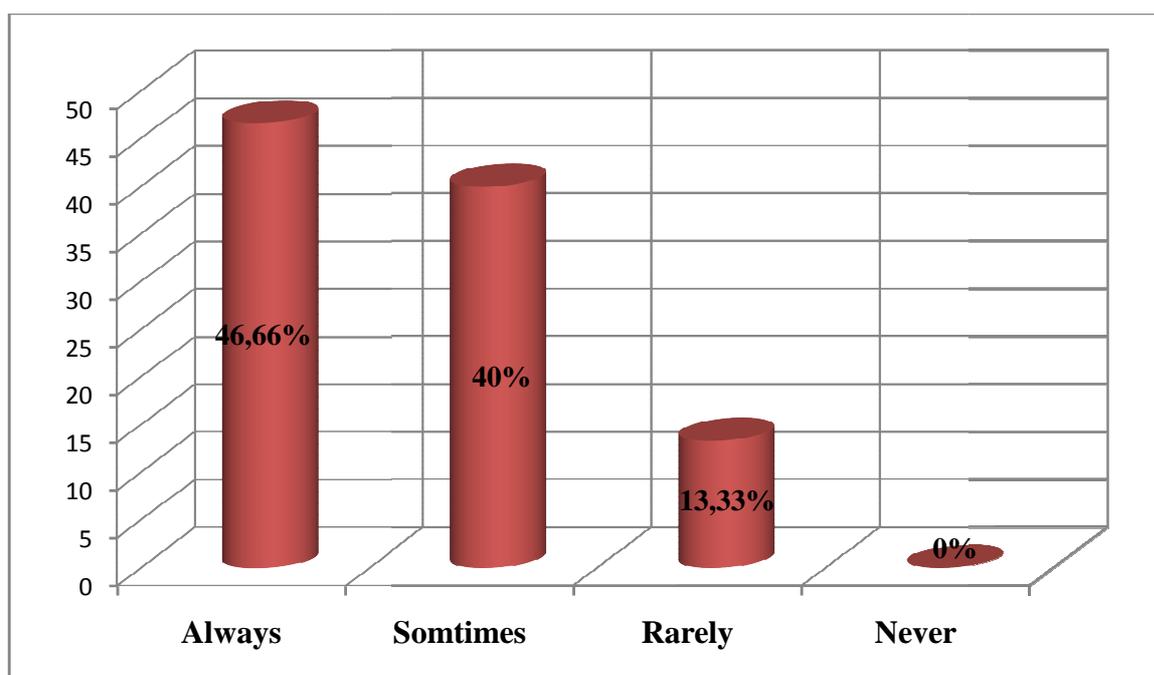


Figure 02: Pupils' Participation Voluntarily.

By this question, we wanted to know the pupils' frequency of participating voluntarily without being specifically asked by the teacher in the classroom using the target language. The majority of our participants (07) making up 46.66% state that they always participate voluntarily may be because they like to take risk and motivated. While (02) pupils representing 13.33% state that they participate rarely. This is because of many reasons such as the fact that they are not risk takers, not interested in the topic or they are anxious. The justifications of the pupils' choices are in the table below:

Options	Reasons	Number	%
Always	<ul style="list-style-type: none"> • <i>To improve my English Language.</i> • <i>To understand the lesson more.</i> • <i>To share my ideas and to ensure if they are true or not.</i> • <i>The topics of the lessons are interesting.</i> • <i>The friendly environment of our classroom motivates me to participate voluntarily.</i> 	07	
Sometimes	<ul style="list-style-type: none"> • <i>Teachers' questions are not clear.</i> • <i>I am not self confident enough to participate always.</i> • <i>I do not have sufficient word to express myself.</i> • <i>I am not knowledgeable about the topics.</i> • <i>I do not find it good to share my ideas with others. So, I let others to participate instead.</i> • <i>I am not sure about my answers.</i> 	06	
Rarely	<ul style="list-style-type: none"> • <i>Because of my personality. I am not the type who feels comfortable speaking up but I prefer to keep my work in the paper.</i> • <i>Because of teacher 'negative attitude.</i> 	02	

Table 02: Pupils' Justification of Their Participation Voluntarily in the Classroom.

Question 2: How often do you interact with your teacher and classmates in the classroom discussions?

Options	Always	Sometimes	Rarely	Never	Total
Numbers	06	05	04	00	15
%	40%	33.33%	26.66%	00%	100%

Table 03: Pupils' Interactions with Their Teacher and Classmates.

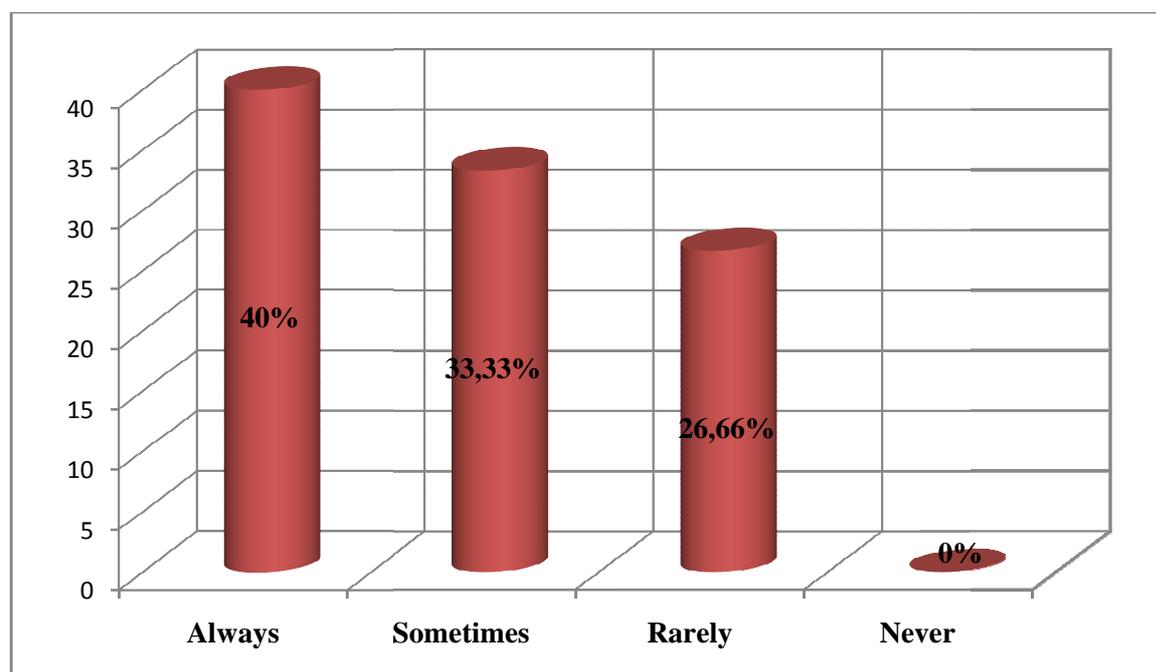


Figure 03: Pupils' Interactions with their Teacher and Classmates.

A quick look at the table above shows that (06) participants who make the majority of the pupils in our sample go for always that they interact with their teachers and classmates. This confirms that this category of pupils is extrovert, talkative and motivated. Whereas, (05) participants making up 33.33% and (04) pupils who represent 26.66% stated that they interact either sometimes or rarely. That is to say, they are introverted pupils, inhibited to use the language or maybe they are afraid of the teachers and classmates' negative evaluation. Then, pupils are asked to justify why they do not interact regularly with their teachers and classmates in the following.

Question 3: If never, rarely or sometimes, is it because you are (you can choose more than one suggestion).

- a) Shy?
- b) Not fluent in English.
- c) Anxious of making mistakes.
- d) Fear of teacher and students' negative evaluation.
- e) You do not have sufficient words to express yourself.
- f) You are not talkative.
- g) Other.....

Options	a	b	c	d	e	f	g	Total
Numbers	04	01	07	03	02	02	00	19
%	23.52%	5.88%	41.17%	17.64%	11.76%	11.76%	00	100%

Table04: Pupils' Justifications of Their Interactions with Their Teacher and Classmates.

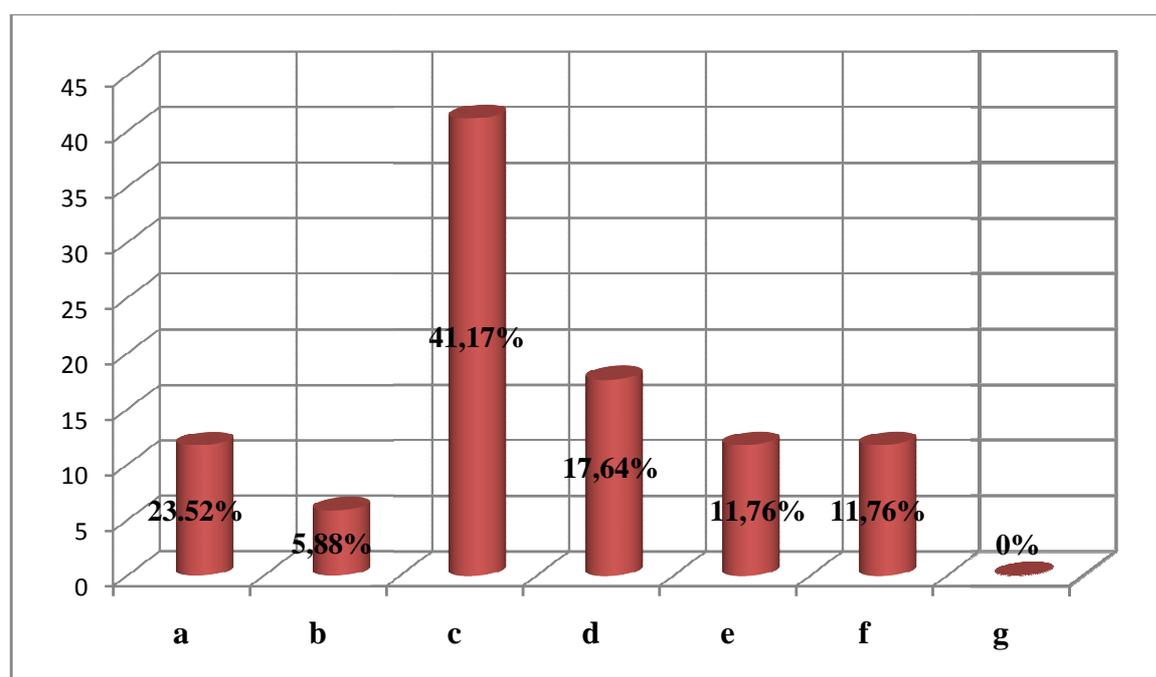


Figure 04: Pupils' Justifications of Their Interactions with Their Teacher and Classmates.

The reason behind this question is to know why pupils interact with their peers and teachers in the classroom discussions sometimes, rarely or never. Different answers have been given; we noticed that (04) participants making up 23.52% justify their answers by being shy. Also, (01) pupil who represents 5.88% justifies that he is not fluent in English. (07) of our informants making up 41.17% justify their answers by the fact that they are anxious of making mistakes. Besides, (03) of them what equates to 17.67% claim that they fear of the teachers and classmates' negative evaluation. Similar percentages are given to the pupils who justified that they are not talkative and have not sufficient words.

From the table above, we noticed that the variable "*anxious of making mistakes*" that reached the highest level with 41.17% is an obstacle that made pupils not interactive, for this reason teachers should encourage them to speak and interact even if with mistakes; and should create friendly learning environment to overcome pupils' fear. In turn, pupils also should help their classmates to interact for instance by advising them to be more active and avoiding laughing when they make mistakes.

Question4: With whom do you speak more often?

- a) With the teacher
- b) With the classmates

Options	A	b	Total
Numbers	08	07	15
%	53.33%	46.66%	100%

Table 05: Pupils' Frequency of Speaking With Either the Teacher or Classmates.

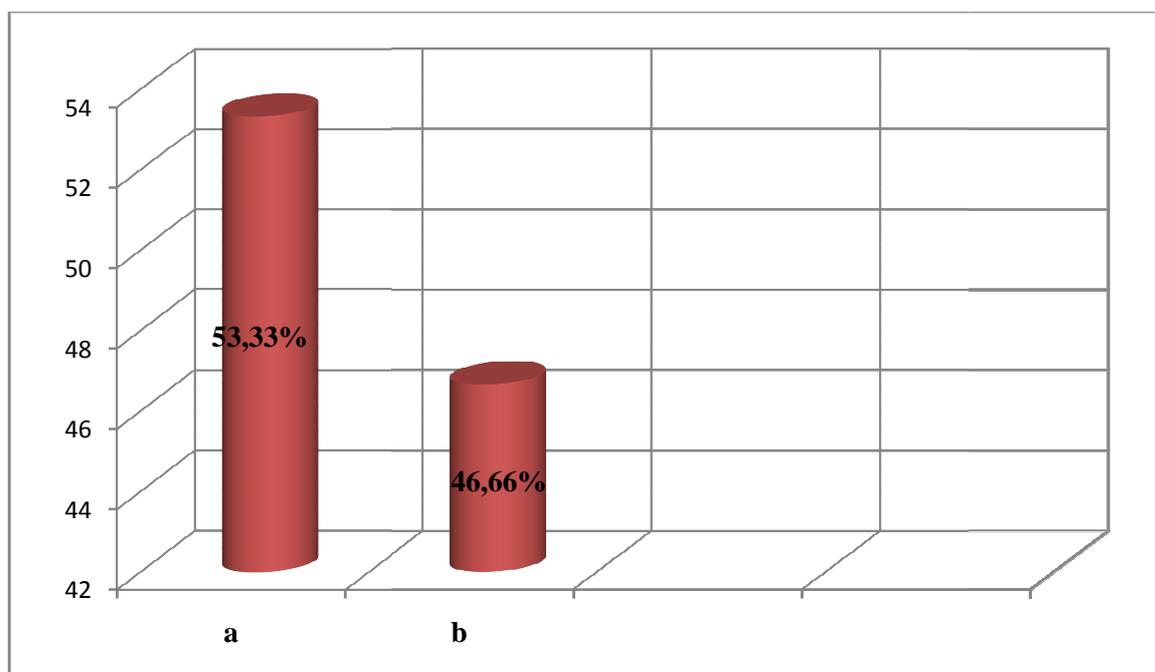


Figure 05: Pupils' Frequency of Speaking With Either the Teacher or Classmates.

The statistics, therefore, indicates that 53.33% of pupils claim that they speak more often with their teachers comparing to (07) pupils who prefer to speak more with their classmates. This, according to us, can be related to their high self confidence in expressing themselves easily in a given situation. Besides, they may be enjoying talking with their teachers more than with their classmates as a strategy to develop their speaking skill or may be the teacher chooses subjects that the pupils are interested in.

Question5: To what extent do you agree or disagree with each of the following statements?

Items 01: I like to wait until I know exactly how to use an English word before using it.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	00	05	02	08	15
%	00%	33.33%	13.33%	53.33%	100%

Table 06: Level of Agreement or Disagreement among the Participants about Item 01.

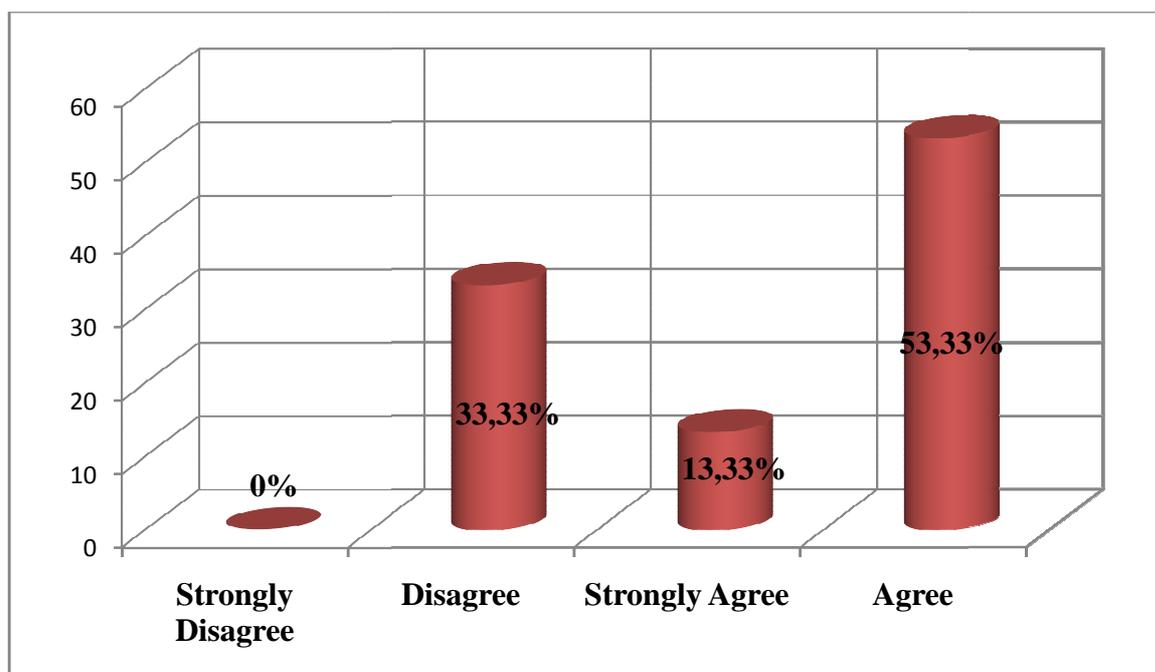


Figure 06: Level of Agreement or Disagreement among the Participants about Item 01.

In this item, we want to know if pupils wait until they know exactly how to use an English word before using it; the result as noticeable from the table and the figure above, none of the pupils strongly disagreed on this statement, and 33.33% of our participants disagreed, perhaps this category of pupils like to take risk without thinking how to use an English word. On the other hand, (02) pupils representing 13.33% strongly agreed, in addition to (08) who making up 53.33% agreed on this. Perhaps, this implies that this category of informants is the one who think that they should care about their utterances to avoid negative evaluation of others when using the target language.

Items 02: In class, I prefer to say a sentence to myself before I speak it.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	02	04	00	09	15
%	13.33%	26.66%	00%	60%	100%

Table 07: Level of Agreement or Disagreement among the Participants about Item 02.

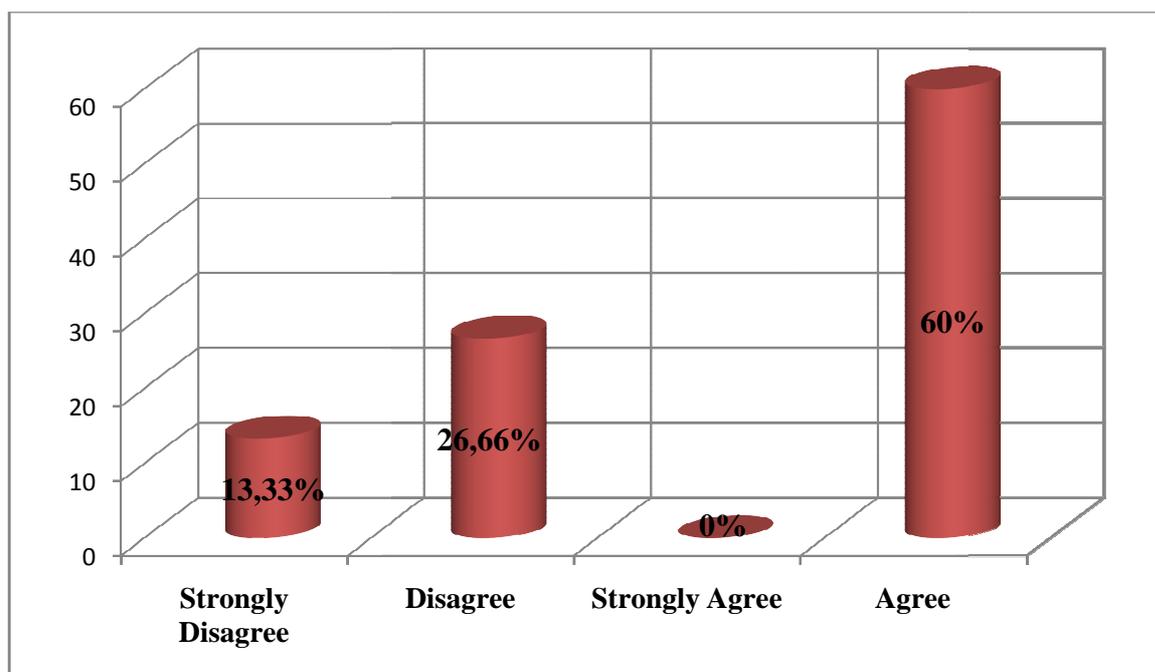


Figure 07: Level of Agreement or Disagreement among the Participants about Item 02.

As it can be seen from the results recorded in the table and the figure (07), (02) pupils 13.33% strongly disagreed and (04) of them making up 26.66% disagreed with this. In addition, the majority 60% agreed that they prefer to say a sentence to themselves before they speak it. None of them reported that they strongly agree with this. This indicates that our respondents prepare their speech before delivering, something which let us to classify them as risk averse ones.

Items 03: I hesitate to take part in the classroom because of the long talks and getting satire from the lecturer.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	00	02	00	13	15
%	00%	13.33%	00%	86.66%	100%

Table 08: Level of Agreement or Disagreement among the Participants about Item 03.

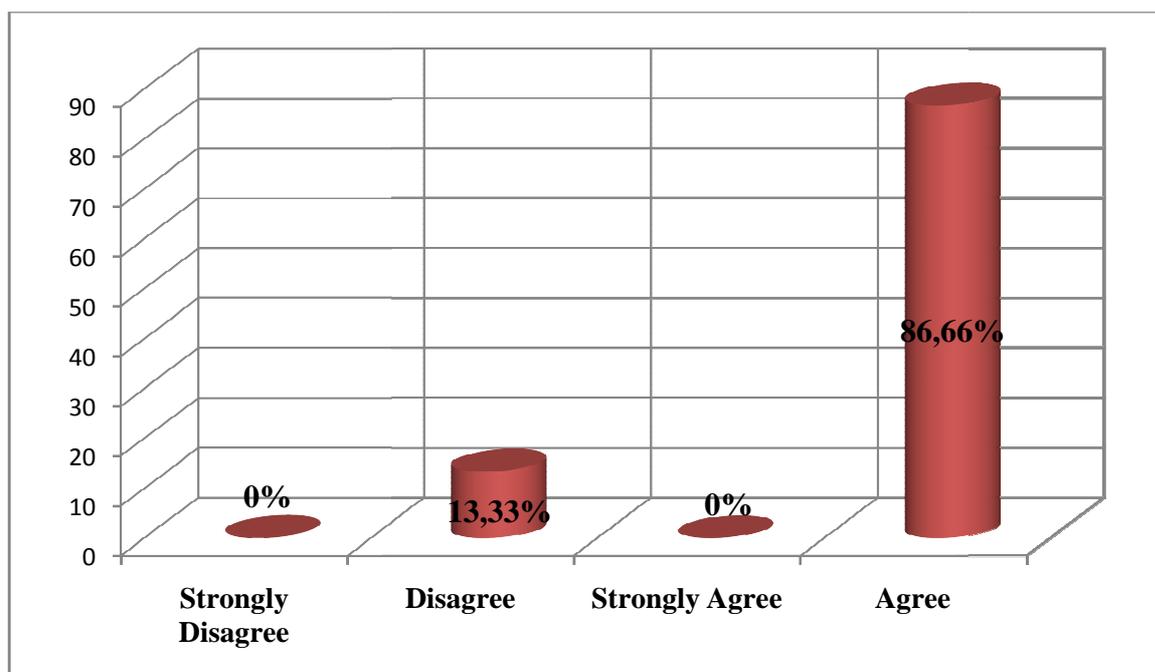


Figure 08: Level of Agreement or Disagreement among the Participants about Item 03.

This statement was aimed to know if pupils agree or disagree that they hesitate to take part in the classroom because of the long talks and getting satire from the lecturer. As it is mentioned in the table and the figure (08), the majority of pupils agreed on the statement, whereas, the rest which is about 13.33% disagreed with this. This result proved two important elements which can impede pupils to take risk in the classroom. The first one is the fear of having long talks which can be a result of insufficient vocabulary, poor grammar structures and reach level that permit them to engage in communication. Therefore, all these elements threat the pupils to feel embarrassed and low to initiate the talk with their teacher and classmates. The second one, getting satire from the lecturer that makes the pupils feel down which result their reluctance to participate or interact especially with the teacher. Therefore, this makes pupils rare of using English.

Items 04: I don't like trying out difficult sentences in class.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	00	03	02	10	15
%	00%	20%	13.33%	66.66%	100%

Table 09: Level of Agreement or Disagreement among the Participants about Item 04.

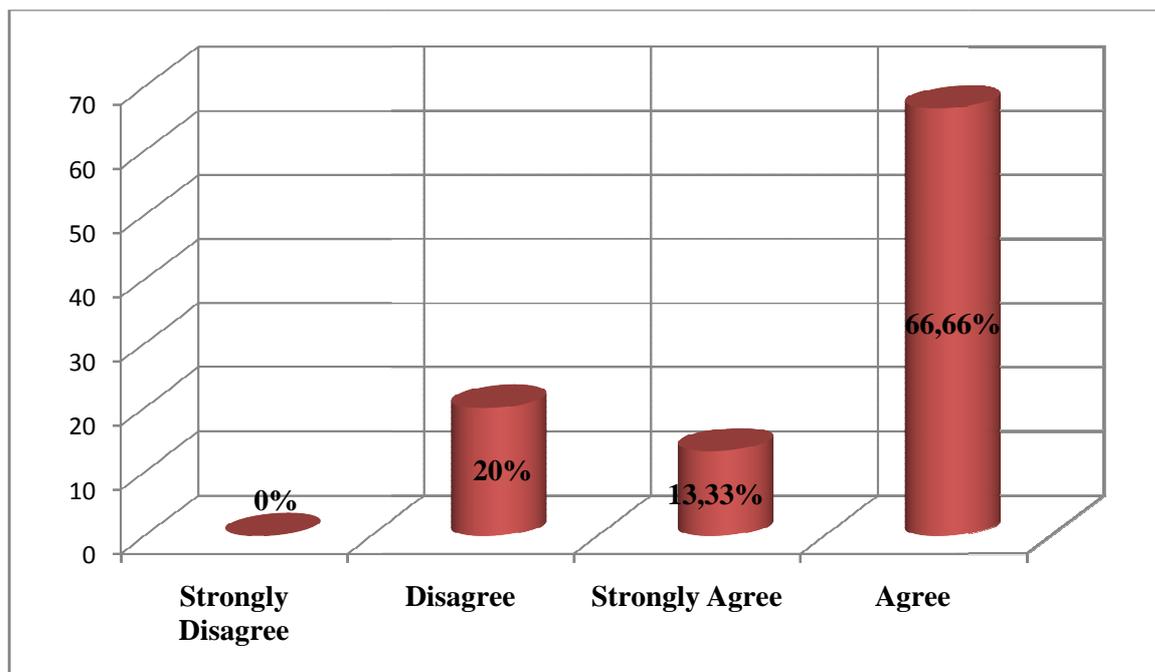


Figure 09: Level of Agreement or Disagreement among the Participants about Item 04.

We have given this statement to check if pupils like trying out difficult sentences in the class. The result shows that none of them are strongly disagreed with this, but only (03) of our participants representing 20% disagreed. Besides, 13.33% of them are strongly agreed that they do not like trying out difficult sentences in the class. Interestingly, (10) informants reported that they agreed with this statement. This indicates that most of our respondents are passive ones, instead of trying to use difficult sentences to discover the language; they just repeat teachers or classmates' utterances and sentences. Or they fear to misuse the language which reveals that this category of pupils do not take the opportunity to learn the language.

Items 05: I do not like trying to express complicated ideas in English class.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	02	02	02	09	15
%	13.33%	13.33%	13.33%	60%	100%

Table 10: Level of Agreement or Disagreement among the Participants about Item 05.

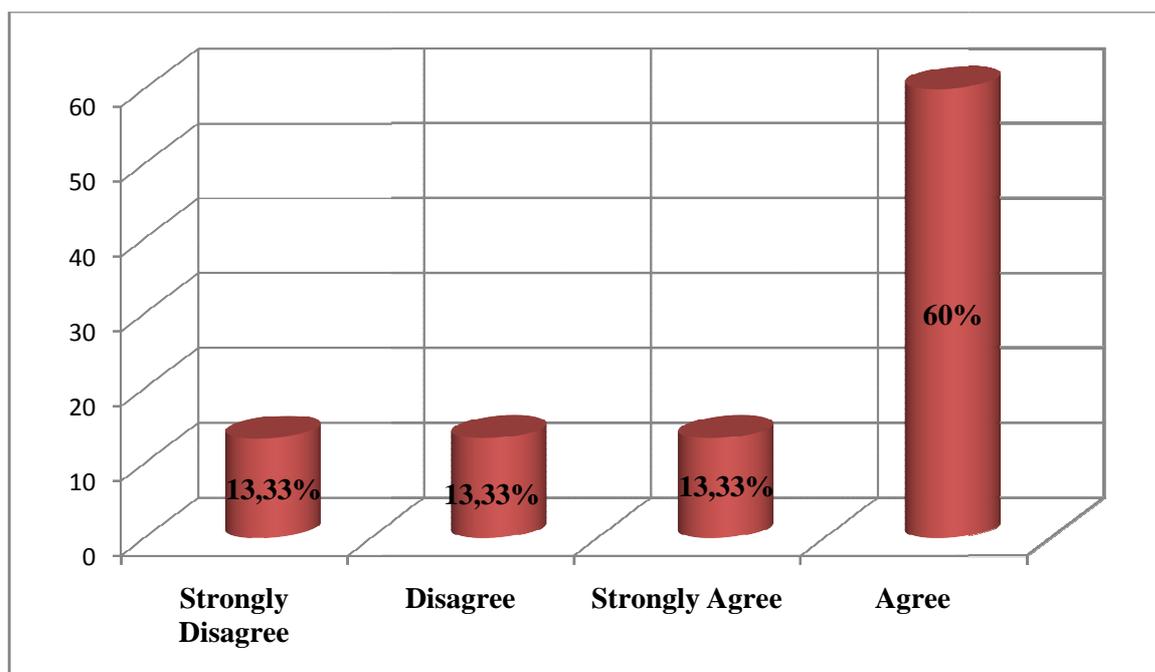


Figure 10: Level of Agreement or Disagreement among the Participants about Item 05.

Concerning the agreement and disagreement among the participants if they like trying to express complicated ideas, we have reached a result which indicates that the same percentage 13.33% shared by the ones who strongly disagreed and disagreed, perhaps those participants like to test their cognitive abilities and developing their way of thinking. Whereas, (02) of our participants making up 13.33% strongly agreed on this, in addition to (09) of them what equates to 60% agreed that they do not like trying to express complicated ideas in English class. This result is a signal that those participants who agreed on the statement are not competent yet to develop their language, find new ways to ameliorate their level and experience new situations that permits them to discover new things.

Items 06: I prefer to say what I want in English without worrying about small details of grammar.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	00	04	01	10	15
%	00%	26.66%	6.66%	66.66%	100%

Table 11: Level of Agreement or Disagreement among the Participants about Item 06.

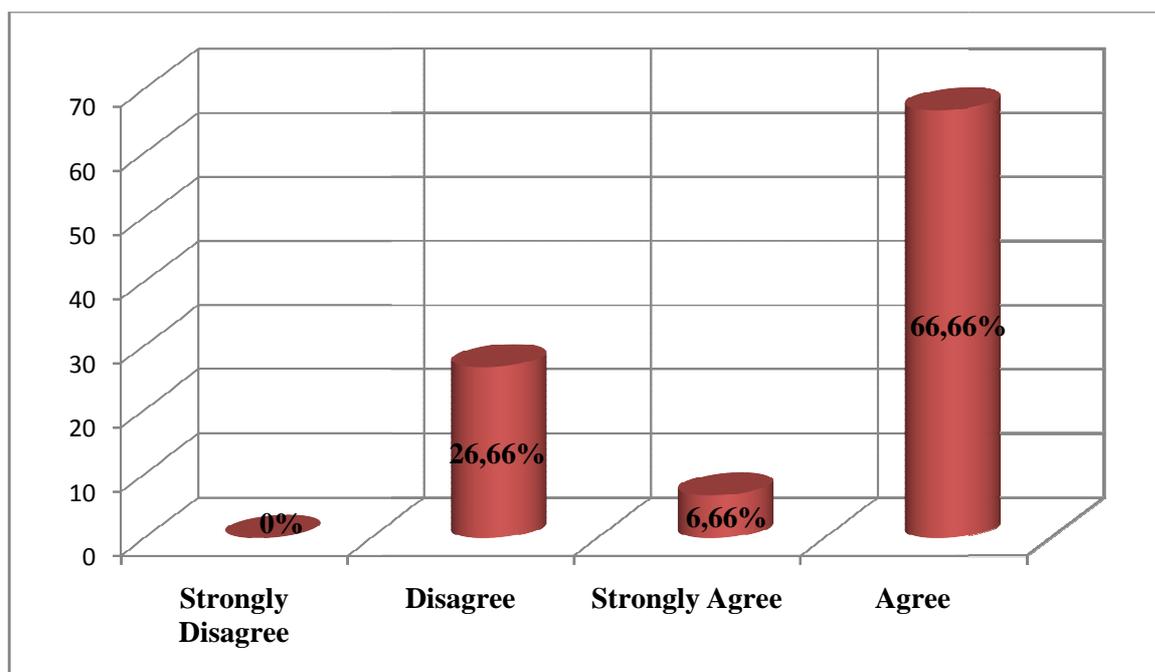


Figure 11: Level of Agreement or Disagreement among the Participants about Item 06.

When we asked pupils if they agree or disagree that they prefer to say what they want in English without worrying about the small details of grammar, (10) of them representing in the table and the figure (11) 66.66% agreed with the statement in addition to one pupil who strongly agreed with this. On the other hand, none of them strongly disagreed, but only (04) expressed their disagreement with this statement. This means that most of our informants take risk of their language to take part in the classroom without caring about grammatical details which is a proof that those pupils want to make themselves active communicators even if they make mistakes (mainly grammatical ones).

Items 07: I prefer to follow basic sentence models rather than risk misusing the language.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	02	07	00	06	15
%	13.33%	46.66%	00%	40%	100%

Table 12: Level of Agreement or Disagreement among the Participants about Item 07.

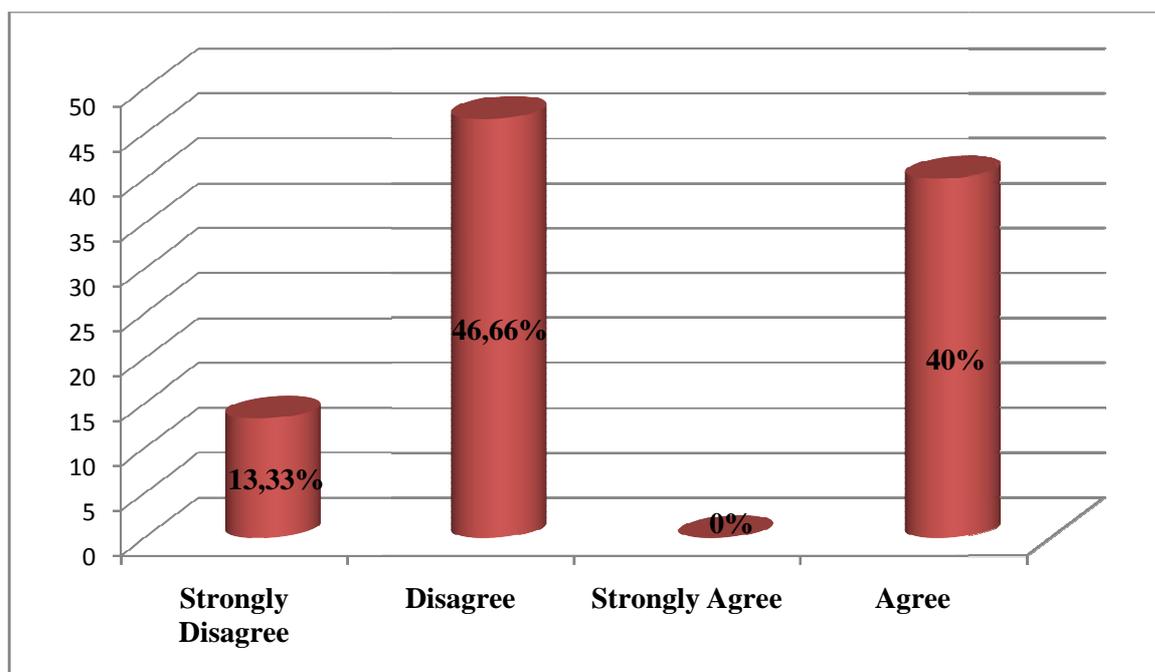


Figure 12: Level of Agreement or Disagreement among the Participants about Item 07.

Regarding this statement, (06) of our informants making up 40% agreed that they prefer to follow basic sentence models rather than misusing the language. This means that this portion of pupils perhaps fear of making mistakes, try to avoid any negative comments from their teacher or classmates because they do not followed basic sentence models or to avoid fossilized structures. Also, (02) pupils representing 13.33% strongly disagreed, whereas, (07) of them making up 46.66% of the total disagreed. Perhaps this category of our informants like to venture, try out new ways away from the basics to improve their abilities in front of others.

Items 08: I worry about the consequences of failing my English in the class.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	00	04	03	08	15
%	00%	26.66%	20%	53.33%	100%

Table 13: Level of Agreement or Disagreement among the Participants about Item 08.

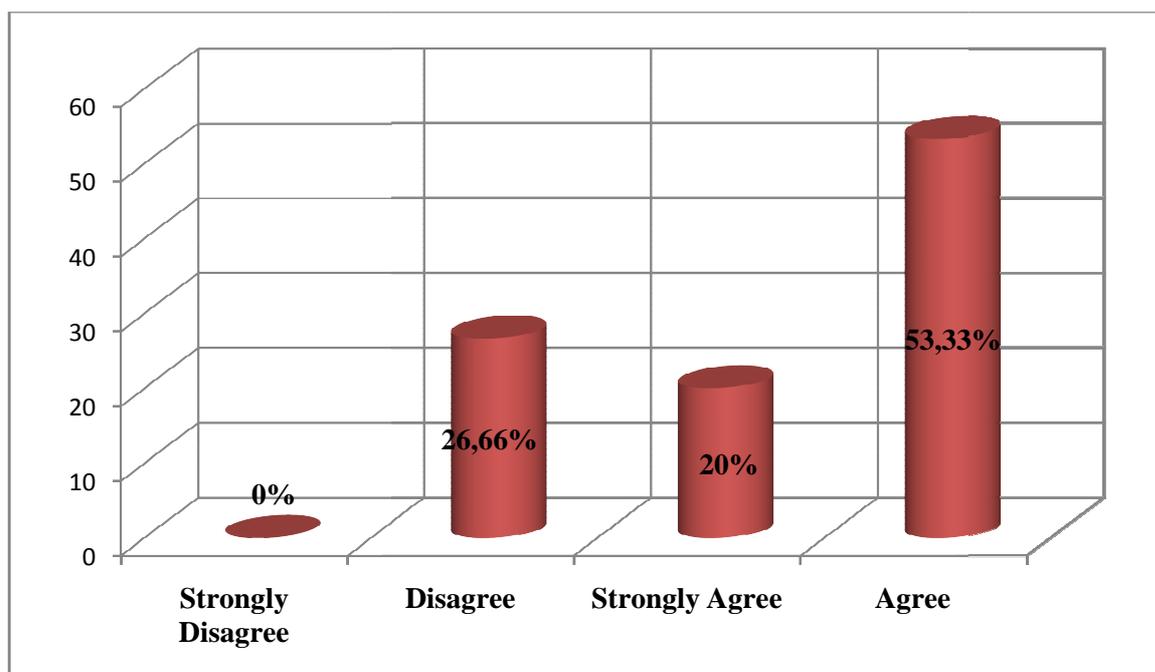


Figure 13: Level of Agreement or Disagreement among the Participants about Item 08.

This statement is devoted to unfold pupils' agreement or disagreement whether they fear of failure or not. More than half of our informants 53.33% agreed with this, in addition to (03) pupils who represent 20% are strongly agree. Also, (04) of them showed their disagreement what equates to 26.66%. From this, we can deduce that fear of failure is an influential factor that hampered our participants to be risk takers. Perhaps they fear to fail because they are not confident enough to express themselves in front of others and being evaluated negatively. Thus, pupils should believe in their abilities, failing one time this does not mean they are incompetent; they should be patient and learn from their failures to succeed.

Items 09: It wouldn't bother me at all to take more foreign language classes.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	02	10	01	02	15
%	13.33%	66.66%	6.66%	13.33%	100%

Table 14: Level of Agreement or Disagreement among the Participants about Item 09.

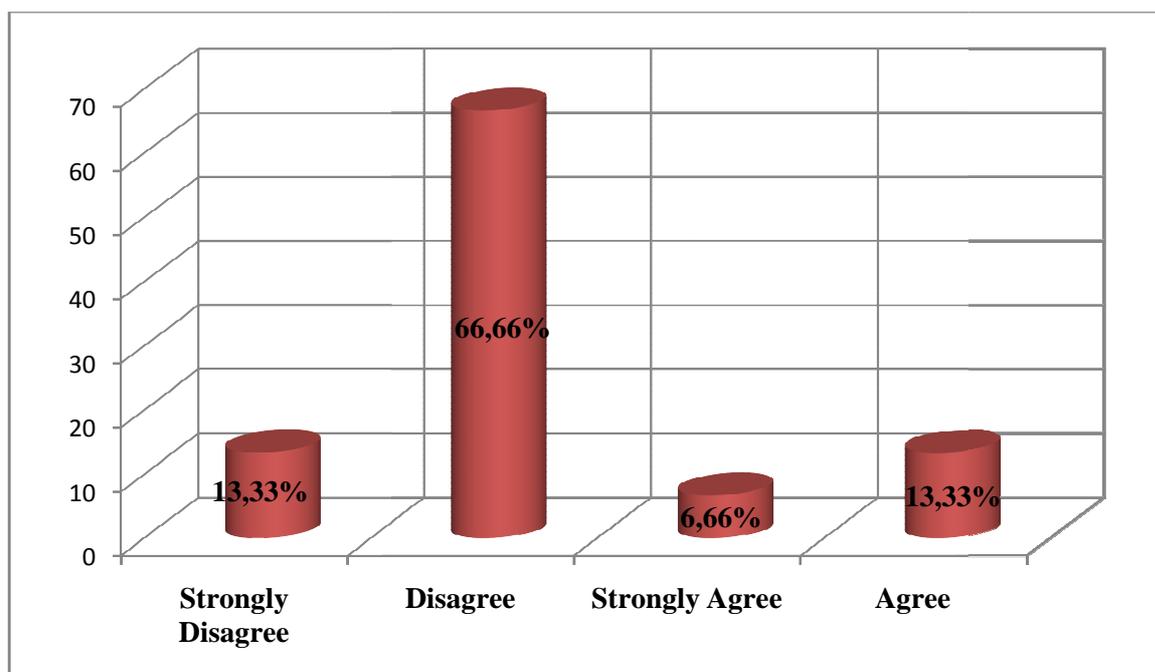


Figure 14: Level of Agreement or Disagreement among the Participants about Item 09.

As noticeable from the table and the figure above, 6.66% of our respondents strongly agreed, in addition to 13.33% who agreed. This may be implies that those pupils are more comfortable and relaxed in the classroom. In comparison to (02) pupils making up 13.33% and (10) of them who represent 66.66% disagreed with this statement. We can say that most of the pupils feel anxious to take turn in the classroom that may affect them negatively to take risk.

Items 10: I usually take the initiative talk in the classroom.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	03	05	00	07	15
%	20%	33.33%	00%	46.66%	100%

Table 15: Level of Agreement or Disagreement among the Participants about Item 10.

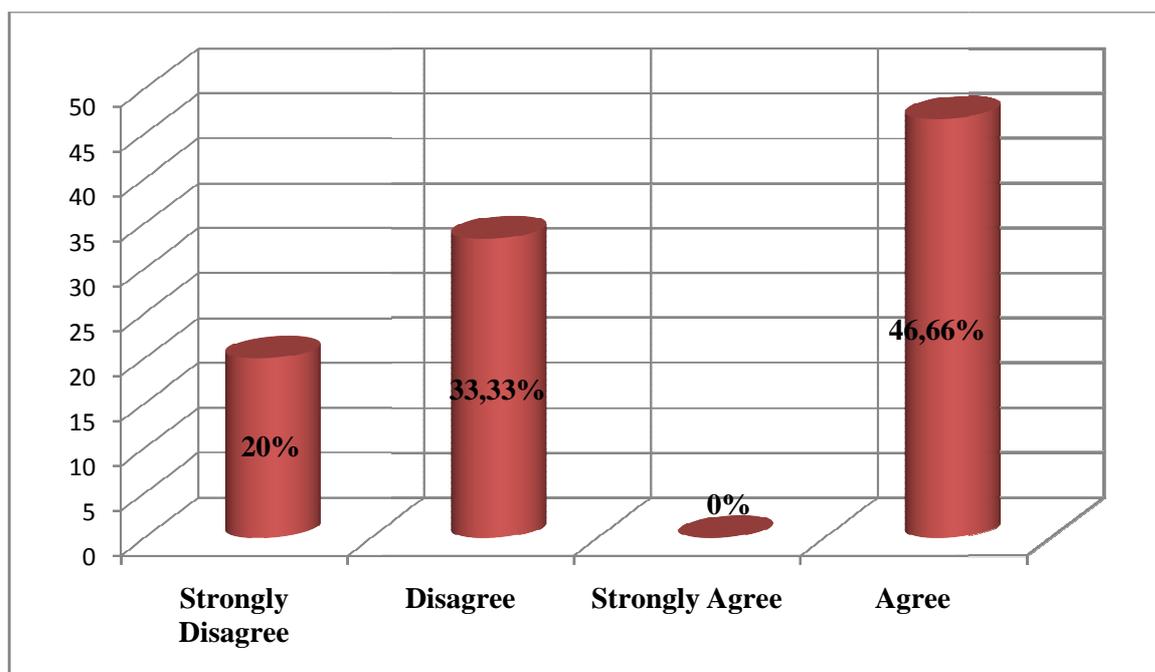


Figure 15: Level of Agreement or Disagreement among the Participants about Item 10.

This statement attempted to get knowledge if pupils take the initiative talk or not. Importantly, the results showed that (03) of the participants making up 20% reported that they are strongly disagreed on that with (05) one what equates to 33.33% who disagreed. On the hand, (07) of our informants expressed their agreement on this. We can refer this to the lovely atmosphere the teacher provides, interested in the subject matter, enthusiastic and want to improve their capacities and the desire to be perfect.

Items 11: I do not feel comfortable when I speak in classroom because of the teachers' negative attitude.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	03	07	00	05	15
%	20%	46.66%	00%	33.33%	100%

Table 16: Level of Agreement or Disagreement among the Participants about Item 11.

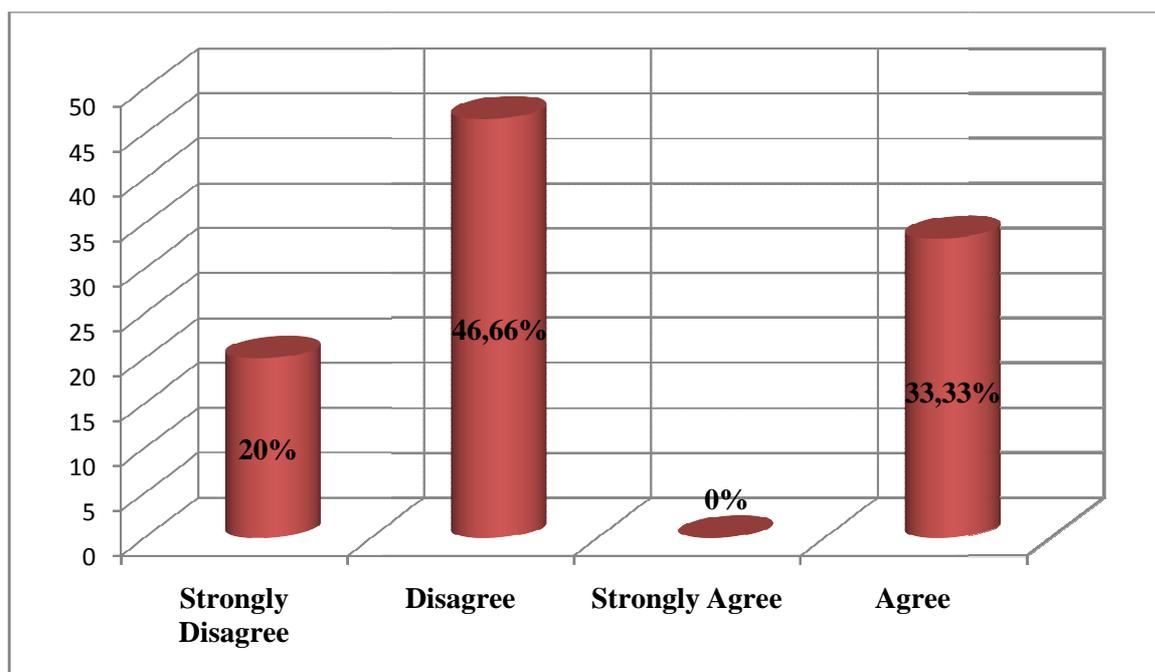


Figure 16: Level of Agreement or Disagreement among the Participants about Item 11.

The recorded answers in the table and the figure (16) shows us that 33.33% of our respondents replied that they agree they do not feel comfortable when they speak in the classroom because of the teachers' negative attitude and none of them strongly agreed with this. Besides, (03) pupils reported that they strongly disagreed with this statement. On the other hand, out of 46.66% disagreed. That is to say, those pupils have strong personality and believe in their abilities which do not make them feel down.

Items 12: When I speak the foreign language, I am afraid that the other students will laugh at me.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	00	10	01	04	15
%	00%	66.66%	6.66%	26.66%	100%

Table 17: Level of Agreement or Disagreement among the Participants about Item 12.

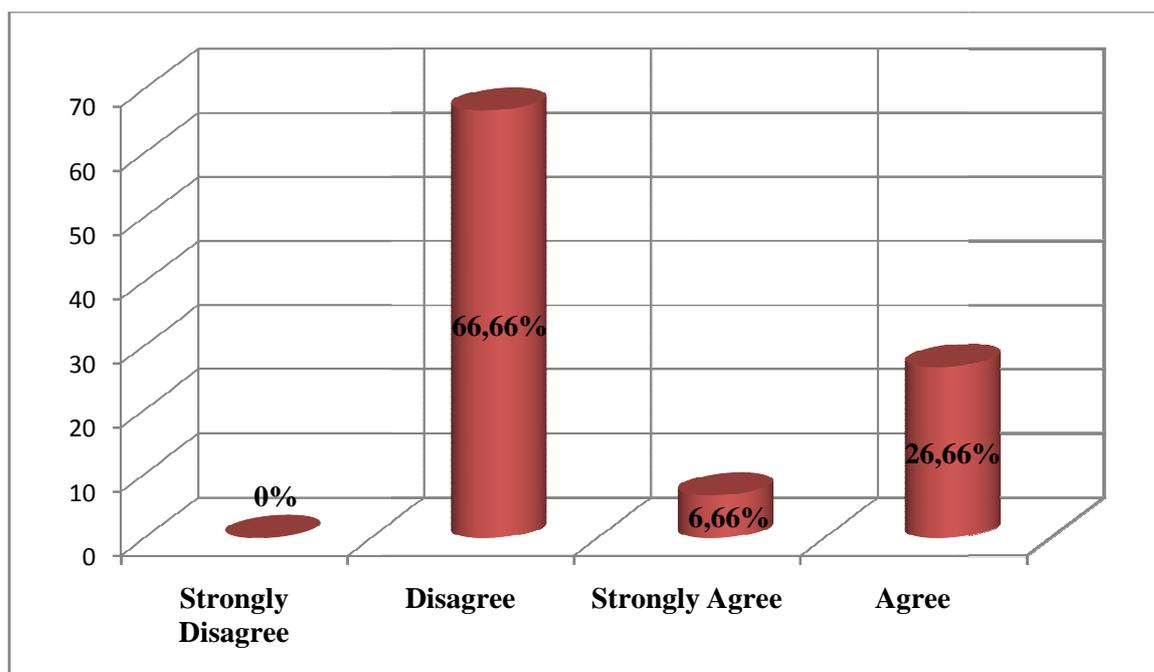


Figure 17: Level of Agreement or Disagreement among the Participants about Item 12.

One can notice from the table and the figure above that (01) pupil equals to 6.66% strongly agreed on the statement in addition to 26.66% of the total sample who agreed. We may refer pupils' feelings of being laughed at to the bad relationship they have with their peers or the unfamiliarity with them that makes them anxious and incompetent to participate or interact in the English class. Unlike, the vast majority of participants making up 66.66% showed their disagreement. This implies that those pupils feel at ease, comfortable, less anxious when they speak may be because they have good rapport with their classmates or have positive self image of them (more confident).

Items 13: I respond to the teacher when I found my class is friendly.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	02	06	00	07	15
%	13.33%	40%	00%	46.66%	100%

Table 18: Level of Agreement or Disagreement among the Participants about Item 13.

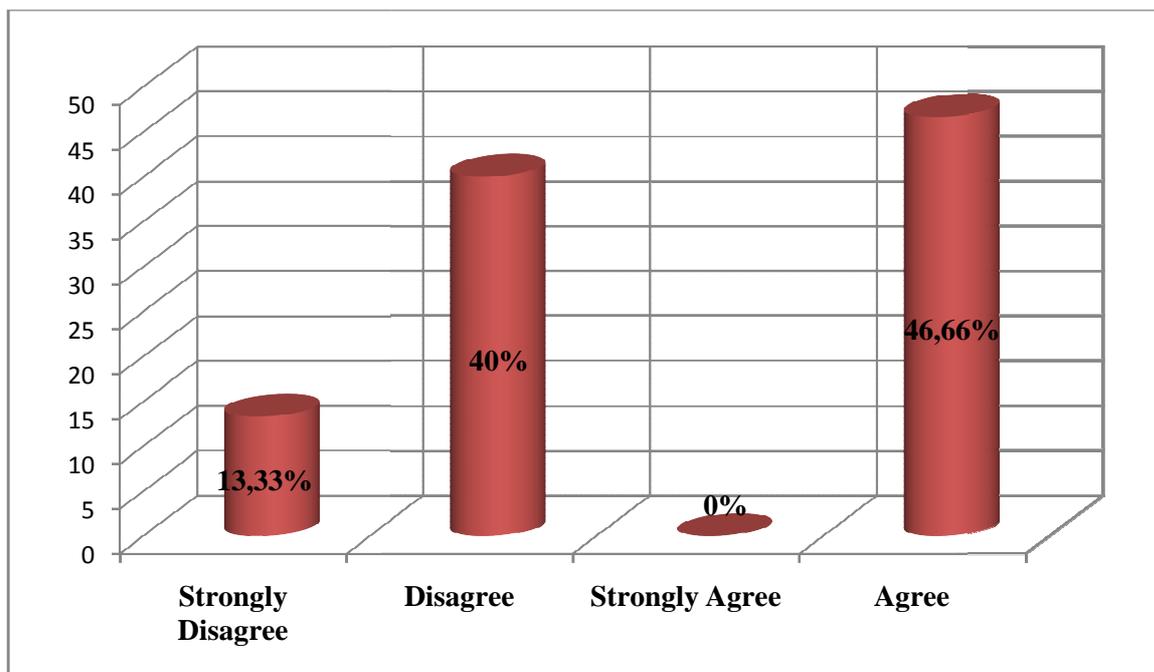


Figure 18: Level of Agreement or Disagreement among the Participants about Item 13.

Generally, the classroom requires a friendly atmosphere in order to motivate students to speak and interact freely. So, we devised this statement in order to know if the atmosphere affects our participants to respond to the teacher positively or negatively. Regarding pupils' answers (02) pupils making up 13.33% strongly disagreed, whereas, (06) representing 40% disagreed. We believe that such pupils are highly motivated since the classroom atmosphere does not affect them to say what they want. On the other hand, the remaining ones (07) pupils who represent in the table and the figure above 46.66% displayed their agreement. From this, we can conclude that classroom environment is a crucial factor that affect students' risk taking.

Section 2: Pupils' Perceptions of the Use of Pair Work in the Classroom.

Question6: Do you enjoy co-operating with others?

- Yes
- No

Options	Yes	No	Total
Participants	13	02	15
%	86.66%	13.33%	100

Table 19: Pupils' Opinions about Cooperation.

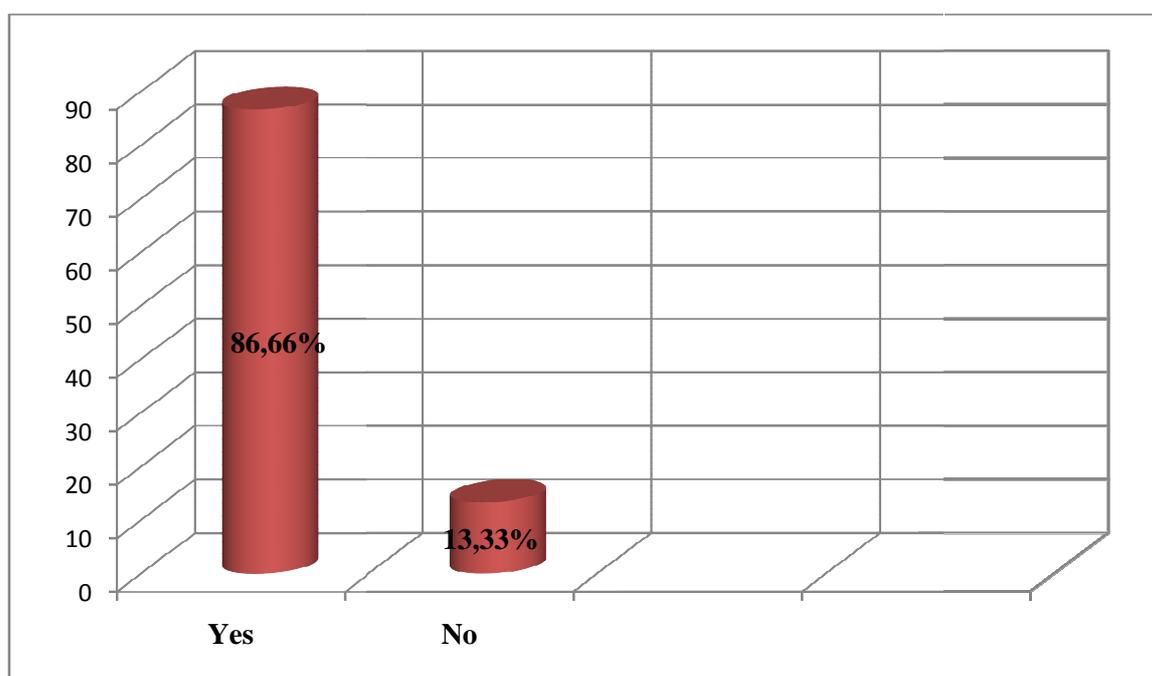


Figure 19: Pupils' Opinions about Cooperation.

According to the results recorded in the table and the figure above, we can note that the majority of our participants (13) making up 86.66% have chosen to cooperate with others and only (02) of them representing 13.33% do not. This leads us to conclude that the pupils who reached the high percentage are more sociable, helpful, extroverts than the ones who said no.

Question7: How do you prefer to work in English Lessons?

- Individually
- Pair

Options	Individually	Pair	Total
Participants	4	11	15
%	26.66%	73.33%	100

Table 20: Pupils' Preferences about How to Work in English Lessons.

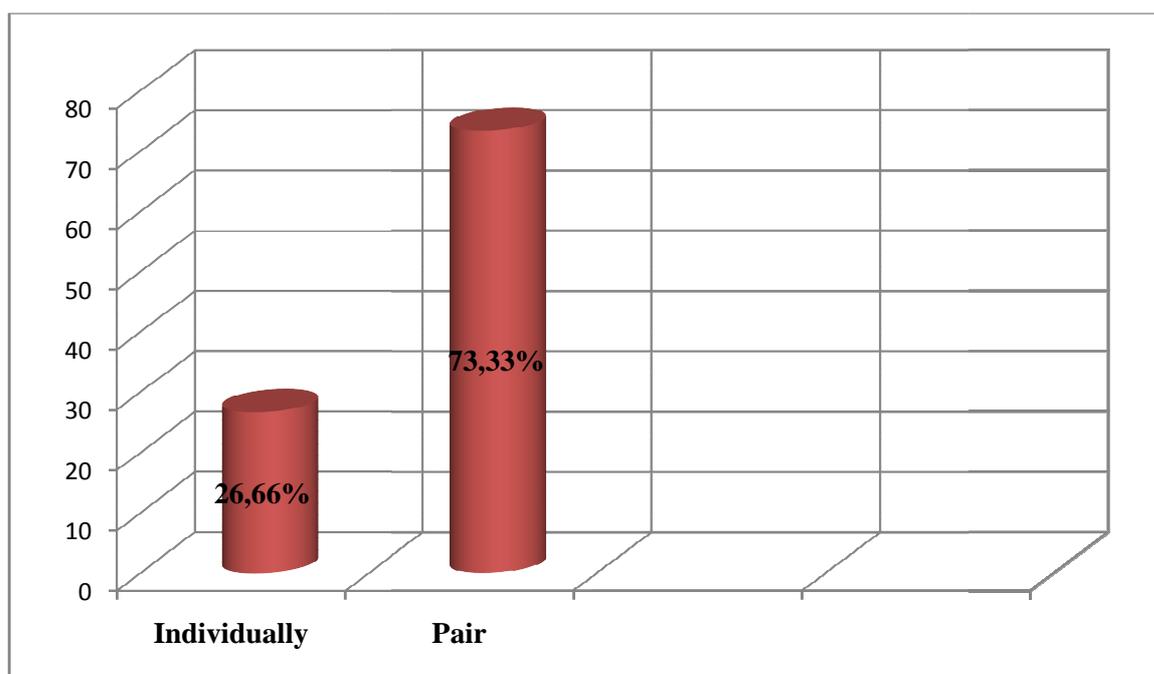


Figure 20: Pupils' Preferences about How to Work in English Lessons.

The results obtained denote that the majority of the participants 73.33% preferred pair work comparing to the other remaining ones 26.66% who preferred to work individually. Then, pupils are asked to justify their answers. The different justifications that we noticed, they prefer to work individually because (01) the peer does not give them the opportunity to express their ideas (02) because of noise (03) egoism; they do not like to share their ideas with others and for them someone who works individually can do better and can improve his / her English. On the other hand, pupils who prefer to work in pairs gave the following reasons:

- Motivates them to work more.
- Discover other people's ways of thinking.
- Feel more secure and comfortable.
- Exchanging ideas and opinions.

- Help each other when facing obstacles.
- Discover mistakes and make peer' correction.
- Won't feel bored and get courage to finish the task.

Question 8: How do you like to be organized with your partner in pairs?

- I prefer when the teacher chooses the partner for me
- I want to choose the partner myself
- I want to be organized into pairs by some pre activity

Options	a	b	c	Total
Participants	02	10	03	15
%	13.33%	66.66%	20%	100

Table 21: Pupils' Preferences about How to Be Organized in Pairs.

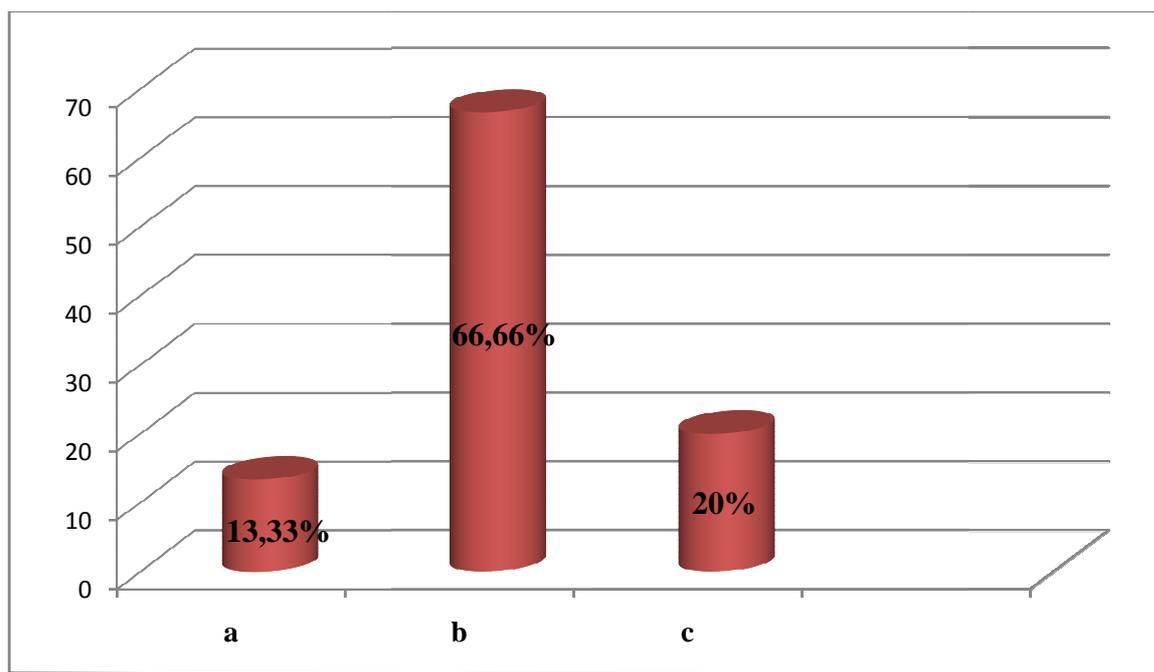


Figure 21: Pupils' Preferences about How to Be Organized in Pairs.

The question investigates pupils' likes about how they prefer to be organized with their peers. As the table and the figure above demonstrate, (02) pupils of our sample opted for when the teacher chooses the partner for them. Then, (03) participants representing 20% want

to be organized into pairs on the basis of pre-activities. And (10) pupils making up 66.66% answered they choose their partners on their own. The above results imply that the informants feel more comfortable when they choose their partners by their own. So, we recommend for every teacher to allow their pupils to organize themselves according to their choices since the objective of pairing is to create spirit of cooperation among pupils.

Question 9: I like to work with a partner who has:

- a) the same level as me
- b) a higher level than me
- c) a lower level than me
- d) I like to work with the students of various levels

Options	a	b	c	d	Total
Participants	06	04	01	04	15
%	40%	26.66%	6.66%	26.66%	100

Table 22: Pupils' Preferences about the Level of Their Partners.

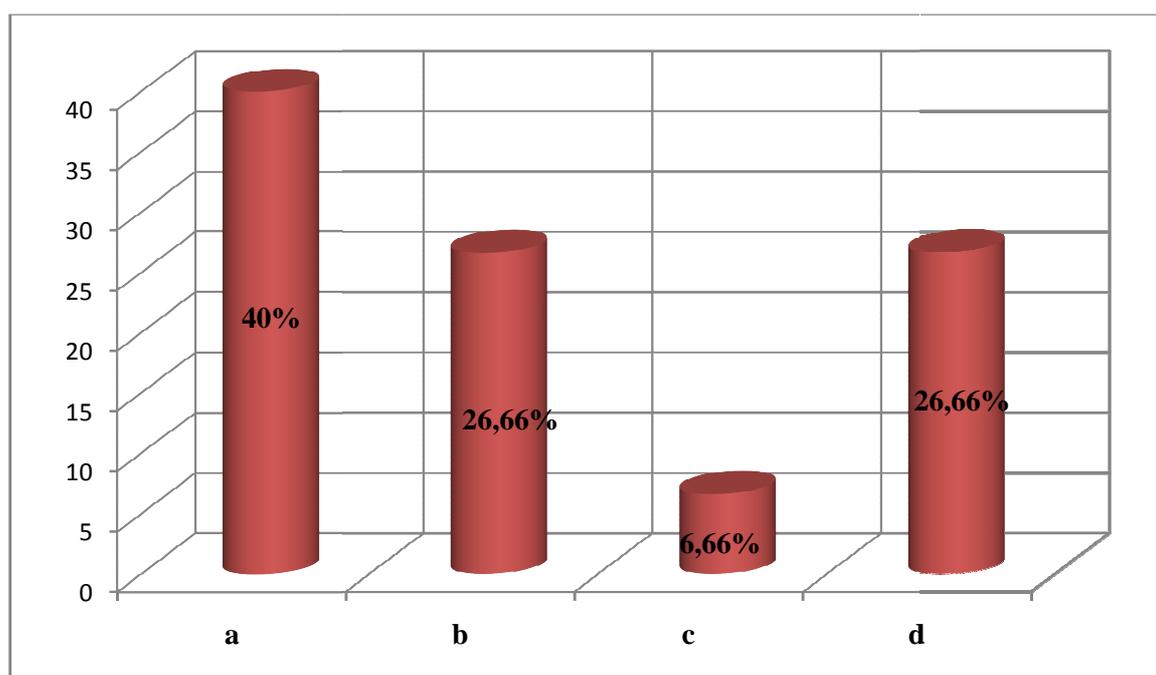


Figure 22: Pupils' Preferences about the Level of Their Partners.

For this question, we have given the pupils four choices about the partners' level with whom they like to work. The results showed varying percentages. (01) Pupil with 6.66% chooses to work with a lower level. Besides, the same percentages go for the ones answered that they like to work with the higher and the various levels. Conversely, (06) participants making up 40% stated that they like to work with the same level. This may imply that pupils feel more confident and have more opportunities to express themselves or even make mistakes in front of these pupils rather than with the higher level that may causes some problems as the fear of negative evaluation. But it is preferable to have a mixture, one strong pupil with a weak one. Thus, the teacher will have some rest by the presence of the strong one. However, this cannot be done all the time; the teacher should often change the pairs because some pupils impose themselves by doing all work and do not provide any chance for their peers to participate.

Question 10: Do you prefer to

- a) Work with a new partner for each pair work activity
- b) Work with the same partner all the time

Options	a	b	Total
Percentages	09	06	15
%	60	40	100

Table 23: Pupils' Preferences of Their Partners.

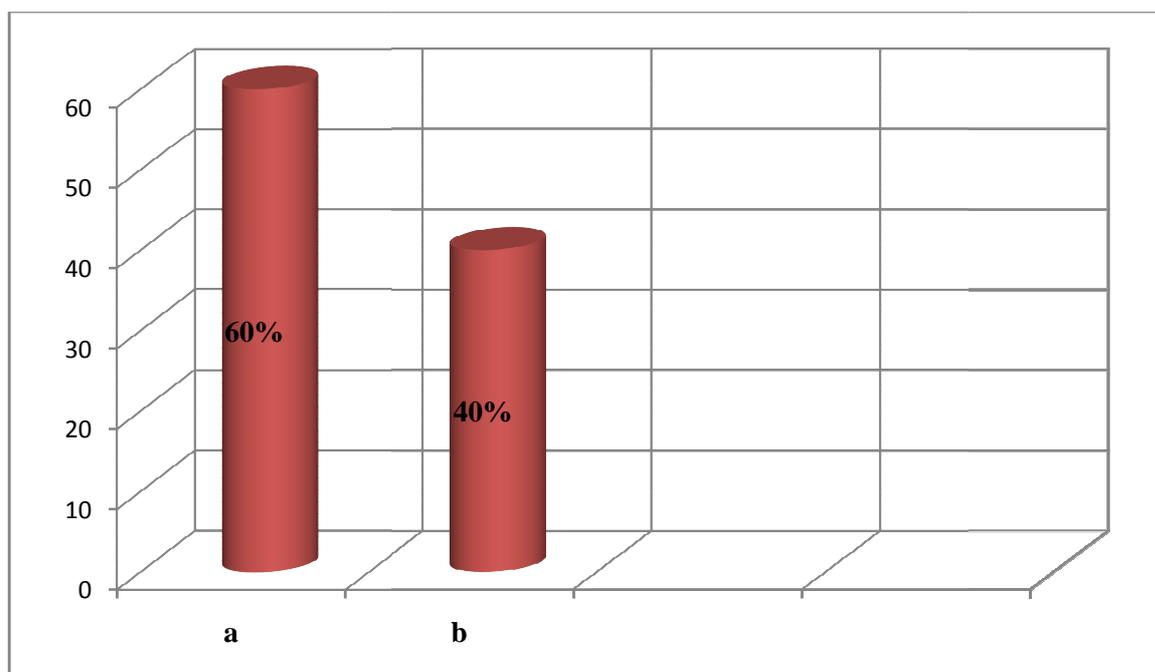


Figure 23: Pupils' Preferences of Their Partners.

The answers tabulated above reveal that 40% of our informants prefer to work with the same partner all the time. Whereas, (09) pupils stated that they prefer to work with a new partner each pair work activity. This is a proof that our informants like changes in their way of learning and do better when they change partners. Besides, it indicates that these categories of pupils are curious to learn new things from others and discovering new personalities.

Question 11: During pair work activities, do you prefer to talk?

- a) By yourself.
- b) When the teacher ask you.

Options	a	B	Total
Participants	08	07	15
%	53.33%	46.66%	100

Table 24: Pupils' Preferences about How to Talk During Pair Work Activities.

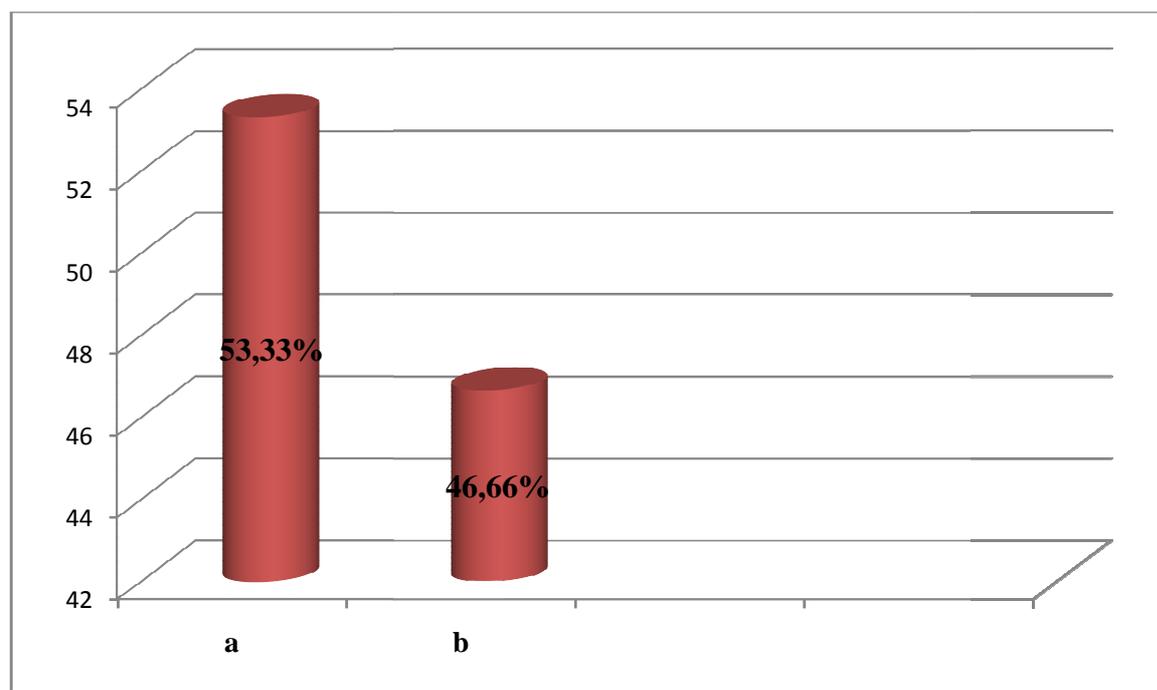


Figure 24: Pupils' Preferences about How to Talk During Pair Work Activities.

A quick look at the table and the figure above, the majority of the participants making up 53.33% prefer to talk by themselves. This may be they are sure of their answers or they are more enthusiastic to take part due to the cooperative atmosphere in comparison with (07) informants who represent 46.66% prefer to talk when the teacher asks them. From the findings mentioned above, we assume that pair work activities help pupils to overcome their fears and take risk to speak freely.

Question 12: How do you prefer to be in pair work activities?

- a) Talkative
- b) Silent

Options	a	b	Total
Participants	13	02	15
%	86.66%	13.33%	100

Table 25: Pupils' Preferences about How to Be in Pair Work Activities.

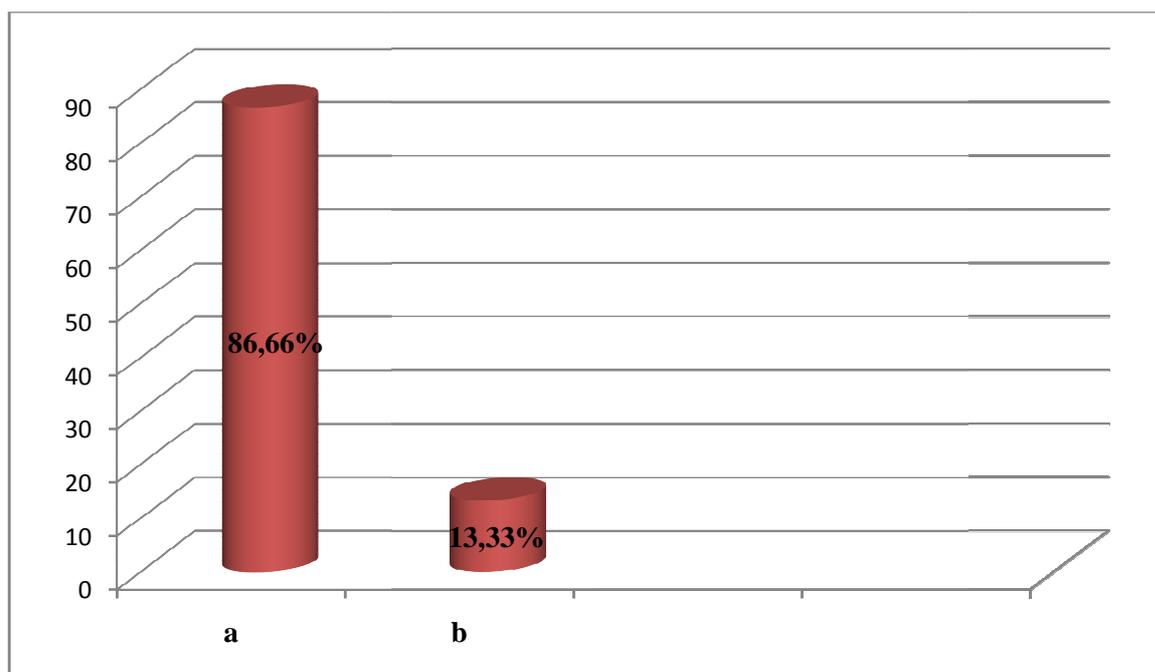


Figure 25: Pupils' Preferences about How Be in Pair Work Activities.

As it is presented in the table and the figure above, only (02) pupils representing 13.33% prefer to be silent during pair work activities. Conversely, (13) of our sample making up 86.66% said that they are talkative (i.e. when the pairs interact between each other or with the teacher, responds to the teachers' questions or clarifications). Basing on these results, we can confirm that pair work might be an effective strategy to make pupils talkative, sociable and active individuals. But, the teacher should control them because of the shortcomings these activities have as the use of L1 and the deviation of topics.

Question13: When I am speaking with my partner during the task, I prefer the teacher:

- a) To control me all the time.
- b) Help me only if I need help.

Options	a	b	Total
Participants	03	12	15
%	20	80	100

Table 26: Pupils Describing Their Teacher.

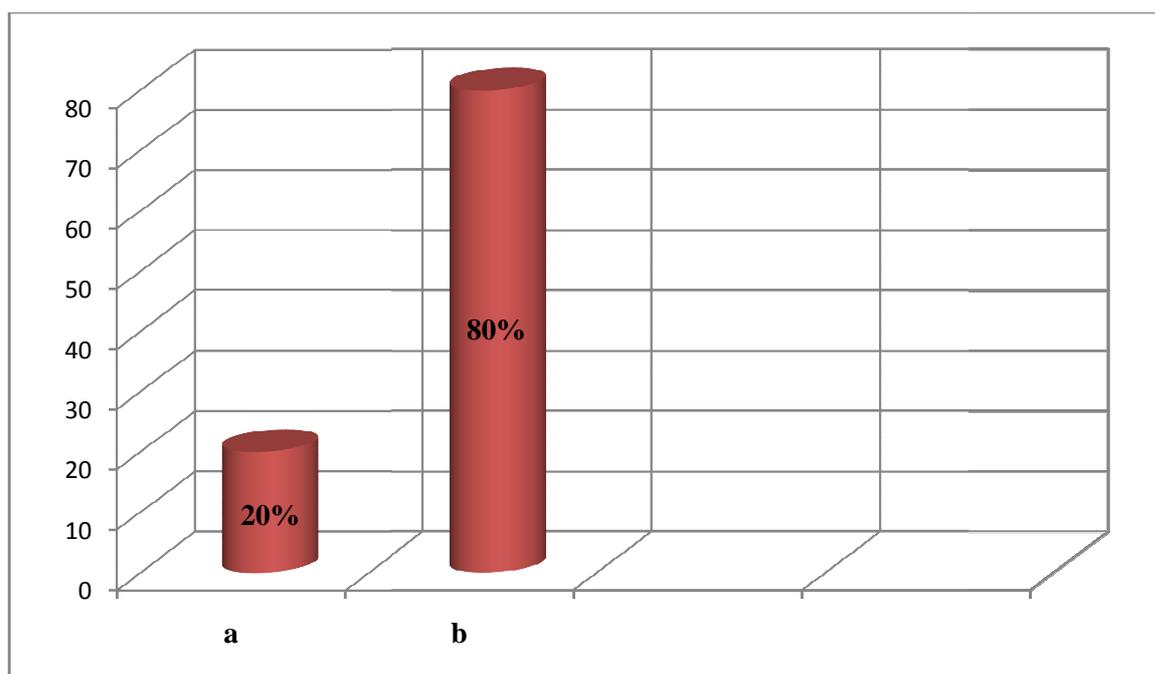


Figure26: Pupils Describing Their Teacher.

In this question, pupils are asked to describe their teachers' role. We noticed that, only (03) participants prefer the teacher to control them all the time. While, (12) pupils representing 80% prefer teacher's help only if they need it. That is to say, those pupils are more relaxed in the classroom, aware of what they are doing or maybe they have sufficient background that allows them to work without teacher's help. In doing so, the teacher should not interrupt them each time because he or he can spoil the whole activity.

Question 14: What do you think about working in pairs?

- a) Beneficiary.
- b) Not Beneficiary.

Options	a	B	Total
Participants	13	02	15
%	86.66%	13.33%	100

Table 27: Pupils' Opinions about Working in Pairs.

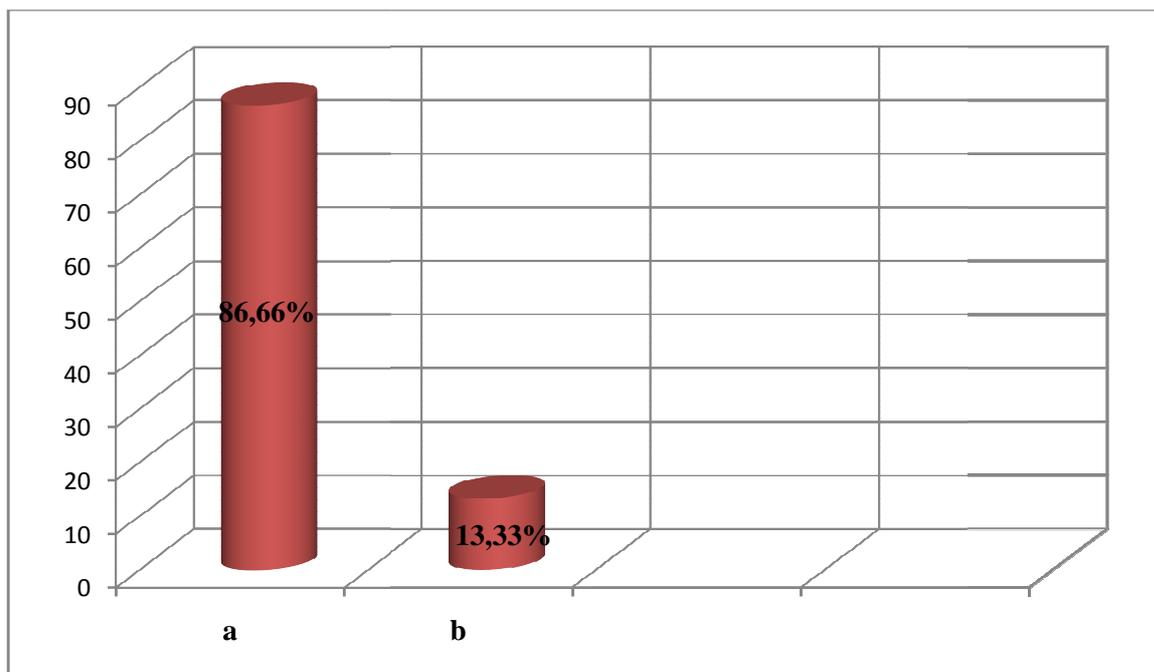


Figure 27: Pupils' Opinions about Working in Pairs.

This question is intended to know how pupils think about working in pairs, is it beneficiary or not. The table and the figure (21), shown that working in pairs is beneficiary through the reached percentage 86.66% pupils revealed. In comparison, (02) of them making up 13.33% pointed out that working in pairs is not beneficiary. To be curious, we asked them to justify their answers. According to them, pair work is beneficiary, because it involves them in the lesson through the contact allowed by the instructor and allows them to feel more confident about their answers (there is a side they can consult when they feel insure) and build good relationships with other mates. However, it is not beneficiary because of the peers' imposition, so they do not have many opportunities to give their opinions and to develop their abilities.

Section 03: Pupils' Attitudes towards the Use of Pair Work Activities as a Good Strategy to Enhance Risk Taking Behavior.

Question 15: The use of pair work activities in the classroom is a good strategy for the improvement of students' risk taking behavior.

- a) Strongly disagree.
- b) Disagree.

- c) Strongly agree.
d) Agree.

Options	Strongly Disagree	Disagree	Strongly Agree	Agree	Total
Frequency	00	02	02	11	15
%	00%	13.33%	13.33%	73.33%	100%

Table 28: Pupils' Attitudes towards the Use of Pair Work to Improve Risk Taking.

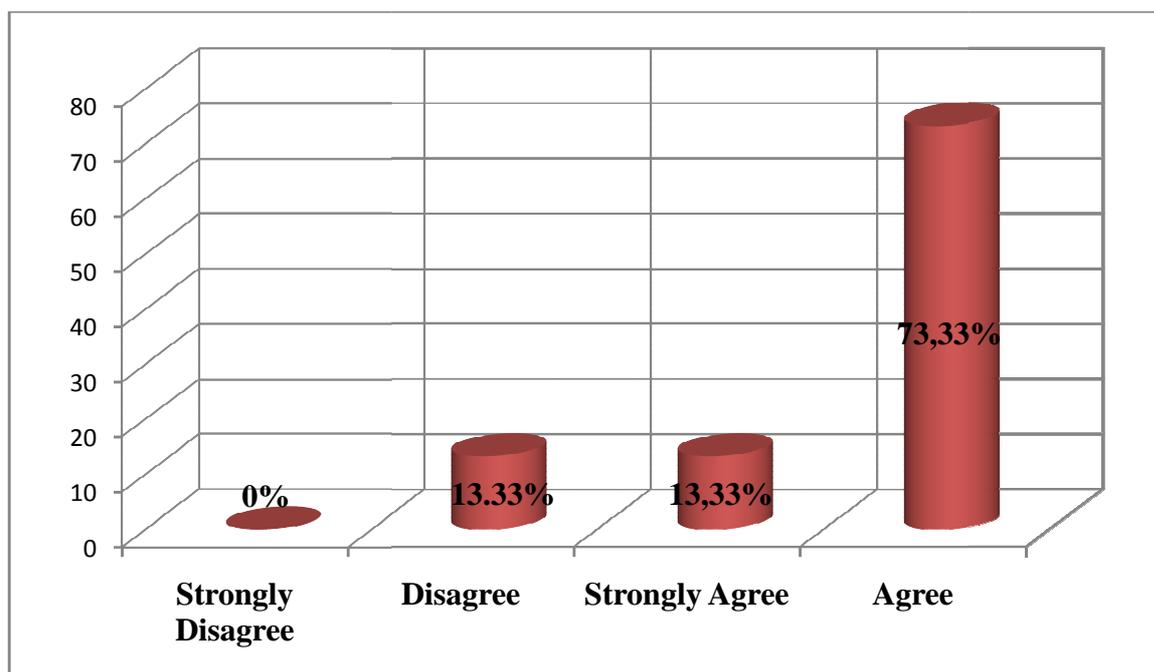


Figure 28: Pupils' Attitudes towards the Use of Pair Work to Improve Risk Taking.

When the pupils are asked to give their attitudes about the use of pair work activities in classroom to improve risk taking, their responses were recorded in the table and the figure (28) which can be described in the following: the vast majority of our informants reported that they agree on this, and only (02) of them making up 13.33% reported that they strongly agreed about the use of pair work activities to enhance risk taking behavior. Unlike, none of them expressed that they strongly disagreed, whereas (02) of them representing 13.33% disagreed. As it is apparent from the results, pupils have a positive attitude towards this strategy. Thus, we can say that it is one of the possible ways how to get pupils participate

voluntarily and keep them motivated. In addition, we assume that this technique will help them to develop their oral abilities and get rid of their anxiety.

2. Analysis and Discussion of the Classroom Observation Checklist Results

As we have mentioned earlier, we opted for the use of the Classroom Observation Checklist to record what we have observed during the classroom observation. We are going to analyze four classroom observations where the teacher relied on pair work and individual activities in one session starting from the second classroom observation to the five one since we consider the first session as the general one for us because it represented the first contact with them, so we did not reach interesting results. To start with, we are going to analyze and discuss the ones obtained during Individual activities, then, the ones obtained during the use of pair work activities. In doing so, we have used bold type to indicate pupils who take risks in the classroom. We are going to analyze them in the following:

2.1. Analysis and Discussion of the Classroom Observation Checklist during Individual activities

The Classroom Observation Checklist of the Lesson 1

Date: 16/ 03/2016.	Lesson Time: 09h00-10h00.	Class : 2.S.
N° of Learners: 24 Pupils.	Attendance: 22 pupils.	Average Age: 17-18.
Lesson: Conditional type 2.		

Items	Occurrences					
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	S1	S2	S9	S10	S17	S18
	<u>S3</u>	S4	S11	S12	S19	<u>S20</u>
	S5	S6	S13	S14	S21	S22
	S7	<u>S8</u>	S15	S16	S23	S24
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.	X		X		X	

Table 29: Analysis of the Classroom Observation Checklist of the Lesson 1 during individual activities.

From the table above, we notice that only (03) pupils (S3, S8 and S20) representing 8.33% of the whole class volunteered to take part. As we have observed during the activity, the classroom atmosphere was not participative; most of the pupils avoid asking or answering questions even they are clear.

The Classroom Observation Checklist of the Lesson 2

Date: 04/ 04/2016.	Lesson Time: 14h00-15h00.	Class : 2.S.
N° of Learners: 24 Pupils.	Attendance: 24 pupils.	Average Age: 17-18.
Lesson: Listening and Speaking.		

Items	Occurrences																								
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	<table border="1"> <tr> <td><u>S1</u></td> <td>S2</td> <td>S9</td> <td>S10</td> <td>S17</td> <td>S18</td> </tr> <tr> <td>S3</td> <td>S4</td> <td>S11</td> <td>S12</td> <td>S19</td> <td>S20</td> </tr> <tr> <td>S5</td> <td><u>S6</u></td> <td>S13</td> <td>S14</td> <td>S21</td> <td>S22</td> </tr> <tr> <td>S7</td> <td>S8</td> <td>S15</td> <td>S16</td> <td>S23</td> <td>S24</td> </tr> </table>	<u>S1</u>	S2	S9	S10	S17	S18	S3	S4	S11	S12	S19	S20	S5	<u>S6</u>	S13	S14	S21	S22	S7	S8	S15	S16	S23	S24
	<u>S1</u>	S2	S9	S10	S17	S18																			
	S3	S4	S11	S12	S19	S20																			
	S5	<u>S6</u>	S13	S14	S21	S22																			
S7	S8	S15	S16	S23	S24																				
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.	X X																								

Table 30: Analysis of the Classroom Observation Checklist of the Lesson 2 during individual activities.

As we can notice from the table, the number of pupils who take risk and the number of their voluntary participations and interactions during the individual activities in the lesson 2 were few. As we have noticed during the observation session, the teacher would try her best to create a pleasant and inspiring environment by using an appropriate material to encourage them to be active and motivated, but they still hesitate to take part which pushed the teacher to call them each time.

The Classroom Observation Checklist of the Lesson 3

Date: 05/ 04/2016.	Lesson Time: 11h00-12h00.	Class : 2.S.
N° of learners: 24 Pupils.	Attendance: 23 pupils.	Average age: 17-18.
Lesson: Reported Speech.		

Items	Occurrences					
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	S1	<u>S2</u>	S9	S10	S17	S18
	S3	S4	<u>S11</u>	S12	<u>S19</u>	S20
	<u>S5</u>	S6	S13	S14	S21	S22
	S7	S8	<u>S15</u>	S16	S23	S24
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.	X	X	X	X	X	

Table 31: Analysis of the Classroom Observation Checklist of the Lesson 3 during individual activities.

As it has been viewed from the table (31), only (05) pupils making up 20.83% taken the risk to participate and interact whereas, the majority of pupils remain silent and passive ones. During this activity we have observed that pupils are not interested to the subject matter although the teacher restates important ideas and instead of interacting with their teacher, they speak about other things which are not related to the purpose of the course.

The Classroom Observation Checklist of the Lesson 4

Date: 06/ 04/2016.	Lesson Time: 10h00-11h00.	Class : 2.S.
N° of learners: 24 Pupils.	Attendance: 24 pupils.	Average age: 17-18.
Lesson: Conditional type 3.		

Items	Occurrences																								
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	<table border="1"> <tr> <td>S1</td> <td>S2</td> <td>S9</td> <td>S10</td> <td>S17</td> <td>S18</td> </tr> <tr> <td>S3</td> <td>S4</td> <td>S11</td> <td>S12</td> <td>S19</td> <td>S20</td> </tr> <tr> <td>S5</td> <td>S6</td> <td>S13</td> <td>S14</td> <td>S21</td> <td>S22</td> </tr> <tr> <td>S7</td> <td>S8</td> <td>S15</td> <td>S16</td> <td>S23</td> <td>S24</td> </tr> </table>	S1	S2	S9	S10	S17	S18	S3	S4	S11	S12	S19	S20	S5	S6	S13	S14	S21	S22	S7	S8	S15	S16	S23	S24
	S1	S2	S9	S10	S17	S18																			
	S3	S4	S11	S12	S19	S20																			
	S5	S6	S13	S14	S21	S22																			
S7	S8	S15	S16	S23	S24																				
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.	X																								

Table 32: Analysis of the Classroom Observation Checklist of the Lesson 4 during individual activities.

The results recorded in the table (32), only one pupil (S15) making up 4.16% of the whole class volunteered to take turn. Besides, we have noticed that only the teacher's voice who dominates in the classroom by explaining the lesson, asking questions and answering, clarifying and commenting, whereas other pupils seem bored, annoyed and less motivated while doing the activity.

2.2. Analysis and Discussion of the Classroom Observation Checklist during Pair Work Activities

The Classroom Observation Checklist of the Lesson 1

Date: 16/ 03/2016.	Lesson Time: 09h00-10h00.	Class : 2.S.
N° of Learners: 24 Pupils.	Attendance: 22 pupils.	Average Age: 17-18.
Lesson: Conditional type 2.		

Items	Occurrences					
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	S1	S2	<u>S9</u>	S10	S17	<u>S18</u>
	<u>S3</u>	S4	S11	S12	S19	<u>S20</u>
	<u>S5</u>	S6	S13	<u>S14</u>	<u>S21</u>	S22
	S7	<u>S8</u>	<u>S15</u>	S16	<u>S23</u>	S24
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.	X	X	X	X	X	X
	X	X	X	X	X	X

Table 33: Analysis of the Classroom Observation Checklist of the Lesson 1 during Pair Work Activities.

In the above classroom observation checklist, we recorded pupils when they are engaged in pair work activity about the Conditional type2. The table above demonstrates that (10) pupils what equates to 41.66% interacted and participated during this activity. This implies that those pupils enjoyed when they are paired. As we have observed those pupils

seems active, interested and confident in comparison when they are worked individually where they seemed bored and confused.

The Classroom Observation Checklist of the Lesson 2

Date : 04/ 04/2016.	Time: 14h00-15h00	Class : 2.S.
N° of learners : 24 Pupils.	Attendance: 24 Pupils.	Average age: 17-18.
Lesson: Listening and Speaking.		

Items	Occurrences																								
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	<table border="1"> <tr> <td><u>S1</u></td> <td>S2</td> <td>S9</td> <td><u>S10</u></td> <td><u>S17</u></td> <td><u>S18</u></td> </tr> <tr> <td><u>S3</u></td> <td><u>S4</u></td> <td><u>S11</u></td> <td>S12</td> <td><u>S19</u></td> <td>S20</td> </tr> <tr> <td><u>S5</u></td> <td><u>S6</u></td> <td><u>S13</u></td> <td><u>S14</u></td> <td><u>S21</u></td> <td><u>S22</u></td> </tr> <tr> <td>S7</td> <td><u>S8</u></td> <td><u>S15</u></td> <td>S16</td> <td><u>S23</u></td> <td>S24</td> </tr> </table>	<u>S1</u>	S2	S9	<u>S10</u>	<u>S17</u>	<u>S18</u>	<u>S3</u>	<u>S4</u>	<u>S11</u>	S12	<u>S19</u>	S20	<u>S5</u>	<u>S6</u>	<u>S13</u>	<u>S14</u>	<u>S21</u>	<u>S22</u>	S7	<u>S8</u>	<u>S15</u>	S16	<u>S23</u>	S24
	<u>S1</u>	S2	S9	<u>S10</u>	<u>S17</u>	<u>S18</u>																			
	<u>S3</u>	<u>S4</u>	<u>S11</u>	S12	<u>S19</u>	S20																			
	<u>S5</u>	<u>S6</u>	<u>S13</u>	<u>S14</u>	<u>S21</u>	<u>S22</u>																			
S7	<u>S8</u>	<u>S15</u>	S16	<u>S23</u>	S24																				
<table border="1"> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> </tr> </table>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
X	X	X	X	X	X	X	X	X																	
X	X	X	X	X	X	X	X																		
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.																									

Table 34: Analysis of the Classroom Observation Checklist of the Lesson 2 during Pair Work Activities.

During this activity we observed that almost all the participants participated and interacted voluntarily who represent 70.83% from the whole class. From what we have noticed, the activity made the pupils motivated, enthusiastic, help each other by clarifying

things to their peers, help them to construct their answers, and sometimes they correct their mistakes without asking the teacher for help which were not seen in the individual activity and tried to answer difficult questions by trying out to find new items to express themselves.

The Classroom Observation Checklist of the Lesson 3

Date: 05/ 04/2016.	Lesson Time: 11h00-12h00.	Class : 2.S.
N° of learners: 24 Pupils.	Attendance: 23 pupils.	Average age: 17-18.
Lesson: Reported Speech.		

Items	Occurrences							
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	S1	<u>S2</u>	<u>S9</u>	<u>S10</u>	S17	<u>S18</u>		
	<u>S3</u>	<u>S4</u>	<u>S11</u>	S12	<u>S19</u>	S20		
	<u>S5</u>	S6	<u>S13</u>	<u>S14</u>	<u>S21</u>	<u>S22</u>		
	<u>S7</u>	<u>S8</u>	<u>S15</u>	S16	<u>S23</u>	<u>S24</u>		
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.	X	X	X	X	X	X	X	X
	X	X	X	X	X	X	X	X
	X	X	X	X				

Table 35: Analysis of the Classroom Observation Checklist of the Lesson 3 during Pair Work Activities.

As noticeable from the results of the classroom observation checklist above, the numbers of pupils who interact and participate voluntarily and the numbers of pupils' voluntary participations and interactions have increased because they are highly interested and

motivated, as we have seen them when they raised their hands to ask or answer to and from their teachers and classmates' questions or clarifications without being afraid of making mistakes. Therefore, there is a better learning atmosphere in which pupils expressed their ideas freely without being shy or afraid to speak in front of others.

The Classroom Observation Checklist of the Lesson 4

Date: 06/ 04/2016.	Lesson Time: 10h00-11h00.	Class : 2.S.
N° of learners: 24 Pupils.	Attendance: 24 pupils.	Average age: 17-18.
Lesson: Conditional type 3.		

Items	Occurrences						
Number of Pupils who Participate/ Interact Voluntarily in the Classroom	<u>S1</u>	<u>S2</u>	<u>S9</u>	<u>S10</u>	<u>S17</u>	<u>S18</u>	
	<u>S3</u>	<u>S4</u>	<u>S11</u>	<u>S12</u>	<u>S19</u>	<u>S20</u>	
	<u>S5</u>	<u>S6</u>	<u>S13</u>	<u>S14</u>	<u>S21</u>	<u>S22</u>	
	<u>S7</u>	<u>S8</u>	<u>S15</u>	S16	<u>S23</u>	S24	
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.	X	X	X	X	X	X	X
	X	X	X	X	X	X	X
	X	X	X	X	X	X	X

Table 36: Analysis of the Classroom Observation Checklist of the Lesson 4 during Pair Work Activities.

We consider the table (36) as the best one for us, because we observed a huge number in terms of pupils who interact and participate voluntarily and the number of pupils' voluntary participations and interactions. Thereby, we found 87.5% of the whole class

participate and interact even those who are introverts and shy which were not seen in the previous activities, they take the risk to take turn without thinking of the consequences.

In the light of the obtained results from the analysis of the classroom observation checklist, we can say that pair work activity was succeeded to make the classroom atmosphere more participative and interactive; where pupils feel more comfortable, less anxious, and active and may be because of risk taking that increased their self confidence. In comparison to the individual activity where we found the vast majority of the pupils are silent, passive, less interested, bored and annoyed. Thus, we assume that if the pupils were accustomed to deal with this technique regularly, they would have developed their speaking skill that can help them to improve their fluency as well their English.

3. Analysis and Discussion of the Teachers' Interview Results

Question 1: How long have you been teaching English?

We asked this question to know the time teachers spent in teaching. From the teachers' replies, we deduced that the scope of teachers' experiences in teaching English language ranges from 3 years to 24 years. This means that our respondents have different backgrounds about learning. It is positive in the sense that they can help us to know more about the subject under investigation

Question 2: What is your educational degree?

The recorded results revealed that only one teacher has Master 2 degree in Translation and the three remaining ones have License degree.

Question 3: What do you think about the use of pair work activities in the classroom to enhance risk taking?

For the purpose to elicit information about teachers' opinions about the use of pair work activities to enhance risk taking, the results showed that all the teachers' answers are positive one. All of them appreciated this technique as a means to improve pupils' risk taking. One of the teachers reported that *"indeed, pair work activities is a best way to make pupils participate even they are uncertain"*. Also, two teachers claim that pupils take the risk when they are confident and pair work activities gives them this confidence and the necessary

knowledge to take their language to the limit. The last one stated that pair work activities motivates the pupils to work more even the weak and shy ones do better when they are paired. In doing so, they feel more secure and take the chance to express their ideas freely.

Question 4: According to you, to what extent pair work activities enhance pupils' risk taking in the classroom? Justify!

This question attempted to know the extent to which pair work activities improve pupils' risk taking. The interviewees assured that to a great extent. Then, we asked them to justify their answers .the first interviewee said that pair work activities make the pupils volunteer to ask questions and answer them, clarify things and even provide suggestions. It is a proof that they gained trust in comparison to individual work where the majority of pupils fear to give their opinions in front of their mates and teachers. Additionally, the second and the third interviewees justified their answers by saying that "*pair work activities allow pupils to be creative. In doing so, it makes them competitive to express their speech without worrying of mistakes*". The last interviewee stated that when pupils are engaged in communicative pair work activity as classroom discussions for instance, they like to criticize others 'opinions that obliged them to speak whatever the classroom atmosphere is even if their ideas and sentences are false. In doing so, this can realized if the teacher doesn't evaluate them negatively and tolerate their noise.

Question 5: What will you do to ensure that your pair work activities have positive effects on pupils' risk taking behavior?

This question aimed at gaining insights about what the teachers do to ensure the pair work activity has a positive effect on pupils' risk taking behavior. All the teachers had the same point of view. In order to ensure that the pair work activity has a positive effect on pupils' risk taking, teachers do the following:

1. They account number of voluntary participations and interactions and compare them to the whole class activity or to individual work.
2. Interviewing them.
3. Asking them to write short paragraphs to express their opinions about the activity (pair or individual) whether it helps them to take the risk or not.

Question 6: Do you think that teacher's role help pupils to take risk during the use of these activities in the classroom?

The results demonstrated that all the teachers agree on the fact that the role of the teacher is so sensitive during the use of pair work activities in the classroom. One of the teachers pointed out *"Absolutely, the teacher must be the source of pupils' trust. His main role is to relieve them from their fears by providing them good conditions to take risk"*. Another one claims that in order to help pupils to take risk during the use of pair work activities, the teacher should not evaluate them each time (especially with marks) and should not reprimand or rebuke them when doing mistakes. The two remaining teachers said that the teacher should be a guide. So, he or she should not intervene them while doing the activity because this affects them negatively. Besides, if there is certain affection and love towards the teacher, they will at ease and improve the rate of participation.

Question 7: Do you agree that in order to learn a language pupils have to take risk in their learning?

In answering this question, the teachers agreed that in order to learn a language, pupils have to take risk. One of them asserted that *"Yes, this is completely right, if pupils are not taking risks and if they still just passive ones, they do not get themselves involved and they will never learn a language"*. Besides, the second teacher affirms that without risk taking, pupils cannot develop their abilities. So, they should do that to improve themselves and this can be realized if they trust their teachers and their friends who will correct them otherwise they won't take part unless they are certain. The two remaining ones share the same ideas by stating that learning a foreign language does not happen like that, however, it is due to many factors as risk taking. So, pupils who do not take the risk are not succeeded ones.

Question 8: Would you please add any other suggestions and recommendations?

In addition to what have been mentioned above, our interviewees add the following suggestions and recommendations:

It's true that pair work has a crucial role in the learning process; pupils learn better when they do it together, exchange their knowledge and search to solve problems together. Thus, they better trust themselves and take the risk. This has been well noticed through learning process. However, teachers must keep the following tips in mind when planning for pair work:

- The activities have to have an ultimate purpose.
- The level of difficulty should be matched carefully to the pupils' ability.
- The directions for the activity have to be clear to everyone at the outset.
- Teacher should move round to monitor and serve as a resource where necessary.

Additionally, the interviewees emphasized that pair work activities creates a great chance to take risk in the classroom. According to them, pupils are given the chance to hide their weaknesses through their experiences of working in pairs that enable them to take part in the classroom without much hesitation. But, for doing this successfully, they recommend for the teacher to go round to set them to work because some of pupils are like spectators. Also, check those who have finished their part and help the weak ones. Finally, they recommend paying more attention because some pupils take pair work as a game, so they speak only to spent time, not for the sake of learning.

4. Summary of the Major Findings of the Data Analysis

The major purpose of this study was to find whether secondary school pupils take risk when they are paired. Thus, the findings of this humble dissertation based on the views and experiences of the participants. For this sake, the qualitative (Interview and the Classroom Observation) and the quantitative (Questionnaire) procedures were used in order to gather information to attest the hypothesis proposed. After the analysis of the research tools, the most significant findings are as follow:

We have realized that the majority of pupils participate voluntarily in the classroom as table (1) and figure (2) indicated because they are willing to improve their English, comfortable and motivated. Moreover, 40% of our informants interact always with their teachers and classmates. From this we deduced that this category of pupils is extravert. Whereas the others cannot engage in a regular classroom communication and choose to

interact frequently because they are anxious of making mistakes (See Q 2, 3 and table 3, 4). Accordingly, a significant number of the participants prefer to interact with their teachers.

Furthermore, from the previous analysis of the pupils' questionnaire, we deduced that most of the pupils 53.33% like to wait until they know exactly how to use an English word. Also, they prefer to say a sentence to themselves before they speak it. From this, we deduced that our informants prepare their speech in advance which leads to classify them as risk averse ones. Concerning pupils' hesitation to take part in the classroom, we have found that 86.66% of them agreed that they hesitate to take part because of the long talks and getting satire from the lecturer (p.62 and 63). In addition to that, vast majority of our participants do not like trying out difficult sentences and express complicated ideas in English class (see items 04 and 05 p63, 64 and 65.). From the note number five, item six, we concluded that our participants take risk because they do not worry about the small details of grammar when they speak due to the significant percentage 66.66%. They also do not follow basic sentence model in which we deduced that perhaps they like to venture and like to try out new things to improve their abilities (see table and figure 12).

Moreover, from the analysis of the outcomes, we found that out of 53.33% of our respondents are hampered by the fear of failure. From this we deduced that our participants are not confident enough to express themselves in front of others and they are anxious when they are called to take turn in the classroom (see item 9, p68 and 69.). Importantly, they usually initiate the talk in the classroom (see table and figure 15). Additionally, from the data extracted from the informants, we deduced that teachers and pupils' negative evaluation do not affect the participants to speak freely in the class (see items 11 and 12, p70, 71 and 72.). Moreover, we have found that friendly atmosphere is one of the important factors that affects pupils to take turn in the class or not, in which 46.66% of our pupils showed their agreement (see table and figure 18, p 72 and 73).

Furthermore, the majority of our participants prefer to work in pairs rather than individually (See the table and the figure 20) for many reasons among them: motivation, help and exchanging information. Besides, 66.66% of pupils like to be organized by themselves. As indicated in the table and the figure (23), our informants prefer to work with a new partner for each pair work activity. From this result, we deduced that our participants like changes in their learning and do better when they change the partner. Additionally, 53.33% of pupils prefer to talk by themselves in which we deduced that pair work activities overcome their fears to speak in front of their teacher and classmates. As a result, they prefer to be talkative

(see the table and the figure 25). Also, from the results obtained from the Pupils' Questionnaire, pupils like their teachers to help them only if they need help (p82.). In addition to that, most of them 86.66% reported that pair work is beneficial because it involves them in the lesson and feel more comfortable because they have rights answers.

As we have concluded from the analysis of the Classroom Observation Checklist and the Teachers' Interview, pair work activities can be a powerful strategy that offers pupils opportunities to play active roles by sharing their ideas, asking and answering questions, correct mistakes, interact and participate in classroom discussions and take risks to speak. Besides, it motivates and helps pupils to build their self confidence and allowing them to work in less intimidating atmosphere, in comparison to the individual work where pupils take passive roles. In doing so, to keep pupils motivated and willing to take risks, teacher should be a guide, should not evaluate them each time and should not reprimand or rebuke them when doing mistakes. Instead, the teacher must be the source of pupils' trust and should provide help for them to relieve their fears by providing them good conditions to take risk.

To end up this summary, it is noteworthy to answer our research questions that we have asked in the beginning of this work:

Q1: What are the pupils perceptions towards pair work activities for the improvement of risk taking in an EFL classroom?

Q2: Which factors are related to pupils' risk taking in an EFL classroom?

Q3: To what extent does pair work activities enhance risk taking in an EFL setting?

Q4: How can pair work activities be an effective means to enhance pupils' risk taking?

According to the results obtained from the analysis of the data collection tools, we admit that our participants have a positive perception towards using pair work activities for the improvement of risk taking in the classroom due to the significant percentage 86.66% showed in the table and the figure (28). Then, we can say the factors as motivation; self confidence, extraversion, and friendly atmosphere are positive factors that can leads to risk taking in EFL classroom. In comparison to, fear of failure, anxiety (mainly of making mistakes), lack of self confidence, having long talks, getting satire from the lecturer and hesitation are the negative ones that may hinder pupils' risk taking, Concerning the question

“To what extent does pair work activities enhance risk taking in an EFL classroom”, the answer is to a great extent regarding the results obtained from the qualitative procedure (Teachers’ interview). Finally, pair work activities can be an effective means to enhance pupils’ risk taking in the way that it boosts pupils’ self confidence, makes them active participants, provide security, motivates them, encouraging them to be fluent speakers and helps them to get rid of their anxiety. Therefore, one may say that the findings of this work clearly confirmed the research hypothesis that EFL pupils’ risk taking would increase if teachers use pair work activities in their classes.

Section Three: Pedagogical Implications, Limitations of the study and Suggestions for Further Research.

After collecting, describing and analyzing the data, this section intends to outline some pedagogical implications that can be fruitful and will be used in order to achieve successful teaching/ learning process. Then, it reveals the limitations encountered during this investigation. Finally, it offers some suggestions for further research.

1. Pedagogical Implications

The main focus of this dissertation was to give the readers more insights about the effective role of pair work activities in enhancing pupils’ risk taking in EFL classroom. On the basis of the research findings, it is remarkable that our participants have some difficulties that hampered them to take risk in the classroom. Thus, we believe that there is no miracle to eradicate the difficulties that our participants encounter, but it is possible to remedy or at least minimize these difficulties. In doing so, we would like to make some useful pedagogical implications that will serve teachers as well as pupils to gain more confidence to take risk in an EFL class setting in the following:

- Instructors need to advise their pupils to not hesitate to use the language in order to develop their oral capacities. In doing so, teachers need to change their negative behaviors, they ought to show a positive one when they comment on pupils’ responses. Instead of humiliating their pupils using sinical utterances, they should encourage them and become supportive, facilitators, source of motivation and enthusiasm to help pupils talk freely in the classroom.

- As we have displayed in the analysis of the pupils' questionnaire, generally, pupils are anxious to take part in the classroom, so teachers should draw pupils' attention to the negative effect anxiety have on their learning. In turn, pupils should be aware of this issue to reach their objectives. Particularly, fear of making mistakes made pupils does not interact with their teachers and classmates. Thus, we recommend teachers to encourage their pupils not be afraid of making mistakes. For instance, they can repeat the sentence with the correction of the error. In turn, pupils should be open minded and accept being corrected because it is a part of instruction in order to help themselves to get rid of their fears.
- Pupils should be open-minded and accept that failure is part of learning and for the instructor to aware and encourage them to get rid of this feeling.
- Pupils need to be advised about the importance of trying out to produce new and difficult language items each time so that they can create their own profiles for the purpose of developing their creativity and become autonomous learners.
- Instructors should create pedagogical and enjoyable environment to make pupils feel at ease so that they can take risk easily to learn.
- Instructors, educators should include pair work activities in the curriculum for all levels due to its fruitful advantages.
- Pupils should be spontaneous and avoid prepared speech in order to learn the language in a natural context.

Along these implications, there are also other ones which can help teachers when dealing with pair work activities to improve pupils' risk taking are summarized below:

- The instructor should design or select activities that are equal to pupils' level and needs in order to provide opportunities to all of them to know what they are doing exactly so that they will take risk.
- Teacher need to be aware about the different psychological situations of his / her pupils (Shyness, introvert/ extrovert, motivation/ self confidence, misbehavior and so on) to be able to pair them in an appropriate way so that all of them will take part easily.
- The instructor should build harmonies relationship with the pupils to get their interest and motivate them to participate and interact freely.

- The instructor should reduce his/ her talking time in which pupils will find themselves obliged to speak may be they will take the risk.
- The teacher should make the pupils aware of the value of working in pairs by stating the advantages of this technique in order to make them active and interested.

2. Limitation of the Study

Conducting a research is a challenge. Thus, many obstacles may face any researcher. Using pair work activities to enhance pupils' risk taking is very difficult which seems to be inappropriate for individual and whole class. During our investigation we have faced some limitations among them:

First, the strike was one of the most obstacles which hampered us to start our observation early. It took one week approximately, which is not sufficient in order to confirm and disconfirm our hypothesis. Besides, during our observation there were some absentees that may affect negatively our research work. Moreover, the classroom observation checklist was developed by the observer himself because there was no existing checklist to observe risk taking, so its validity can be a subject of doubt.

Another limitation consists in the number of participants involved in the study. The sample of this study is around 39.47% of the whole population. The results obtained cannot be generalized to all the pupils. It would be better if the setting include a large number of pupils from different levels, not only second year ones.

Furthermore, the questionnaire we have used may fail to reveal the real attitudes of the pupils. So, it would be better if another procedure like diary was used to gain more information because pupils sometimes may not take things seriously which can make the findings accurate one. In addition to the aforementioned limitation, we faced some difficulties in finding suitable documents that fits our research topic. We spent much time looking for appropriate ones because there is little number of studies done concerning the effect of pair work activities on students' risk taking in EFL classroom.

3. Suggestions for Further Research

Based on the literature review and the results obtained from this investigation, it is preferable in future research to make the classroom observation period long, this will help to get more accurate data because pupils' behavior can change from one situation to another. Additionally, it is also suggested for future researchers to replicate this study relying on the experimental design in which they can have two groups (G1: Experimental group which is supposed to learn using pair work and G2: Control group which is supposed to learn using individual or whole class activities) to compare and improve whether pair work activities really enhance risk taking or not.

In addition, it would be of a great value if future researchers shed more light on the following issues:

- The role of risk taking in developing learners' oral proficiency in EFL classroom.
- The role of pair work activities in developing learners' accuracy in EFL setting.
- The impact of pair work activities on EFL learners' motivation.

Conclusion

This chapter exposes the research methodology which forms the core of this study. It contains of three main sections. The first section is concerned with the description of population and sampling, research design and methodology, data collection tools, procedures for analyzing and treating data and the locale of the study. Then, the second section reveals the analysis and discussion of the data collection tools (Pupils' Questionnaire, the Classroom Observation Checklist and the Teachers' Interview). Finally, this chapter ends with some pedagogical implications, limitations of the study and some suggestions for further research. In the following lines, we will deal with a general conclusion in which we are going to summarize our research work.

General Conclusion

General Conclusion

This study has attempted to give a clear idea about the effect of using pair work activities to improve risk taking among second year pupils at the secondary school of “Aggoun Mohand El- Yazid”, Ighil-Ali for the academic year 2015/2016. The problem stated in this research work is that pupils feel anxious, afraid and silent in the majority of the classroom activities because they worry about making mistakes and feel insecure in speaking in front of the class in which we deduced that pupils suffer because they do not take risk. Hence, we have raised four main questions that have been answered at the end of this investigation which are “*What are the pupils perceptions towards pair work activities for the improvement of risk taking in an EFL classroom?*”, “*Which factors are related to pupils’ risk taking in an EFL classroom?*”, “*To what extent does pair work activities enhance risk taking in an EFL setting?*” and “*How can pair work activities be an effective means to enhance pupils’ risk taking?*”. So, those questions led us to formulate our hypothesis that EFL pupils’ risk taking would increase if teachers use pair work activities in their classes. Therefore, this research work endeavored to raise the awareness of the importance and the extent to which pair work activities improves pupils’ risk taking.

The findings of this investigation unveil that the participants have a positive view towards pair work activities as a good strategy to enhance pupils’ risk taking in EFL setting. Even if there are some problems pupils encounter as fear of making mistakes to interact with their teachers and classmates, hesitation, anxiety and fear of failure. Thus, we concluded that the implementation of pair work activities helped the pupils to gain trust and assistance from their classmates to express their ideas freely in order to lower their anxiety to take risk. As a final point in this dissertation, We hope that our research has helped to highlight some benefits of using pair work activities in EFL classes, especially our second year pupils; we also hope that we have participated in illustrating the importance of this strategy in enhancing pupils’ risk taking.

Bibliography

Bibliography

Books

Brown, H.D. (1987). *Principles of Language Learning and Teaching* (2nd Ed). Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, .H. D. (2001). *Teaching by principles*. New York: Addison Wesley Longman, Inc.

Brown, H .D. (2007). *Principles of language learning and teaching* (5th Ed.).New York: Pearson Education.

Cohen, D. A. (1998). *Strategies in Learning and Using a Second Language*. London: Pearson Education Limited.

Dornyei, Z. (2003). *Questionnaires in Second Language Research: Construction, administration and processing*. London: Lawrence Erlbaum Associates. INC.

Edge, J. (1989). *Mistakes and Correction*. London: Longman.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press

Gardner, R. C., & Lambert, W. E (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House.

Gass, S., & Selinker, L. (1994). *Second language acquisition: An introductory course* (3rd Ed). New York and London: Routledge Tailor and Francis.

Hadfield, J. (1992). *Classroom Dynamics*. New York: Oxford University Press.

Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd Ed). Harlow: Longman.

Jones, L. (2007). *The Student- Centered Classroom*. New York: Cambridge University Press

McMillan, J.H. (1996). *Educational Research Fundamentals for the Consumer*. (2nd Ed). New York: Harper Collins.

Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.

Ortega, L. (2009). *Understanding second language acquisition*. London and New York: Routledge Tailor and Francis.

Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University press.

Skehan, P. (1989). *Individual differences in second language learning*. London: Edward Arnold.

Wacyn-Jones, P. (1997). *Intermediate To Upper-Intermediate*. England: Penguin Group.

Wacyn-Jones, P., & Williams, D.H. (2002). *Pair Work 1*. England: Penguin Books

Young, D.R. (1991). *Risk Taking in Learning, K3*. Washington, DC: National Education Association Publication.

Chapters in books

Beebe, L. M. (1983). Risk-taking and the language learner. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research in second language acquisition* (pp. 39-66). Rowley, MA: Newbury House.

Nicolson, M., Adams, H., Furnborough, C., Adinolfi, L., & Truman, M. (2005). Becoming an effective learner. In S. Hurd & L. Murphy (Eds.), *Success with languages* (pp. 35–59). London: Routledge.

Tsui, Amy B. M. (1996). Reticence and anxiety in second language learning. In Bailey & D. Nunan (Eds), *Voices from the Language Classroom* (pp.145-167). New York: Cambridge University Press.

Chapters in Edited Book

Harwell, M.R. (2011). Research Design in Qualitative/ Quantitative / Mixed Methods. In C.F. Conrad & R.C. Serlin (Eds), *The Sage Handbook for Research in Education* (pp. 147-182). United States: Sage Publication.

E-Books

Brown, J. D. (2001). *Using surveys in language programs*. Cambridge, UK: Cambridge University press. Retrieved on February, 2016, from https://books.google.dz/books?id=W8y_1D59SyIC&printsec=frontcover&hl=fr&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Creswell, J.W., & PlanoClarck, V.L. (2011). *Designing And Conducting Mixed Methods Research* (2nd Ed). United States: Sage. Retrieved on January, 2016, from https://books.google.dz/books?id=YcdlPWPJRBcC&printsec=frontcover&dq=mixed+method.+Creswell,+Planoclarck,+2011&hl=fr&sa=X&redir_esc=y#v=onepage&q&f=false

Johnson, B., & Christensen, L. (2012). *Educational Research: Quantitative, Quantitative, and Mixed Approaches* (4th Ed). London and New York: Sage Publications. Retrieved on March, 2016, from https://books.google.dz/books?id=b2ujHWrRpVQC&printsec=frontcover&hl=fr&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Klenke, K. (2015). *Qualitative Research in the Study of Leadership* (2nd Ed). UK: Emerald Group Publishing Limited. Retrieved on January, 2016, from https://books.google.dz/books?id=NI9oCwAAQBAJ&printsec=frontcover&dq=qualitative+research+in+the+study+of+leadership&hl=fr&sa=X&redir_esc=y#v=onepage&q=qualitative%20research%20in%20the%20study%20of%20leadership&f=false

Seliger, H.W., & Shohamy, E. (1989). *Second Language Research Methods*. New York: Oxford University Press. Retrieved on January, 2016, from https://books.google.dz/books?id=zhDeTQthwb0C&pg=PR2&dq=Seliger,+H.W.+and+Shohamy,+E.+%281989%29.++Second+Language+Research++Methods+.++New+York:+Oxford+University+Press&hl=fr&sa=X&redir_esc=y#v=onepage&q=Seliger%2C%20H.W.%20and%20Shohamy%2C%20E.%20%281989%29.%20%20Second%20Language%20Research%20%20Methods%20.%20%20New%20York%3A%20Oxford%20University%20Press&f=false

Dictionaries

Richard, J. C. & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. (3rd Ed).Malaysia: Pearson education limited.

Journals

Abdulla, M. A. A. (2007). Enhancing Oral Communication Skills through Pair work Strategies. 17- 26. Retrieved on October, 2015, from <http://marifa.hct.ac.ae/files/2011/06/Oral-Communication-Skills.pdf>

Achmad, D., & Yusuf, Y.Q. (2014). Observing Pair Work Task in an English Speaking Class. *International Journal of Instruction*, 7(1), 151-164. Retrieved on December, 2015, from http://www.e-iji.net/dosyalar/iji_2014_1_11.pdf

Al-Farsi, S. A., & Region, D. (n.d). A Comparison of Pair Work and Group Work in a Grade 2 Classroom. 28-34. Retrieved on February, 2016, from <http://www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/MOE/baproject/version2/Ch4%20A%20comparison%20of%20pair%20work%20and%20group%20work%20in%20a%20grade%202%20cl.pdf>

Ashouri, A.F., & Fotovatnia, Z. (2010). The Effect of Individual Differences on Learners' Translation Belief. *English Language Teaching*, 3 (4), 228-236. Retrieved on January, 2016, from <http://files.eric.ed.gov/fulltext/EJ1082021.pdf>

Baleghizadeh, S. (2009). Investigating the Effectiveness of Pair Work on a Conversational Cloze Task in EFL Classes. *Test Reporter*, 42 (2), 1-12. Retrieved on March, 2016, from <https://ojs.lib.byu.edu/spc/index.php/TESL/article/viewFile/32356/30555>

Baleghizadeh, S. (2012). Comparing Traditional With Cooperative Pairs: The Case of Iranian EGAP Students. *Social and Behavioral Sciences* 66, 330-336. Doi: 10. 1016/j.sbspro.2012.11.275.

Baleghizadeh, S., Beheshti, S., &Farhesh, S. (2014). The Impact of Pair Work on EFL Learners' Motivation. *MEXTESOL Journal*, 38 (3), 1-11. Retrieved on February, 2016, from <http://mextesol.net/journal/public/files/9074c432271fbb20c779fe2536cc8649.pdf>

Bang, Y.J. (1999). EFL Learners' Risk Taking Behavior. *English Teaching*, 54 (4), 49-70. Retrieved on November, 2015, from http://journal.kate.or.kr/wp-content/uploads/2015/02/kate_54_4_3.pdf

Bhat, D.A. (2013). Quantitative Techniques – An Applied Perspective. *International Monthly Refereed Journal of Research Management & Technology, II*, 35-44. Retrieved on March, 2016, from <http://www.abhinavjournal.com/images/Management & Technology/Oct13/5.pdf>

Burgucu, A., Han, T., Engin, A.O., & Kaya, D.M. (2010). Who are Our Students? Investigating Learners' Risk Taking Ability and Achievement on Second Language Acquisition. 2nd *International Symposium on Sustainable Development*, 2-6. Retrieved on January, 2016, from http://eprints.ibu.edu.ba/320/1/ISSD2010Socialscience_p1-p6.pdf

Burke, K. (1994). What are Observation Checklists? *How to Assess Authentic Language*, 106-113. Retrieved on January, 2016, from http://www.stanleyteacherprep.org/uploads/2/3/3/0/23305258/what_are_observation_checklists.pdf

Byrnes, J.P., Miller, D.C., & Schafer, W.D. (1999). Gender difference in risk taking: A meta-analysis. *Psychology Bulletin* 125(3), 367–383. Retrieved on February, 2016, from https://www.researchgate.net/publication/271767506_Gender_differences_in_risk_taking_A_meta-analysis

Campbell, A. (1999). Staying alive: Evolution, culture and women's intrasexual aggression. *Behavioral and Brain Sciences*, 22, 203-267. Retrieved on December, 2015, from <http://www.unl.edu/rhames/courses/current/readings/campbell.pdf>

Case, A. (2008). Using Pair Work: Why Does My Teacher Make Us Work in Pairs? (Web log post). Retrieved on November, 2015, from <http://www.usingenglish.com/articles/using-pairwork.html>

Cervantes, I.M. (2013). The Role of Risk Taking Behavior in the Development of Speaking Skills Classrooms, 19, 421-435. Retrieved on December, 2015, from <https://www.google.fr/#q=the+role+of+risk+taking+behavior+in+the+development+of+speaking+>

Coskun, A. (2011). Investigation of the Application of Communicative Language Teaching in the English Language Classroom: A Case Study on Teachers' Attitudes in Turkey. *Journal of Linguistics and Language Teaching*, 2(1), 85-109. Retrieved on March, 2016, from <https://sites.google.com/site/linguisticsandlanguageteaching/home-1/volume-2-2011-issue-1/volume-2-2011-issue-1---article-coskun>

Dehbozorgi, E. (2012). Effects of Attitudes towards Language Learning and Risk Taking on EFL Student's Proficiency. *International Journal of English Linguistics*, 2 (2), 41-48. Doi: 10.5539/ije.v2n2p41.

Dornyei, Z. (2006). Individual Differences in Second Language Acquisition. *AILA Review*, 19, 42-68. Retrieved on November, 2015, from <http://www.zoltandornyei.co.uk/uploads/2006-dornyei-aila.pdf>

Ebrahimi, M.R., & Yarahmadzahi, N. (2015). Does Emotional Intelligence Have Anything to Do With Risk Taking Among Iranian EFL Learners. *Theory and Practice in Language Studies*, 5 (10), 2029-2036. Doi: <http://dx.doi.org/10.17507/tpls.0510.08>.

Ely, C. M. (1986). An analysis of discomfort, risk-taking, sociability, and motivation in the L2 classroom. *Language Learning*, 36, 1-25. Doi: 10.1111/j.1467-1770.1986.tb00366.x.

Ely, C. M. (1989). Tolerance of Ambiguity and Use of Second Language Strategies. *Foreign Language Annals*, 22, 437-445. Doi: 10.1111/j.1944-9720.1989.tb02766.x.

Gardner, R.C. (1983). Learning Another Language: A True Social Psychological Experiment. *Journal of Language and Social Psychology*, 2, 219-240. Doi: 10.1177/0261927X8300200209.

Gardner, M., & Steinberg, L. (2005). Peer Influence on Risk-Taking, Risk Preference, and Risky Decision-Making in Adolescence and Adulthood: An Experimental Study. *Developmental Psychology*, 41(4), 625-635. Doi: 10.1037/0012-1649.41.4.625.

Gledhill, R & Morgan, D. (2000). Risk Taking: Giving ESL Students an Edge. Retrieved on January, 2016, from <http://www.mrved.com/cms/lib3/MN07001620/Centricity/Domain/40/RISK%20TAKING%20AND%20THE%20ELL%20STUDENT.Pdf>

Horwitz, E. K. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, 21, 112-127. Retrieved on January, 2016, from <http://leighcherry.wikispaces.com/file/view/Anxiety+and+Language+Achievement+--+Horwitz.pdf>

Kajornboon, A.B. (n.d). Using Interviews as Research Instruments. Retrieved on January, 2016, from <http://www.culi.chula.ac.th/Research/e-Journal/bod/Annabel.pdf>

Kawulich, B.B. (2005). Participant Observation as Data Collection Method. *Forum: Qualitative Social Research*, 6 (2). Retrieved on January, 2016, from: <http://www.qualitative-research.net/fqs/>.

Karaoglu, S. (2008). Motivating Language Learners to Succeed. *TESOL*, 5 (2). Retrieved on February, 2016, from <https://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-2-%28june-2008%29/motivating-language-learners-to-succeed>

Kelly, M. (2004). Taking Account of Affective Learner Differences in the Planning and Delivery of Language Courses for Open, Distance and Independent Learning. Retrieved April 14, 2010 from University of Southampton website: <http://www.lang.ltsn.ac.uk/resources/resourcesitem.aspx.resourceid=1315>

Kuiken, F., & Vedder, I. (2002). The Effect of Interaction in Acquiring the Grammar of a Second Language. *International Journal of Educational Research*, 37, 348-358. Doi: 10.1016/S0883-0355(03) 00009-0.

Kuśnierek, A. (2015). Developing Students' Speaking Skill through Role Play. *World Scientific News*, 1, 73-111. Retrieved on March, 2016, from <https://www.google.fr/#q=developing+students+speaking+skill+through+role+play.world+scientific+news>

Kusumaningputri, R. (2012). Risk Taking in Foreign Language Acquisition and Learning: Confessions from EFL Learners, 9 (12), 401-410. Retrieved on January, 2016, from <https://www.google.fr/#q=risk+taking+in+foreign+language+acquisition+and+learning+>

Lans, W., & Voordt, T.V.D. (2002). Descriptive Research. Retrieved on February, 2016, from http://www.bk.tudelft.nl/fileadmin/Faculteit/BK/Over_de_faculteit/Afdelingen/Real_Estate_and_Housing/Organisatie/Medewerkers_RE_H/Personal_pages/VanderVoordt/General_list/doc/2002-WaysToStudy_Descriptive_research.pdf

Lin, Y., & Wang, Y. (2015). A study on Correlation of Risk Taking and The Oral Production of English Majors in China. *English Language Teaching*, 8(10), 113-122. Doi: 10.5539/elt.v8n10p113.

Lee, W., & Ng, S. (2010). Reducing Student Reticence through Teacher Interaction Strategy. *ELT Journal*. 64(3), 302-313. Doi: 10.1093/elt/ccp080.

Mackenzie, A. (n.d). Dictogloss Tasks to Promote Cooperative Learning and Vocabulary Acquisition. 135-143. Retrieved on March, 2016, from <https://www.toyo.ac.jp/uploaded/attachment/7851.pdf>

Madrid, D. (1995). Internal and External Factors Affecting Foreign Language Teaching and Learning. Retrieved on December, 2015, from <http://www.ugr.es/~dmadrid/Publicaciones/Individual%20differences.pdf>

Mai, M.H. (2013, October 15). Pair Work and Group Work. (Web log post). Retrieved on March, 2016, from <https://peltjournal.wordpress.com/2013/10/15/pair-work-and-group-work-mai-thi-mai/>

Majidifard, E., Shomoossi, N., & Ghourchaei, B. (2014). Risk Taking, Gender and Oral Narrative Proficiency in Persian Learners of English. *Social and Behavioral Sciences*, 98, 1085-1092. Doi: 10.1016/j.sbspro.2014.03.520.

McCarthy, K. (2005). How Risk-takers Succeed on Second Language Acquisition, 1-5. Retrieved on January, 2016, from: <http://www.coursehero.com>

McLellan, H., & Knupfer, N.N. (n.d). Descriptive Research Methodologies. 1196-1212. Retrieved on February, 2016, from <http://www.aect.org/edtech/ed1/pdf/41.pdf>

Maubach, A. M., & Morgan, C. (2001). The relationship between gender and learning styles amongst level modern languages students. *Language Learning* 23, 41-47. Retrieved on November, 2015, from https://www.researchgate.net/publication/249048968_The_relationship_between_gender_and_learning_styles_amongst_A_level_modern_languages_students

Morahan, M. (n.d). The Use of Students' First Language (L1) in the Second Language (L2) Classroom. Retrieved on February, 2016, from http://www.labschool.pdx.edu/PD_Mini_Modules/images/8/81/MorahanL2inL1class.pdf

Nazean, A. (n.d). Task –Based Learning in Education. 749-755. Retrieved on December, 2015, from http://www.upm.ro/facultati_departamente/stiinte_litere/conferinte/situl_integrare_europeana/Lucrari3/engleza/74_ANDREEA_NAZNEAN2.pdf

Nodoushan, M.A.S. (2012). The Impact of Locus of Control on Language Achievement. *International Journal of Language Studies*, 6 (2), 123-136. Retrieved on February, 2016, from <http://files.eric.ed.gov/fulltext/ED530462.pdf>

O' Connell, M. (2006). Group Forming Activities for ESL / EFL Students. *The internet TESL Journal*, XII (8). Retrieved on January, 2016, from <http://iteslj.org/Lessons/OConnell-GroupFormingActivities.html>

Rahman, M.M. (2010). Teaching Oral Communication Skills: A Task-based Approach. *ESP World*, 9(1), 1-11. Retrieved on December, 2015, from http://www.esp-world.info/Articles_27/Paper.pdf

Rotter, J.B. (1990). Internal Versus External Control of Reinforcement: A Case History of a Variable. *APA Award Addresses*, 45 (4), 489-493. Retrieved on January, 2016, from <http://www.changingstates.co.uk/tutorials/02-PG-CertDip/Locus%20of%20control/Rotter1990.pdf>

Salaria, N. (2012). Meaning of The Term- Descriptive Survey Research Method. *International Journal of Transformations in Business Management*, 1 (1). Retrieved on March, 2016, from http://www.ijtbm.com/images/short_pdf/Apr_2012_NEERU%20SALARIA%202.pdf

Samimy, K.K. (1994). Teaching Japanese Considerations of Learners 'Affective Variables. *Theory and Practice*, 33(1), 29-33. Retrieved on December, 2015, from http://web.cc.ntnu.edu.tw/~696800666/articles/Teaching_Japanese.pdf

Sachs, G.T. (2009). Taking Risks in Task- Based Teaching. *Asian Journal of English Language Teaching*, 19, 91-112. Retrieved on December, 2015, from https://www.academia.edu/7075126/Taking_risks_in_task-based_teaching_and_learning

Shahreza, M.A.H. (2014). Toward a Psycholinguistic Model of Affective Variables in EFL Contexts. *International Letters of Social and Humanistic Sciences*, 36, 25-33. Doi: 10.18052/www.Scipress.com/ILSHS.36.25.

Shirk, H. N. (1995). The fallacies of collaboration. *Education, training and research*.78-82. Retrieved on December, 2015, from <http://www.stc.org/confproceed/1995/PDFs/PG7982.PDF>

Shojaee, F., & Sahragard, R. (n.d). The effect of Risk Taking on Translation Quality of English Translation Students, 1-10. Retrieved on February, 2016, from <http://confnews.um.ac.ir/images/41/conferences/llt/cd52.pdf>

Shomoossi, N., Kassaian, Z., & Ketabi, S. (2009). Variation of Test anxiety over Listening and Speaking Test Performance. *Iranian Journal of Language Studies (IJLS)*, 3(1): 65-78. Retrieved on January, 2016, from https://www.researchgate.net/publication/26571145_Variation_of_Test_anxiety_over_Listening_and_Speaking_Test_Performance

Storch, N. (1999). Are Two Heads Better Than One? Pair Work and Grammatical Accuracy. *System*, 27, (3), 363-74. Retrieve on January, 2016, from <https://www.google.fr/#q=Are+two+heads+better+than+one%3F+Pair+work+and+grammatical+accuracy.pergamon>

Svinicki, M. (1989-90).If Learning Involves Risk Taking, Teaching Involves Trust-Building. *Essays on Teaching Excellence*, 1 (2). Retrieved on February, 2016, from <http://podnetwork.org/content/uploads/V1-N2.pdf>

Tennant, A. (2006, November 22). An Introduction to Using Pair Work for Teaching Speaking Skills. (Web log post). Retrieved on February, 2016, from <http://www.onestopenglish.com/section.asp?docid=153708>

Tseng, S.F. (2012). The Factors Cause Language Anxiety for ESL/ EFL Learners in Learning Speaking. *WHAMPOA, an Interdisciplinary Journal*, 63, 75-90. Retrieved on December, 2015, from http://www2.cma.edu.tw/u_edu/journal/63files/4.P.75-90.10080%20The%20Factors%20Cause%20Language%20Anxiety%20for%20ESL.pdf

Wen, W.P., & Clément, R. (2003). A Chinese conceptualization of willingness to communicate in ESL. *Language, Culture and Curriculum*, 16(1), 18-38. Doi: 10.1080/07908310308666654.

Yasseen, Bassam, B., & B. (2010). The Effect of Teachers' Behavior on Students' Behavior in Classroom. *International Forum of Teaching and Studies*, 6 (1). Retrieved on December, 2015, from <https://www.questia.com/library/journal/1P3-2005869541/the-effect-of-teachers-behavior-on-students-behavior>

Young, J.D. (1986).The Relationship between Anxiety and Foreign Language Oral Proficiency Ratings. *Foreign Language Annals*, 19 (5), 439-445. Retrieved on February, 2016, from, <http://thirdworld.nl/order/c0da1812f7a2a3ea68d3f612ff5f2e72ec98d036>

Zhang, W., & Liu, M. (2011). A Study of Changes in Risk Taking and Sociability in Chinese University EFL Class. *Theory and Practice in Language Studies*, 1 (9), 1218- 1221. Doi: 10.4304/ tpls.1.9.1218-1221.

Zafar, S., & Meenakshi, K. (2012). A Study on the Relationship between Extroversion-Introversion and Risk Taking In the Context of Second Language Acquisition. *International Journal of Research Studies in Language Learning*, 1 (1), 33-40. Doi: 10.5861/ijrs//.2012.v/i/.42.

Zarfsaz, E., & Takkac, M. (2014, January). Silence in Foreign Language Learning: An Analysis of Students 'Risk Taking Behavior in an EFL Classroom. *International Journal of Language Learning and Applied Linguistics World*, 6, 307-321. Retrieved on February, 2016, from <http://www.ijllalw.org/finalversion6325.pdf>

Zhang, W., & Liu, M. (2011). A study of Changes in Risk- Taking and Sociability in Chinese University EFL Class. *Theory and Practice in Language Studies*, 1 (9), 1218-1221. Doi: 10.4304/ tpls.1.9.1218-1221.

Zohairy, S. (2014). Effective Pair Work Strategies to Enhance Saudi Pre-Intermediate College Students' Language Production in Speaking Activities. *European Scientific Journal*, 10 (2), 50-63. Retrieved on November, 2015, from

<https://www.google.fr/#q=Effective+pair+work+strategies+to+enhance+Saudi+pre-intermediate+college+>

Zuniga, C.E. (2013). Fostering Risk Taking through Pair Work Activities in EFL Setting: Case Study. *Opening Writing Doors Journal*, 10 (2), 25-53. Retrieved on December, 2015, from <https://www.google.fr/#q=fostering+risk+taking+through+pair+work+activities+in+efl+settings>

Online Journals

Horne, K.M. (1970). Optimum Class Size for Intensive Language Instruction. *Modern Language Journal*, 54, 189-195. Retrieved on February, 2016, from http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.1970.tb02255.x/epdf?r3_referer=wol&tracking_action=preview_click&show_checkout=1&purchase_referrer=onlinelibrary.wiley.com&purchase_site_license=LICENSE_DENIED

Schumann, J.H. (1975). Affective Factors and the Problem of Age in Second Language Acquisition. *Language Learning*, 25, 209-235. Retrieved on December, 2015, from http://onlinelibrary.wiley.com/doi/10.1111/j.1467-1770.1975.tb00242.x/epdf?r3_referer=wol&tracking_action=preview_click&show_checkout=1&purchase_referrer=onlinelibrary.wiley.com&purchase_site_license=LICENSE_DENIED

Published thesis

Al-Shalabi, F.M. (2003). *Study of Theories of Personality and Learning Styles; Some Implications and Sample Activities to Support Curriculum Change in a Higher Education TESOL Program in Syria*. (Master's thesis, University of Edinburg). Retrieved on November, 2015, from <https://www.era.lib.ed.ac.uk/bitstream/handle/1842/193/Fadi%20dissertation.pdf?sequence=1&isAllowed=y>

Anggiyana, D. (n.d). *Teaching Speaking Using Pair Work Technique At The Second Grade Students of SMPN 1 Parongpong*. (Thesis, Bandung). Retrieved on February, 2016, from <http://publikasi.stkipsiliwangi.ac.id/files/2012/09/08220362-devi-anggiyana.pdf>

Bang, Y.J., B.A., & M, A. (1999). *Factors' Affecting Korean Students' Risk Taking Behavior in An EFL Classroom*. (Doctoral Thesis, the Ohio State University).

Bercikova, P. (2007). *Teacher's Role in Pair Work*. (Thesis, Masaryk University BRNO). Retrieved on December, 2015, from http://is.muni.cz/th/199495/pedf_m/diplomova_prace_Teacher_s_Roles_in_Pair_Work.pdf

Bozorgi, S. (2009). *On The Relationship between Locus of Control and the Grade Point Average of the Iranian Azad University EFL Students*. (Thesis, Iranian Azad University). Retrieved on January, 2016, from <http://files.eric.ed.gov/fulltext/ED505569.pdf>

Fehling, S. (n.d). *Cooperative Learning in the EFL Classroom*. (Thesis, Kassel University). Retrieved on January, 2016, from <http://share.dschola.it/dd4pinerolo/clil/Shared%20Documents/cooperative%20learning/cooperative%20L%20in%20FL.pdf>

Feidjel, K. (2013). *Developing Learner Autonomy Strategies in EFL Classes*. (Master's Dissertation).

Hongwei, H. (1996). *Chinese Students' Approach to Learning English: Psycholinguistic and Sociolinguistic Perspectives*. (Master's Thesis, Biola University). Retrieved on November, 2015, from <http://files.eric.ed.gov/fulltext/ED397651.pdf>

Ibanez, J. A. A. (2013). *Pair Work Oral Production Activities in the English Classroom*. Universidad Pontificia Bolivariana TELF Graduate Program. Retrieved on October, 2015, from https://www.academia.edu/7564345/PAIR_WORK_ORAL_PRODUCTION_ACTIVITIES_IN_THE_ENGLISH_CLASSROOM

Jiménez, M. I. (n.d). *The Effectiveness of Pair Work on Word Building Task and on a Grammar Exercise*. Public University of Navarre. Retrieved on January, 2016, from <http://academica-e.unavarra.es/bitstream/handle/2454/9803/TFM%20final%20Maite%20Iraceburu.pdf?sequence=1>

Lee, K. (1998). *Teacher- Related Effects on Asian Students' Oral Participation*. (Doctorate Dissertation).

Maher, K.M. (n.d). *Exploring Pair Work in a Communicative Classroom*. (Master's thesis, Kansai Gaidai University). Retrieved on January, 2016, from <http://nearconference.weebly.com/uploads/1/2/7/1/12718010/near-2011-03.pdf>

Martine, L. (n.d). *The Advantages and Disadvantages of Using Small Group and Pair work in the Classroom*. (Master's workshop, Himeji Dokkyo University). Retrieved on January, 2016, from <http://tht-japan.org/publications/2006/martine35-39.pdf>

Munoz, C. (2010). *On how age affects Foreign Language Learning*. (Thesis, University of Barcelona). Retrieved on January, 2016, from <http://www.enl.auth.gr/gala/14th/Papers/Invited%20Speakers/Munoz.pdf>

Nguyen, T.B. (2012). *Social Media as a Marketing Channel for Traditional Newspapers*. (Bachelor's Thesis, Lahti University of Applied Sciences). Retrieved on February, 2016, from http://www.theseus.fi/bitstream/handle/10024/47464/Nguyen_Thanh+Binh.pdf;jsessionid=C8C6988243860690776034580C5C6F5?sequence=2

Okun, M.A., & Johnston, L.D. (1978). *Risk Taking in Community College Students: Age and Sex Differences*. (Thesis, Arizona State University). Retrieved on February, 2016, from <http://files.eric.ed.gov/fulltext/ED153676.pdf>

Reiss, J.R.S., Jimenez, H.N.L., & Rincon, J.Q. (2012). *Speaking Activities and Pedagogical Strategies To Promote Oral Participation Among Fifth Grade Introverted Students*. (Thesis, University of Pereira). Retrieved on January, 2016, from <http://recursosbiblioteca.utp.edu.co/tesis/textoyanexos/3022242S844.pdf>

Rossier, J. (1975). *Extroversion –Introversion as a Significant Variable in the Learning of English as a Second Language*. (Doctorate Thesis, University of Southern California). Retrieved on February, 2016, from <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll26/id/449226>

Temerova, L. (2007). *How to Improve Students' Communicative Skills*. (Bachelor Thesis: Masaryk University BRNO). Retrieved on November, 2015, from <https://www.google.fr/#q=how+to+improve+students+communication+skills>

Zuniga, C.E. (2010). *Fostering Risk Taking through Pair Work Activities in an EFL Setting*. (Master's Thesis, Neiva University). Retrieved on November, 2015, from <http://www.elitv.org/documentos/maestria/Memorias2011/Ponencia%2014.pdf>

Appendices

Appendix 1

The Pupils' Questionnaire

Dear pupils,

This questionnaire is a part of a research work carried out in the department of English at the University of Abderrahmane- Mira, Bejaia. This research intends to shed light on the effect of pair work activities on EFL learners' risk taking behavior. So, we would be grateful if you could answer these questions. We are interested in your point of view since you represent the source of this study. Please, give your answers sincerely so those guarantee the success of this investigation.

Thank you so much for your help

Miss. Benyahia. R.

Section1: Pupils' Predispositions of Risk Taking Behavior.

Q1: How often do you participate voluntarily in the classroom? (i.e. without being specifically asked by the teacher).

- 1) Always
- 2) Sometimes
- 3) Rarely
- 4) Never

Whatever your answer, say why?

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

Q2: How often do you interact with your teacher and classmates in the classroom discussions?

- 1) Always
- 2) Sometimes
- 3) Rarely
- 4) Never

Q3: If never, rarely or sometimes, is it because you are (you can choose more than one suggestion).

- 1) Shy?
- 2) Not fluent in English
- 3) Anxious of making mistakes
- 4) Fear of teacher and students' negative evaluation
- 5) You do not have sufficient words to express yourself
- 6) You are not talkative
- 7) Other.....

Q4: With whom do you speak more often?

- a) With the teacher
- b) With the classmates

Q5: To what extent do you agree or disagree with each of the following statements?

Item	Statements / Questions	Strongly Disagree	Disagree	Strongly Agree	Agree
01	I like to wait until I know exactly how to use an English word before using it.				
02	In class, I prefer to say a sentence to myself before I speak it.				
03	I hesitate to take part in the classroom because of the long talks and getting satire from the lecturer.				

04	I don't like trying out difficult sentences in class.				
05	I do not like trying to express complicated ideas in English class.				
06	I prefer to say what I want in English without worrying about small details of grammar.				
07	I prefer to follow basic sentence models rather than risk misusing the language.				
08	I worry about the consequences of failing my English in the class.				
09	It wouldn't bother me at all to take more foreign language classes.				
10	I usually take the initiative talk in the classroom.				
11	I do not feel comfortable when I speak in classroom because of the teachers' negative attitude.				
12	When I speak the foreign language, I am afraid that the other students will laugh at me.				
13	I respond to the teacher when I found my class is friendly.				

Section 2: Pupils' Perceptions of the Use of Pair Work in the Classroom.

Q6: Do you enjoy co-operating with others?

Yes

No

Q7: How do you prefer to work in English Lessons?

Individually

Pair

Justify:

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

Q8:How do you like to be organized with your partner in pairs?

- a) I prefer when the teacher chooses the partner for me
- b) I want to choose the partner myself
- c) I want to be organized into pairs by some pre activity

Q9:I like to work with a partner who has:

- The same level as me.
- A higher level than me.
- A lower level than me.
- I like to work with the students of various levels.

Q10: Do you prefer to

- a) Work with a new partner for each pair work activity.
- b) Work with the same partner all the time.

Q11:During pair work activities, do you prefer to talk?

By yourself when the teacher ask you

Q12: How do you prefer to be in pair work activities?

Talkative Silent

Q13: When I am speaking with my partner during the task, I prefer the teacher

- To control me all the time
- Help me only if I need help

Q14: What do you think about working in pairs?

Beneficiary Not Beneficiary

Justify:

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

Section 03: Pupils' Attitudes towards the Use of Pair Work Activities as a Good Strategy to enhance Risk Taking Behavior.

Q15: The use of pair work activities in the classroom is a good strategy for the improvement of pupils' risk taking behavior

- Strongly agree.
- Agree.
- Disagree.
- Strongly disagree.

Thank You for Your Cooperation.

Appendix 2

The Classroom Observation Checklist

Date :	Lesson Time:	Class :
N° of learners :	Attendance:	Average age:
Lesson:		

During the use of pair work and non pair work activities, the observer notices down the occurrences of pupils who participate / interact voluntarily and the number of their voluntary participations/ interactions in the classroom and sometimes more additional information are included.

Items	Occurrences																								
Number of Pupils Who Participate/ Interact Voluntarily in the Classroom.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">S1</td> <td style="border: 1px solid black; padding: 2px;">S2</td> <td style="border: 1px solid black; padding: 2px;">S9</td> <td style="border: 1px solid black; padding: 2px;">S10</td> <td style="border: 1px solid black; padding: 2px;">S17</td> <td style="border: 1px solid black; padding: 2px;">S18</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">S3</td> <td style="border: 1px solid black; padding: 2px;">S4</td> <td style="border: 1px solid black; padding: 2px;">S11</td> <td style="border: 1px solid black; padding: 2px;">S12</td> <td style="border: 1px solid black; padding: 2px;">S19</td> <td style="border: 1px solid black; padding: 2px;">S20</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">S5</td> <td style="border: 1px solid black; padding: 2px;">S6</td> <td style="border: 1px solid black; padding: 2px;">S13</td> <td style="border: 1px solid black; padding: 2px;">S14</td> <td style="border: 1px solid black; padding: 2px;">S21</td> <td style="border: 1px solid black; padding: 2px;">S22</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">S7</td> <td style="border: 1px solid black; padding: 2px;">S8</td> <td style="border: 1px solid black; padding: 2px;">S15</td> <td style="border: 1px solid black; padding: 2px;">S16</td> <td style="border: 1px solid black; padding: 2px;">S23</td> <td style="border: 1px solid black; padding: 2px;">S24</td> </tr> </table>	S1	S2	S9	S10	S17	S18	S3	S4	S11	S12	S19	S20	S5	S6	S13	S14	S21	S22	S7	S8	S15	S16	S23	S24
S1	S2	S9	S10	S17	S18																				
S3	S4	S11	S12	S19	S20																				
S5	S6	S13	S14	S21	S22																				
S7	S8	S15	S16	S23	S24																				
Number of Pupils' Voluntary Participations/ Interactions in the Classroom.																									

Additional Remarks

Appendix 3

The Teachers' Interview

Researcher: Miss. Rahima Benyahia.

Email: mima.b.06@hotmail.com.

Interviewees: Teachers of second year level at the secondary school of “Aggoun Mohand El Yazid” Ighil Ali.

This interview is part of a research work that aims at gathering data about the effectiveness of using pair work activities to enhance pupils' risk taking behavior in the classroom. Thus, we would be very delighted if you accept to afford us an interview in order to answer some of our questions. This is our personal e-mail if you want to add more information concerning the topic under investigation. Be sure that all your answers will be treated anonymously.

Thank you very much for your collaboration.

Section One: General Questions.

Q 1: How long have you been teaching English?

Q2: What is your educational degree?

Section Two: Teachers' Experiences in using pair work activities to enhance pupils' risk taking in EFL classroom.

Q3: What do you think about the use of pair work activities in the classroom to enhance risk taking?

Q4: According to you, to what extent pair work activities enhance pupils' risk taking in the classroom? Justify!

Q5: What will you do to ensure that your pair work activities has a positive effects on pupils' risk taking behavior?

Q6: Do you think that teacher's role help pupils to take risk during the use of these activities in the classroom?

Q7: Do you agree that in order to learn a language pupils have to take risk in their learning?

Section Three: Suggestions and Recommendations.

Q 8:Would you please add any other suggestions and recommendations?