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Enhancing Interactional Competence by the Supportive Assistance of Peers and  
Interlocutors in an Interactive English Language Classroom

Abstract

The paper provides a conceptual analysis of how peers and interlocutors can assume an important role providing supportive assistance to the teacher and contribute greatly to making the class better collaborative with the vibrant involvement of students into various activities. It argues that since the teacher or facilitator in an interactive classroom confronts many stumbling blocks as most learners grapple with a variety of lingual problems and the technical knowhow of the assigned tasks, use of the better quality students as peers and interlocutors in various classroom activities may be an effective means of reducing the teacher's instructional and managerial loads to a great extent. So, the principal focus will be on showing the contributory roles of peers and interlocutors as an integral element of ensuring more works in less time and thus, enhancing overall interactional competence among the participants.

Key words: Peers, Interlocutors, Interactional, Competence, Shyness, Motivation

## Introduction

Learning and teaching English language still remains mostly as a traditional teacher fronted approach, particularly in the countries where English is learned and taught as a foreign language. But the long established traditional methods and approaches such as grammar-translation method, audio-lingual method and etc often crumble to ensure maximum language learning results. Since the traditional one-man-show approach lost its charm and appeal, a more student fronted interactive approach called Communicative Language Teaching (CLT) was introduced. Savignon (2000) states that communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States. According to Mitchell, 1994 and Whong, 2011, this shift in thinking took place due to the trend of 'progressivism' in education that holds active learning to be more effective than passive learning in a teacher dominated stenographic classroom. Since its inception as an approach, CLT has been attacked and critiqued for its less attention in the teaching and learning context and the adaptation of the approach. (Swan, 1985 and Bax, 2003) Though Widdowson, 1990, Harmer, 2003 and many others offered sufficient defense in favor of CLT, the debate still continues on various aspects of this approach. The use of peers and interlocutors as supporting agents in an interactive English language classroom is one of the many issues under large scale investigation. The principal argument behind the peer-interlocutor hypothesis rests on the perceived and in many cases, proven positive results out of classroom interactions among the participants in various activities. This concept bears special significance in relation to creating an autonomous learning environment in the classroom where the learners barely rely on the instructor for carrying out the assigned tasks.

From a practical viewpoint, the supportive assistance of peers and interlocutors in an interactive English language classroom is of immense importance both for the teacher while facilitating and the common learners while doing assigned tasks. Their concerted efforts not only maximize the possibility of achieving overall lingual proficiency but lead to an enhanced level of interactional competence. Kramsch (1986) first coined the notion of ‘interactional competence’ and provided a definition of the term ‘interaction’ and some of its features: “...interaction entails negotiating intended meanings, i.e., adjusting one's speech to the effect one intends to have on the listener. It entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other intentions and arriving at the closed possible watch between intended, perceived, and anticipated meanings.” (Kramsch 367) Concisely speaking, interactional competence is “a theory of the knowledge that participants bring to and realize in interaction and includes an account of how this knowledge is acquired.” (Young 118) Walsh (2011) has conceptualized interactional competence as Classroom Interactional Competence (CIC) which means “Teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning.” (Walsh 158) He views classroom interaction as central to both teaching and learning and argues that improvement in CIC means both the teacher’s and learners’ improvement in learning and opportunities for learning.

If his concept is visualized from the learners’ perspective, it indicates that interactional competence in an English language classroom refers to the ability of the common learners to actively engage themselves into various class works and collectively carry the tasks out to a relatively successful or at least satisfactory ending. As interactive classroom is not a teacher dominated stenographic classroom where students take notes blindly on their steno pads, it gives total emphasis on the active participation of students into activities; it “is the collaborative exchange of thoughts, feeling or ideas between two or more people, resulting in

a reciprocal effect on each other.” (D. H. Brown 165) Learners here participate as equal partners in an ongoing discovery process as it offers themselves better opportunities to try their hands rather than to remain as silent listeners. That practice makes a man perfect is the key principle of interactional ideals in gaining lingual competence through classroom activities. Classroom interaction involves communication, collaboration, coordination and cooperation among the participants, and these four-fold interchangeably synonymous activities induce the required zeal and enthusiasm in them for taking part into various class works, which ultimately ensures and optimizes the learning environment in the classroom. Peers and interlocutors in such a classroom can contribute to a great extent to reaching the ultimate goal of increasing common learners’ ability to communicate and better interact with one another.

#### Materials and Methods:

Only the secondary sources of information will be used to discuss the topic of the paper. Argument and counter-argument approach of critique will be kept to the minimum as the paper does not essentially oppose or defend any concept. However, the paper will be a concept based analysis that will tend to show how peers and interlocutors can play an active role in bringing out the good language learning outcomes by improving the learners’ interactional competence. In so doing, the paper will briefly present a short history of cooperative learning in its effort to show conceptual and practical similarities among cooperative, communicative and interactive hypothesis of language acquisition. At the same time, it will also try to differentiate between ‘communicative competence’ and ‘interactional competence’. The study will not provide any empirical data analysis in order to establish the points discussed and analyzed in it.

## Cooperative Learning and its History

Cooperative learning is an instructional approach in which all the participants including the peers work together on an assigned task with the common goal of benefitting from their collaboration or interaction. The keys to cooperative learning are “the careful structuring of learning groups...the building of interdependence, the designing of interactive processes, and accountability, the building of social skills around such areas as decision-making, communication, and conflict management.” (Gonzales 2) Another international perspective on cooperative learning emphasizes some of its practices and effects stating that

“co-operative learning provides a non-threatening learning context for interaction between students. During co-operative learning, students are exposed to other perspectives and alternatives, they share and exchange ideas, criticise and provide feedback. Peer feedback can help students increase their awareness of their learning aims, and of the strategies to employ to achieve those aims. Collaboration provides 'scaffolding' for mutual support and enables students to learn from each other. The function is a teaching function, although the major interaction is student- student, rather than teacher-student, as teaching is normally understood.” (Tang 116)

Interactive strategy of teaching and learning has a historical legacy with cooperative language learning of the past. Slavin (1995) points out that the history of cooperative language learning can be traced back as far as the seventeenth century when learning took place more in groups rather than in isolation. He cites such educational theorists as John Amos Comenius in the seventeenth century, Jean-Jacques Rousseau in the eighteenth century, Johann Heinrich Pestalozzi in the nineteenth century and John Dewey in the early twentieth century, who held some form of cooperation among students as essential to learning. Slavin also refers to Piaget and Vigotsky's developmental theories which

emphasized the importance of discussion and joint problem solving among peers. So, it is very evident that cooperation and discussion among the group members in classroom learning activities bear special significance in terms of the history of language teaching and learning. Allwright (1984) also considers interaction as “the fundamental fact of classroom pedagogy, because everything that happens in the classroom happens through a process of live person-to-person interaction.” (Allwright 156) Therefore, the employment of peers and interlocutors can be a good and effective option for the teacher to speed up language production in an interactive classroom setting.

#### Features of an Interactive Class and the Importance of Peers and Interlocutors

An interactive classroom is basically student centered where learners are not primarily concerned with improving their own grade; goals are group wide rather than individualistic, and they are expected of involving themselves into activities so that they can come out with some developed lingual skills at the end of each and every task. Dewey (1938) objected to the traditional means of teaching English by the all-powerful authoritative teachers who sometimes used to obliterate the existence of the learners in the classroom. He completely rejected this type of spoon feeding of knowledge, and pointed out the importance of the learners' role as an active agent in his or her learning. He laid the foundation of what is now known as ‘learner-centeredness’, a term which has now gained tremendous currency in English language teaching. It is similar to what has also been pointed out as “a widespread desire in the language teaching community to develop means of allowing learners to play a fuller, more active and participatory role in their language study.” (Tudor 1) So, the main role the teacher plays in an interactive English language classroom is broadly that of the ‘facilitator of learning’.

The importance of peers and interlocutors in this respect is integral to achieving desired success in language acquisition. When the facilitator sets a class work for the learners to do a specific task on it, there are always some students who feel shy because of their comparatively low standard of understanding and performing the work. At any level of learning, this shyness obstructs and hinders their course of learning making them more introvert and lessening their level of confidence by degrees. The interactive participation of the students and the facilitative supervision of the teacher offer a convenient learning environment, and work as an effective remedy for eliminating self-introversion of certain students. This implies the all-embracing idea that learning is a mutual process which requires sincere initiatives first from the teaching side and then from the learning side. A student cannot learn a language in isolation; “language is acquired through social interaction- through the use of language in settings of daily life.” (Ohta 1) If this is so, the peers and interlocutors whose level of understanding is higher than others may act as helping agents between the teacher and the group members to make everything or at least many task-related things understandable to other weaker group members. This also bears testimony to the fact that “Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of meaning and information sharing.” (Rodgers 165) This information sharing and negotiation of meaning are the two major elements of cooperative learning that can increase overall interactional capacity of the common learners in classroom activities.

### Theoretical Analysis of Interaction in the Classroom

The series of assigned activities in the course of classroom interaction act as a Zone of Proximal Development (ZPD). In the words of Vigotsky (1978), the ZPD means “ the distance between the actual development level as determined by independent problem solving

and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.” (Vigotsky 86)The ideas on the facilitation of learning through experiences mediated by other people have application in interactional concept of learning, because no learner can reach full potential without the help of others. The processes of guiding the learner to higher stages of cognitive functioning rely on interactive human relationships. Teachers or more capable peers can play the roles of mentors and thus, raise the student's competence through the zone of proximal development. When working with peers, each learner brings his/her own knowledge of the target language, giving peers opportunities to help one another and build on each other's understanding of the language features until the learner is able to use the features without assistance. As an important external factor in language acquisition, the learner's environment can affect participation and use of the target language. It means a favorable, friendly and cooperative learning environment in the classroom acts as an added fuel to learners' collective eagerness and endeavors to acquire and develop their lingual knowledge and skills step by step. Besides, the teacher as well as the better participants provides the required assistance to the weaker group members, and thus, participants in their assigned tasks manage to reach the vantage point of perfection and correction through the process of trial and error which impacts the learners' lingual and interactional development steadily, continually and off course significantly.

#### Task-based lesson in interactive hypothesis and scope for peers and interlocutors

Task-based teaching-learning approach has a complementary relation to interactive and communicative style teaching-learning, all of which focus on authentic language use and classroom exchanges where students are engaged in real communication with one another. In almost every sense, language proficiency is what Hymes (1966) referred to as

'communicative competence', which is opposed to Chomsky's dichotomy of 'competence' and 'performance'. His theory of 'communicative competence' is something more than Chomsky's 'linguistic competence', and according to Brown (2001), "theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to 'negotiate' meaning, or simply stated, to get an idea out of one person's head and into the head of another person and vice versa." (Brown 165) In interactional context, a communicative task is "a piece of classroom work which involves learners comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on mobilizing their grammatical knowledge in order to express meaning, and in which the attention is to convey meaning rather than to manipulate form." (Nunan 4) Competence in communication has an intimate relation with competence in interaction, because an increased amount of classroom communication leads to an enhanced amount of interaction among the participants. But there is a keen identical difference between the two concepts. Communicative competence is principally individualistic in nature that develops in particular students through lingual interactions between or among them whereas interactional competence is essentially a group-wide development of working skills of the learners in assigned activities.

The interactive hypothesis puts greater emphasis on the developmental production from a class. Krashen (1978) says, "quite simply, the role of a second or foreign language classroom is to bring a student to a point where he can begin to use the outside world for further second language acquisition." (Krashen 160-161) Interactional teaching strategy follows task-based lesson plan in the classroom for second language acquisition from developmental point of view. In Task- Based Language Teaching (TBLT) approach, basic pair-work and group-work are often used to increase student interaction and collaboration. Long and Porter (1985) argue in favor of the many fold effective advantages of group work

or team work or pair work that it increases language practice opportunities, promotes the quality of student talk, helps individualize instruction, promotes a positive affective climate, and motivates learners to learn. They also opine that group work provides the kind of input and opportunities for output that promote rapid target language acquisition. Many other researchers including them report that a greater quantity and a better quality of language are produced by the students working in small groups with the assistance of peers and interlocutors than those in a teacher-fronted lockstep classroom setting. This approach offers peers and interlocutors opportunities to contribute to improving learners' lingual skills in general since it cares much for systematic language production rather than grammatical or structural perfection. This goes in conformity with what Ellis (2003) believes that "learners do not first acquire language as a structural system and then learn how to use this system in communication, but rather actually discover the system in the process of learning how to communicate." (Ellis 14)

Activity-based language teaching, Rodgers (2001) thinks, "is a theory of language teaching that starts from a communicative mode of language and language use, and that seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and classroom activities and techniques." (Rodgers 158) Both interactive and communicative language teachings are generic approach and entail using practices in the classroom not only in diverse ways but also in any sort of systematic way which paves the way for both restricted and unrestricted cooperation among the group members headed by peers or assisted by interlocutors. Peers and interlocutor provide learners with a sense of connection with the social environment, which can give learners a less stressful learning situation. In addition, peer support should be considered essential to language learners because students spend considerable time together learning the language and encounter similar language-learning challenges. Learners may receive support from their classmates not

only in the form of friendship but also in ways that facilitate learning. Moreover, according to Hartup (1989) and Wentzel (1998), peer support has greater reciprocity because peers share equal status with their fellow classmates. In contrast, teacher support comes from an authoritative relationship which draws a separating line between the two sides. Learners may not feel free to speak their mind about what problems they are facing in the assigned activities. This tendency of students usually results in slow pace in the group works that may ultimately affect and cripple their level of interactional competence due to uneasiness and hesitation felt by them. But the presence and support of the facilitator cannot be ruled out completely; nevertheless, both forms of support are important for the learner's gradual communicative as well as interactional competence. But due to the nature and process of classroom interaction, students' participation with peer support appears to be a better option for reaching the collective lingual goals.

#### Contribution of peers and interlocutors in skill-based classes

Though language provides the starting point for learning in an interactive classroom, it can also be a barrier for both the teaching and learning sides if it is not properly understood by the common learners. For an interactive listening and speaking class, as Spada (2001) says that "interactionists emphasize the role of the modification of interaction in conversations where learners can gain access to new knowledge about the language when they have support from an interlocutor." (Spada 45) Conversational interaction is one of the essential conditions for second language acquisition. Long and Porter (1985) argued in favor of the modified interaction as a necessary mechanism for making language comprehensible. Lightbown (2006) states that "what learners need is not necessarily the simplification of linguistic forms but rather an opportunity to interact with other speakers, working together to reach mutual comprehension. Through these interactions, interlocutors figure out what they need to do to

keep the conversation going and make the input comprehensible.” (Lightbown 43) However, the facilitator may intervene in case of any situation when interlocutors even stumble to carry on the conversation to a comprehensible state. In such a situation, the modification of interaction and new knowledge about the language due to some occasional lapses may come simultaneously from the facilitator and the interlocutors.

This modification of interaction among participants requires co-construction of conversational interaction. Lwin (2012) gives us a model of how L2 learners can improve their interactional competence through active participation in co-constructed conversational narratives. Developing interactional competence is a very important and necessary prerequisite to become a competent speaker of a second language. But achieving this through conversational narratives often poses great challenges as they require an effectively extended interpersonal conversational communication among the participants. Appropriate and meaningful oral language production is an extremely complex process; it might not be easy even for the interlocutors to communicate the meanings of particular words or phrases to the common learners. The first thing to deal with in such a situation is to make meaningful utterances. In fact, conversational narratives need multiple meaningful utterances in order to amount to interactional competence; it emphasizes on the idea of “co-construction” as defined by (Jacoby & Ochs, 1995) and considers the learning of a language “not as a cognitive property of a single individual, but as jointly created by all participants in interaction.” (Johnson 176) The instructors can play a vital role to bridge the gap among the learners when they co-construct the ongoing conversation among themselves; he may employ an introducer in the conversation and observe the problems the other speakers face in the course of their narratives. In this regard, Lwin (2012) suggests that “the instructor’s assumption of the introducer and the problematizer roles to solicit and co-construct narratives during an on-going conversation should be understood as to how opportunities for learners to

participate effectively in the interaction can be created, and by extension how the learners can be helped to develop their interactional competence through their participation in such speech events.” (Lwin 97) Finally, she came up with two findings in her experimental study that implicates for language learning in basically two aspects, which are raising the awareness through explicit teaching of narrative roles and dynamics of a conversational narrative to L2 learners, and the instructor’s sensitivity to the learner’s culture in giving responsibility to meet the social demands of the interaction at hand.

Reading and writing as skills are inextricably intertwined and that is why, teaching or learning these skills separately poses a great challenge for the instructor as well as the learners. Naturally question arises about the ways how to integrate them in interactive classroom setting that will give almost equal emphasis on both these skills and ensure better results. In this type of class, peer feedback or peer review or peer response can be a good option. Hansen and Liu (2002) defined this term as “the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor, or editor in commenting on and critiquing each other’s drafts in both written and oral formats in the process of writing.” (Hansen 75) Mangelsdorf (1992) introduced peer reviewing as a supporting component of writing classes. He states that “peer reviews ... provide students with an authentic audience; increase students’ motivation for writing; enable students to receive different views on their writing; help students learn to read critically their own writing; and assist students in gaining confidence in their writing.” (Mangelsdorf 275) Engaging peers in the process of sharing their ideas and receiving as well as offering constructive comments and suggestions for improving a piece of writing leaves a positive impact on the common learners’ mind set; they as a group feel more independent to solve the problems pertaining to the assigned piece of writing. Raimes (1983) talks about the peers’ role of editing when they

contextualize, re-organize and grammaticalize a writing piece. He opines that “When students examine a piece of writing closely, they can make discoveries not only about the cohesive devices the writer uses but also about the rules of punctuation and grammar that the writer employs. Close reading of a short passage lets the students scrutinize the choices the writer has made and the rules he has followed.” (Raimes 50)

#### Significance of peer-interlocutor familiarity to enhance interactional competence

Peer-interlocutor familiarity is another important factor for a vibrant interactive listening and speaking class. Poteau (2011) thinks that it “...provides learners with a sense of connection with the social environment, which can give learners a less stressful learning situation. With familiar peers, learners can feel less inhibited and more willing to help each other with the language.” (Poteau 8) Learners in groups feel more comfortable orally communicating and interacting with peers and interlocutors while working on assigned tasks. But the same students may feel anxious and uncomfortable with their teacher when asked to do anything in front of their classmates. Since peers and interlocutors are usually familiar with other classmates, working with them helps learners notice the gaps between what their peer and they are able and unable to say. A familiar peer enables learners to understand the types of feedback they will receive, helps learners to notice, be attentive and conscious of the language feature. Through interactions, learners are aware of the language they are using and their continuous practice with the peer gradually progresses to automatic use of the language feature. While doing listening and speaking activities to describe or figure out a thing, it is quite normal that the participants may have some difficulties in expressing their ideas in an orderly manner. In such a case, interlocutors can come in aid of the learners from being in a standstill by giving them required lingual assistance to proceed on in spite of the mistakes they (learners) make in course of the listening and speaking activity. This type of friendly

learning environment in collaboration with cooperative peers and interlocutors gradually enhance the learners' interactional competence leading to an advanced level communicative skill.

#### Contribution of peers and interlocutors to reduce language anxiety

Language anxiety among the students creates obstruction in times of language production. This happens because most learners feel hesitant and anxious when they are not confident about their answers. Jones (2004) defines this phenomenon in language learning situation as a fear provoked when the learner is asked to speak in the second or the foreign language in public, with the risk of social embarrassment. Anxiety, nervousness and lack of confidence reduce students' motivation, and so, students need to have a healthy self-respect and believe in themselves as learners. According to Dörnyei (2002), "Self-esteem and self-confidence are like the foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. The teacher can employ the most creative motivational ideas, but if students have basic doubts about themselves they will be unable to 'bloom' as learners" (Dörnyei 87) Here also peers along with the teacher can play a vital role to diminish language anxiety providing the right tools and avoiding problematic situations for them. These may be very effective measures from both the teacher and peers to encourage other learners so that they can "avoid social comparison, even in its subtle forms, promote cooperation instead of competition, help learners to accept the fact that they will make mistakes as part of the learning process and make tests and assessment completely transparent and involve students in the negotiation of the final mark." (Dörnyei 92-94) Working with familiar peers and interlocutors can limit teachers' dominant roles by allowing students to become autonomous learners, and at the same time, reduce language learners' anxiety levels. But the level of learners' autonomy to be allowed in the classroom is

an issue still open to examination. In these ways, peers and interlocutors can play an effective and useful role in order to reduce common learners' fear of the target language in their way to becoming satisfactorily competent in interactive language use in different forms of classroom activities.

#### Role of peers and interlocutors to reduce learner passivity and demotivation

Substantial progress from classroom interaction becomes difficult due to learner passivity and demotivation towards the ongoing activities. Learner passivity and lack of motivation especially in a large English language classroom is not a problem in any individual country; it is a major problem all the world over. When students do not feel motivated to learn, they mostly remain passive to the information provided by the teacher. In this case too, peers and interlocutors can offer very useful assistance to the teacher by making the students truly engaged in the class both cognitively and affectively. No doubt that reducing these negative attitudes of the students especially in a large class is not an easy task, and requires "awareness on the part of the teacher of the challenges and issues that large classes present and the acceptance of the teaching context, a problem-solving approach and a positive outlook to turn the challenges into opportunities. In other words, involving learners in a large class requires realisation of the fact that even though one cannot direct the wind they can always adjust the sails." (Khurram 4) Employment of peers as helping hands in engaging the less motivated students in a large interactive classroom also helps raise a sense of responsibility among them to be active contributors of classroom activities. Solving problems with a little fun, building a cooperative relationship, a welcome stance towards the students and their problems, and most importantly building a rapport with the common learners are necessarily important qualities for both the teacher and peers to ensure their earnest participation in joint problem solving.

## Roles and responsibilities of the teacher and other students in the class

Though interactive hypothesis prescribes for the maximum focus on the learners in the classroom, the importance and indispensability of the teacher's many-fold roles can never be diminished at any level of systematic language learning. According to Littlewood (1981), a teacher's role as a facilitator entails the sub-roles of an 'overseer' of students' learning, a 'classroom manager', a 'consultant' or 'adviser' and sometimes a 'co-communicator' with the learners. Harmer (2003) uses certain precise terms for the teacher's role in the classroom such as controller, organizer, assessor, prompter, participant, resource, tutor and observer. In his opinion, "one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it." (Harmer 8) However, since teachers do not have full control over the learners' natural learning process, he may create a congenial environment conducive of learning in the classroom and better observe and measure the progress while the learners, through collaborative interaction with the peers, apply the tools at hand to solve linguistic problems as they work to do assigned tasks.

Apart from the teacher's roles, learners of each and every group should assume certain responsibilities on their part. Wright (1996) thinks that "teachers' primary roles are instructional and managerial; learners, too, have reciprocal managerial and learning roles." (Wright 125) Peers, interlocutors and better participants in groups can extend their instructional advice to the weaker group members which may relieve the facilitator of extra instructional and managerial loads. This complimentary role of particular students is testimonial to "what individuals contribute to the group amounts to a set of expectations about how others will act and what roles they will adopt." (Wright 11) At the same time, the better participants should not be boastful of their advanced knowledge and quality in comparison with their other group members. Their knowledge and quality should be directed

to helping others in the group and thus inspiring them to engage and learn. Above all, learners in general must have a strong motivation and determination in them to learn the target language. Harmer (1998) suggests that learners perhaps need to have a willingness to listen, experiment, ask questions, think about how to learn and accept correction in and throughout the activities. Defiance and unruliness are never expected of students at any level of learning. This pattern of behavior is seriously de-motivating for the teacher and also for the learners. They should not make any unnecessary noise while others are doing tasks. Most importantly, mutual cooperation among the learners is one of the principal requirements for fruitful learning outcome. All that have been discussed and analyzed echo what Grabe & Kaplan (1996) have said that “Knowledge is best acquired through negotiated interaction.” (Kaplan 380)

## Conclusion

To conclude, it is perhaps quite obvious that peers and interlocutors provide major assistance to the teacher or facilitator in the classroom activities which is crucial for students' gradual development in English language skills. At the same time, it is to be acknowledged that no single theory or hypothesis can provide a magic formula for all learners to language acquisition; true development in acquisition depends on how far the teacher as well as peers and interlocutors can translate their plans into action, discover the learners' psychology and act accordingly to attract their attention. Teacher's professional commitment, his creative and systematic approach and the supportive roles and contribution of peers and interlocutors alone cannot ascertain the expected learning results unless they are supported by some other logistics in the classroom. Precisely, successful amalgamation and utilization of teacher-learner joint efforts and the in-classroom logistics will make the classroom lively, vibrant and enjoyable and ensure expected outcome.



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