Effectiveness of Pair Work Activities in ESL Classrooms at the Tertiary Levels of

Bangladesh

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Dedication

The thesis is dedicated to my parents who encouraged me with unconditional love and support.

Declaration

This thesis is a representation of my original work and I declare that it has not been submitted earlier to any institution for obtaining a degree. I have acknowledged that others' contributions are included in this research paper with due references.

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Abstract

The research is based on a small scale study which explores the effectiveness of pair work at the tertiary level of Bangladeshi classrooms. It focuses on the students' and teachers' attitudes regarding the effectiveness of pair work activities in classroom settings and investigates to what extend it is proved to be effective for the students. It also finds out the difficulties to implement pair work which may hinder the success of language learning. Survey questionnaires and observation checklist are employed as the instruments for data collection procedure. From the findings, it is identified that majority of the students consider pair work activities as effective technique which enables them to learn by sharing knowledge. Moreover, majority of the teachers recommend pair work activities for its enormous benefits though certain challenges encounter to implement the activity successfully. Effectiveness of pair work varies depending on the learning atmospheres, contexts and the learners learning styles.

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Chapter 1: Introduction

According to Rakab (2016), the history of language teaching methodologies has been dramatically changed in the last decades of 20th century. During this period of time, the method of grammar translation and audio-lingual method are replaced by Communicative Language Teaching (CLT). The communicative approach has abandoned the explicit focus of grammar and introduced activities such as group work and pair work to promote meaningful conversation. It is assumed that the explicit teaching of grammatical structures limit students' interactions which work as an obstacle in the growth of linguistic competence.

Moreover, Storch (2005) states that the use of pair work in second language is based on some theoretical perspectives. Additionally, he relates the concept of pair work to social constructivist view of learning which believes that the development of human is influenced by surrounding social activities. According to Vygotsky's (1987) socio-cultural theory, learners' cognitive process developed through interaction between people. In this theory, teachers and peers work as facilitators during the process of imitation and Zones of Proximal development (ZPD). Fitria (2016) adds that the imitation process requires learners to involve in communicative process and encourages them to correct each other's mistakes by providing effective feedback.

Pyun (2004) considers communicative competence as one of the most significant aspects of language acquisition which includes linguistic skills, social skills and interpersonal skills. It is believed that pair work activities provide a learner enough opportunities to involve in creative and meaningful interpersonal communication. According to Krashen (1982), the development of learners' interpersonal communication is more effective to increase their communicative ability

than emphasizing only on grammatical structures. He also addresses that through learners' involvement in continuous interaction process, learners can acquire the strategies of real life communication and also able to relate it within social contexts.

Besides developing learners' interpersonal communicative abilities, pair work also develops learners' linguistics proficiency. In this regard, Long and Porter (1984) state that pair work provides the learners natural contexts to communicate. They add that through the use of pair work, it is possible to involve learners' in authentic, face to face communication which includes cohesive sequences of utterances. Moreover, learners' communicative practice in authentic context assist them to acquire second language though they share limited grammatical input.

Furthermore, Macaro (1997) defines collaborative learning as a process which encourages learners to achieve common goals by working together by valuing and respecting each other's linguistics resources. He adds that working collaboratively makes learners feel comfortable and confident as they can find it easier to work at the same level. Moreover, learners feel less threating as the teacher is not in the opposition to the learners. Regarding pair work activities, Jones (2007) addresses that pair work is more protective and private than group or whole class discussion. Therefore, it makes students less inhibited and they can share their personal experiences. Furthermore, he considers pair work more beneficial which promotes cooperation and collaboration than disagreements.

According to Fitria (2016), peer interaction is one of the most important factor to promote second language learning. It allows learners to explore L2 collaboratively in order to solve linguistics issues. Storch and Aldosari (2016) add that teachers or proficient learners tend to dominate the class discussion in teacher centered classes. Therefore, it limits the learners L2

production and also restricts the learners' responses. In this regard, they state that pair work or group work is one of the way which provides learners to practice L2 for a variety of purposes. Moreover, it also encourages learners to create their own strategies which will develop the levels of their interaction (Choudhury, 2005).

1.1 Objective of the study:

The purpose of the study is to examine the effectiveness of pair work in ESL classroom at the tertiary level of Bangladesh. In this regard, the study explores the concept of pair work activities, students' and teachers' attitudes and perspectives about the effectiveness of pair work in the context of Bangladesh. Moreover, the researcher also investigates the problems and difficulties which may encounter to conduct pair work activities successfully.

1.2 Central research questions:

The central research questions are the main focus area in this research. The aim of this study is to find out the possible answers of the following questions:

- What are the students' and teachers' attitudes toward the effectiveness of pair work at the tertiary levels in Bangladesh?
- What are the difficulties teachers and students face while implementing pair work activities in classrooms?

1.3 Significance of the study:

The study may help the researchers, teachers and students to understand the benefits of pair work activities for making a communicative atmosphere in class. Moreover, it would aware of the difficulties to implement pair work activities in class as well as it also includes suggestions to conduct pair work activities successfully. In Bangladesh, collaborative learning is the most

effective way to increase students' communicative skills as well as their language proficiency. It shifts the learning process from traditional method to communicative approach. If anyone wants to know the effectiveness of pair work activities and the importance of communicative approach, the study will assist him/her to take necessary steps for conducting pair work activities in class. In this regard, the data of survey and classroom observation are the main focus of this study which will provide the details about the effectiveness of conducting pair work.

Chapter 2: Literature Review

This chapter deals with the theoretical aspects of pair work activity which illustrates the definition of pair work, teachers' roles in the activity, benefits of pair work as well as obstacles to implement the activity successfully in class.

2.1 Definition of pair work:

Lightbown and Spada (2006) state that collaborative environment helps learners to improve their language competence which eventually enable them to perform an activity successfully that they rarely can do individually. According to Scrivener (2005), pair work refers to a kind of classroom interaction which involves one student to work with another student in order to do a communicative activity, giving feedback and discussing on an issue. Harmer (2007) adds that students can do a variety of tasks if they are put in pairs for doing an activity. Moreover, he also mentions that pair work includes brainstorming and prediction activities before reading or listening and checking or comparing answers. In addition, pair work also involves some communicative activities like pair interview, picture difference, stamp collecting pair compare, and planning for a holiday (Scrivener, 2005). Furthermore, Bercikova (2007) states that pair work is not fixed at any one stage of the lesson and it is not necessary to do pair work for a particular type of activity. For example, if the teacher wants, he can begin the class with a vocabulary pair activity where students will discuss with each in order to define the vocabularies given by the teacher. Moreover, he explains that pair work can be used before starting a listening or reading activity in which students need to predict what they will read or listen from the title of the text. When students will have done with reading and listening, students can also involve in pair work for discussing an issue or doing an activity.

2.2 Organizing Pair work activities in classrooms:

Watcyn-Jones and Howard-Williams (1997) address different types of activities in his book *Pair work 1* which are designed to practice the students' real world communication patterns. They mention six main types of activities: role-plays, simulation exercises, one sided dialogue, information-gap activities, discussion and conversation activities, jigsaw reading and problem solving activities to give the students' extra communicative practice with certain purposes. Through the activities role plays and simulations, students are provided different roles to act out in given situations such as ordering meal at a restaurant. These types of activities motivate the shy students to involve in communicative situations by hiding their own identity behind the roles. Information gap activities involve the students to work collaboratively in order to solve the problems. Moreover, discussions and conversational tasks motivate the students to share their opinions, ideas by exchanging different thoughts and beliefs. Additionally, problem solving activities engage the students in critical thinking to solve the puzzle such as jigsaw reading.

According to Richards, Hull and Proctor (1996), the main focus of pair work activity is on communication and comprehension rather than making the students' proficient on language items. Moreover, they add that students should be encouraged to think critically and develop the ability to extend a conversation. Furthermore, Baines, Blatchford and Kutnick (2016) state that pair work requires students to solve a problem or make a decision through the use of tasks. These tasks can be close or open ended. Close ended tasks ask the students to answers in a particular way to achieve a specific goal. However, open ended tasks do not have any appropriate answers rather it can have a multiple answer where students have the opportunity to express in their own

way. Regarding the pair work activity, they also state that these tasks promote critical thinking through analyzing, synthesizing and evaluating ideas.

2.3 Teachers' role in pair work activities:

Teacher plays an essential role to function the collaborative learning process effectively. Therefore, they may have to perform the role of a facilitator, researcher as well as organizer. Moreover, it is essential to monitors the students' performance whether they have understood the goal of the tasks and how they are processing. The researchers pointed out that observation of students' behavior is a way which enlightens the teachers' with the students' understandings of lesson. Moreover, it makes possible for the teachers to identify the students' who needs extra care to overcome their difficulties (Mccafferty, Jacobs &Iddings, 2006).

According to Richards, Hull and Proctor (1996), during an activity, teacher should help the students' by clarifying the situations and tasks, perform the role of a model of the activity with the students as well as providing necessary feedbacks at the end of an activity.

2.4 Effectiveness of pair work across culture:

In order to promote collaborative learning effectively, the teacher should consider individual students' personal characteristics and a focus to their diverse cultural traits. Sometimes it is observed that students may feel ignored in collaborative tasks for lack of teacher's attention. Therefore, teachers should focus on the needs of every student's based on their cultural diversity in class and share their attention accordingly (Chu & Nakamura, 2010). Moreover, Arumugam, Rafiq-Galea, Mello and Dass (2013) has investigated the influences of culture on the choice of learners' learning preferences. The study reveals that the students start to practice their own cultural norms from their young age at academic settings. It is also observed

that students who prefer individual works also change their attitudes towards collaborative learning as culture has an impact on ESL academic settings.

Moreover, William (1996) considers the importance of pair work for short term or daily assignments. He also states that these can be beneficial for higher level jobs such as problem solving or creative works. Bertrand (2010) mentions following benefits of using pair work activities as classroom techniques:

- It motivates students to know about the people of different cultures and give them the opportunity to broaden their perspectives

- It makes the students familiar to work in a multicultural environment and encourages them to appreciate different opinions of others.

- It provides the students a feeling of success in a multicultural setting where they have to adjust their behavior.

- Students get more opportunity to practice the target language. In pair work activities, whole class can speak at the same time whereas it takes a lot of time in case of individual activities. Moreover, through this activity, students are learned to practice speaking in a low voice maintaining the rules of classroom disciplines.

2.4.1 Influence of pair work activities on students' writing skill and speaking skill:

According to krashen's (1982) input hypothesis, learners must understand the input 'i+1 to make a successful move from the stage. To apply the theory in a classroom setting, learners can practice a target language in a variety of ways through conversational practice with different partners. Moreover, Vygotsky (1978) points out the significance of interaction in second language acquisition. He notes that interaction with pairs help to develop cognitive process. Additionally, purposeful interaction exposes students with comprehensible input and students

have the chance to involve in negotiation through conversational modification in order to understand the meaning. It is also noticed that textbooks of ESL students encourage them to work with partners as interaction develop learners' comprehension. In this regard, Kwon (2014) has conducted a study in a mid-sized Thailand University and examined the students' perspectives on the collaborative writing tasks. The data shows that most of the students consider pair work activity as an effective strategy. However, a few students report that it takes a lot of times to make decisions while working in pairs. Thus, it makes their writing process slower. In addition, working with students from different backgrounds, different proficiency levels as well as relationship with partners often create challenges in the development of collaborative learning process.

Moreover, Choudhury (2005) adds that she finds pair work effective as it gives the teacher an opportunity to take part in the activity. In this way teachers can identify the weaker students and pay extra attention to them. Therefore, Sert (2005) has conducted a comparative analysis of pair work and individual assignment at Hacettepe University, Turkey. The result shows that collaborative task improves their written assignments with less grammatical errors and spelling mistakes. Moreover, it is also observed that it develops students' interpersonal relationships as well as make them confident about their own writing.

Furthermore, Storch (2005) investigates the nature of the writing process as well as learners' reflections on the experience of collaborative writing. Two groups of Vietnamese and Laotians are the participants of the study who enroll in an ESL writing class at the University of Melbourne. The study shows that learners can produce a standard form of writing with grammatical accuracy. Moreover, it gives the students opportunity to share their knowledge with

each other and they can also provide feedback to their peers. Therefore, most of the students provide positive reaction about their experience of pair writing activity.

Regarding the development of speaking skills, Jones (2007) addresses that it is expected that pair work makes students feel more comfortable to exchange ideas with others. He also mentions that students do not feel shy and can share more personal thoughts and experiences in a pair than they would do in groups. Furthermore, he believes that group tasks can arise arguments as different people share different opinions and it tends to create disagreement among participants.

Additionally, Phipps (1999) describes that pair work can be applied practically in activities like information gap which provides them a reason to communicate with each other in order to solve a problem. He also addresses pair work activities more interactive as it creates an environment which promotes social interaction and communication between participants. In this way, it develops their social skills such as turn takings, politeness and eye contact (as cited in Achmad and Yusuf, 2014).

In addition, Reid (2002) states that pair work is more beneficial than group work as it provides every student an opportunity to talk especially those who are introvert in nature and are more unlikely to share their opinions in front of the class. Sometimes it is seen that students correct each other's mistakes as well as provide necessary vocabulary consciously or unconsciously when involves in pair work activities.

Moreover, Harmer (2007) mentions that pair work can increase the students talking time. In order to provide learners' the opportunity to experience language through using, it is essential to create an atmosphere where students can converse with each other. Moreover, according to Mcdonough, Shaw and Masuhara (2013), pair work allows learners to share their linguistics

knowledge, subjective knowledge and resources in an informal and small classroom environment where they have different learning styles and the level of all learners are not same. They add that pair work works as a "fundamental facilitator" not only for acquisition of second language but for learning any language in classroom situation. Furthermore, Jones (2007) states that students feel less inhibited when they are in a pair and they can share their personal feelings and experience with each other which they cannot in front of whole class. Richards and Bohlke (2011) also add that pair work provides an opportunity for the learners to engage in continuous interaction and helps to achieve both accuracy and fluency in language.

In this regard, Abdull (2011) has conducted a study in order to investigate the ways of improving communicative skills of young English classroom learners in the UAE by involving them in pair works. Researcher finds the strategy effective in ESL classroom as it provides learners an opportunity to learn language in a meaningful way ("I found that students said that they were able to use some of the language….in their daily life"). However, he also observes that pair work sometimes create disturbance because some learners distract their peer by talking about irrelevant topics or by making disturbing sound.

2.4.2 Impact of pair work activities on learners' Motivation and grammatical accuracy:

According to Jones (2007), students are expected to engage more actively in pair work than individual or group work as there is a possibility where some students may dominate the whole interaction period. Additionally, it is believed that pair work increases students motivation as well as reduces monotony from learning. In this regard, Baleghizadeh and Farhesh (2014) has conducted a study in a language institute of Tehran, Iran. The result shows that pair work enhances learners' motivation which affects the way students' should participate in classrooms. Moreover, it is also noticed that pair work activities create a friendly environment which

provided the students a sense of accomplishment. Additionally, it also reduces students' anxiety by allowing them to communicate at their own paces. This is how it releases tension from the classroom environment and motivate them to improve their performance collaboratively.

Another study has conducted by Baleghizadeh (n.d.) who shows that pair work in a grammar focused task improves overall performance of learners on various grammatical features. Therefore, it stimulates accuracy on certain grammatical items. Learners can get benefit from more complex grammatical items such as preposition or article from pair work. Students who are exposed to grammar through peer interaction improve their English proficiency to a large extent. The study adds that pair interaction activities can provide low proficiency learners more opportunity to practice communicative grammar activities with their peers.

Moreover, a survey has conducted on South Korean University students where only 29.55 % students think that teachers of foreign language class should not use pair/group work in the classroom. It also reveals that most of the Korean students prefer to do pair work but they want to be graded on individual basis (Mcclintock, 2011). As Korean students are very serious about their grades, they appreciate group/pair work when contribution of others do not affect their grade.

In addition, while making pairs, it needs to be considered student's proficiency level, cultural background as well as other factors so that learning can take place in a positive environment. Moreover, care should be taken while preparing pair work activities and placing those in classroom if learners are not familiar with pair work activities (Fitria, 2016). According to Harmar (2007), as pair work gives the students an opportunity to talk individually and encourages them to do a task independently without the help of the teacher. This is how it promotes "learner independence".

2.4.3 Learner's view on the effectiveness of pair work:

According to the study of Zuniga (2013), students like to take risk in class while getting the opportunity to communicate in pair. Students think that a peer can help them to be more focused on learning and also helps to demonstrate the idea they have learnt. Moreover, learners feel secure when they have a peer as they can share their knowledge with each other which increases their participation. Furthermore, the study reports that the participants' views pair work activities as a technique which motivates them to be an active participant in class. It provides them an opportunity to apply their previous knowledge by sharing and exchanging their ideas with each other. Moreover, it also improves their speaking skills through practicing the language with peers.

In this regard, Zoahiry (2014) has conducted a study on Saudi student's attitude towards pair work. It shows that 99.99% students think that pair work increases their chances of learning. Moreover, 91.6% students feel excited when working activities in pair. However, 83.3% students become bore in doing pair activities. The study reports that Saudi students prefer to do pair with higher level students because they work as a learning resource for them.

On the other hand, another study is conducted by Chu and Nakamura (2010) which reveals that 77% learners of Japan and Taiwan are depended on their teacher and prefer their teacher will explain everything to them. This may happen because teachers have highly authoritative power in their countries. Therefore, students do not raise their voice before them. Moreover, students of these countries do not favor their teachers will offer them any problems to solve. In addition, Taiwanese students like to conduct whole class discussion while Japanese students prefer to work individually and do not like to involve in pair or group work. According to Harmer (2007), learners do not feel always positive about pair work. Many students feel that

they can relate the topic while the teacher discuss it than the interaction with the learners in class especially the students who are linguistically weak.

However, Baleghizadeh and Farhesh (2014) investigate the effects of pair work on the learners' motivation. The findings point out that it increases learners' motivation to participate in class. During the pair work activity, students feel less controlled than individual activity. Therefore, students get the opportunity to express themselves without the interference of teachers about the mistakes they would encounter.

Additionally, Shirk (1995) adds that collaborative process motivates students to learn a target language as it gives them an opportunity for experimental problem solving (as cited in Sert, 2005). Therefore, teachers should create an environment where students are encouraged to learn in a relaxed atmosphere. Moreover, Raja and Saeed (2012) has conducted a survey in the colleges of Karachi which reveals that students prefer to work with their partners as they feel relax and get the opportunity to work in a stress free environment. Moreover, Coskun (2011) expresses that pair work improves learners' fluency as this activity reduces teachers' interference in learning process. He also states that this kind of activity provides learners an opportunity to generate ideas and practice it with peers before presenting it publicly. In addition, it also enhances students' sociolinguistics competence and allow them to practice problem solving tasks and teach them how to negotiate meaning in order to deal with different social situations.

Therefore, it can be noticed that many students prefer to involve in pair work activities as it provides them opportunity to demonstrate the ideas they have come across which develops their knowledge. Additionally, students feel relaxed and tension free in pair work activities which increases their participation in discussion and motivates them to solve a task successfully (Raja & Saeed, 2012). Moreover, such kinds of activities develop students' sociolinguistics

competence which helps them to perform responsibilities in different stages of society (Coskun 2011). However, few students such as students of Japan and Taiwan prefer teacher-oriented class where teacher will solve all the tasks especially the weaker students are more comfortable to discuss with teachers (Chu and Nakamura 2010; Harmer, 2001).

2.4.4 Teachers' view on the effectiveness of pair work:

Mcdonough, Shaw and Masuhara (2013) state that many teachers think that learners should be provided with activities which will give them an opportunity to experience the language rather than studying them as a source of knowledge. Pair work gives a communicative situation where learners can converse with each other. Moreover, many teachers face extreme difficulties in a classroom with mixed ability students because of learners' different learning styles. In such classroom, it becomes difficult for a single teacher to prepare suitable worksheet for individual learners. Here, pair work can be a suitable activity where learners of different styles can share their resources to improve their knowledge. Furthermore, Coskun (2011) investigates the teachers' attitude towards pair work in Turkey which shows that few teachers' think that pair work can develop student's self-confidence and social skills. However, in real classroom situation, they prefer to engage students in teacher originated questions and answers session either by volunteering students to talk or asking individual instead of involving them in pair work. In addition, certain number of teachers' belief that student can learn more from each other rather than from their teachers ("whenever I use pair or group activities, my students attend the lesson and understand the subject much better"). Moreover, Harmer (2007) claims that sometimes pair work is noisy and teachers feel worried thinking that they might lose control over the class.

According to Baleghizadeh and Farhesh (2014), teachers consider pair work activities useful as it can maximize the students' talking time and makes a classroom more dynamic. Moreover, the data of the study reveals that teachers' express positive attitude towards pair work activities and they believe that through these activities students can exchange ideas, learn to communicate with partners more effectively and also able to complete a task easily.

Moreover, Jones (2007) believes in the implementation of collaborative learning and wants to provide the students multiple opportunities to work together in order to fulfill common goals. He considers it impossible to provide feedback each student at all times especially in a large classroom. Therefore, through the establishment of cooperative learning into the classroom setting, the students may assist each other rather than depending only on teachers. In this way, students can also develop personal and social responsibilities towards their peers. In this regard, a study is conducted by Baleghizadeh and Faresh (2014) in a language institute of Iran who's aimed to investigate the effect of pair work on ESL learners' motivation. The result reveals that a greater amount of pair work improved the students' motivation.

However, Raja and Saeed (2012) conduct a study which reports that teachers of Karachi colleges believe that it is difficult to conduct pair work activities successfully in Pakistan in a class of mixed ability groups with different socio-economic backgrounds. Moreover, they also point out that pair work activities do not allow teachers to be physically close to the students which they consider essential for successful learning.

Thus, it can be noted that most of teachers' express positive attitude towards the effectiveness of pair work activities. They believe that pair work makes classroom environment communicative where students from different learning styles can share their knowledge with

each other. In this way, they can build social skills like turn taking, negotiating meaning which will also develop their confidence level (Mcdonough, Shaw & Masuhara, 2013). Moreover, pair work allows students to share their ideas with each other which can help them to complete a task successfully (Baleghizadeh & Farhesh 2014). However, it is also noticed that some teachers think that pair work does not bring success all the time as sometimes it makes classroom environment noisy and often students want teacher-oriented classroom to solve a problem. Therefore, learners learning styles and socio-economic backgrounds need to consider for conducting pair work activities successfully in classrooms (Harmer, 2007; Raja & Saeed 2012).

2.5 Problems with pair work activities:

Regarding the disadvantages, Loewen (2014) states that when students involve in pair interactions, they used to make a lot of noises and it becomes difficult to control them. Moreover, he mentions that learners often use their mother tongue which hampers their language learning. It is noticed that when they get the opportunity to work collaboratively, they become very excited and use their mother tongue to express their feelings which they cannot demonstrate in foreign language. Additionally, some teachers do not prefer pair work activities as students make mistakes frequently and it becomes difficult for them to achieve accuracy. He adds that sometimes teachers face difficulty to listen all the students' properly and correct their mistakes. Therefore, the goal of the activities may not bring successful results.

Another problem may create while pairing the students based on their abilities. It is seen that the good students do all the tasks alone and the weakest one become disruptive. Therefore, teachers have to make the pairs considering their abilities and should choose tasks according to the level of the students. According to Baines, Blatchford and Kutnick (2016), sometimes involving students in pair work can waste time. It is noticed that some members try to dominate

the others' opinions therefore it raises arguments often and it becomes difficult to come at a conclusion.

Moreover, Tomlinson (2016) addresses that many institutions do not allow the students to involve in pair works because of having class management problems. In this regard, teachers state that they have to teach very large classes therefore it becomes difficult for them to maintain the discipline of the class as well as monitor students' performance. He also points out that sometimes pair work activities create anxiety among the students especially the lower level students as they are forced to produce language before they are ready linguistically. Thus, they become very aware about their mistakes and reluctant to communicate in class. In this regard, he prefers to involve students in whole class activities because it allows students to hide. Moreover, he claims that whole class activities provide the opportunity where students can only listen or read if they are not prepared to participate and give others the opportunity to join in.

According to Choudhury (2005), learners feel more relax in group than working in pairs. He notices that students find difficulties to communicate with each other while doing pair work. Moreover, she claims that it becomes difficult to make the class interactive because sometimes students remain extremely silent and reluctant to take part in discussion with partners. Moreover, she mentions that interaction between partners depends on the relations with peers such as the closeness or distance learners wish to establish with one another. She identifies that the concept of social distance is culturally determined. Therefore, different cultural norms can affect the distance between learners and they can find it difficult to speak up even in a relaxed atmosphere.

In addition, Jimenez (2013) has conducted a study on Spanish students to investigate the effects of pair work on a word building task and on a grammar exercise. For the purpose of the

study, students are instructed to complete a word building task and a grammar task both individually and in pairs. However, the result of the study shows that working in pairs do not bring significantly higher scores. Therefore, the study reports that pair work does not always develop students' grammatical accuracy or improve their morphological knowledge.

Furthermore, Harmer (2007) believes that while students are working in pairs, they often go away from the topic of the discussion and start to use their first language. There is also a possibility of misunderstanding between pairs rather than in a whole class discussion. In addition, Zohairy (2014) states that pair work is not suitable for the students of Saudi as it can raise the misunderstandings between the students. Another problem of pair work Harmer (2007) mentions that pair work can be problematic if the students always have to work with someone they are not interested to. Moreover, there are some students in every class who never gives attention in the class and also do not complete any activity. They just chat with their peers by using mother tongue and hamper the flow of the activity.

According to Hadfield (2013), another problem of pair work is, sometimes a dominant member takes the lead of the discussion and a shy member do nothing. Thus, equal performance may not be achieved through the pair activities.

Therefore, it can be stated that pair work activities have certain disadvantages which need to be consider before implementing it into class. Sometimes, it creates noise in class when students start to gossip with each other rather than discussing about class lessons (Macaro, 1997). Additionally, they switch language to their mother tongue which hinders the goal of the lesson (Baines, Blatchford &Kutnick, 2016). Moreover, it becomes difficult to manage class discipline in a large classroom and teachers cannot provide effective feedback as s/he can hardly listen to students. It is also observed that pair work often creates tension of the linguistically weak

students as they are afraid to share their ideas with peers (Tomlinson, 2016). Thus, teachers'
should consider the students' culture and learning styles in order to achieve success from pair
work activities.

Chapter 3: Research Methodology

This chapter illustrates an overview of research methodology. It will discuss about the nature of the research, participants, instruments and techniques and also the data collection procedures.

3.1 Research design:

Brown (1988) categorized research into two approaches: 1) primary research 2) secondary research.

3.1.1 Primary research:

Primary research means where sources are obtained from original or primary information. According to Tavakoli (2013), primary research is a type of research in which researchers use original data to find out research objective. Brown (1988) has subdivided primary research into case studies and statistical studies. In this research, surveys and classroom observations are used as primary data to find out the practice of extensive reading in our country.

3.1.2 Secondary Research:

Secondary research is defined as sources which are collected from other researcher's works. Students are exposed to secondary research as "Library Research" especially when they require to do term papers or assignment for academic purposes. Moreover, students also access to secondary research in case of writing "Literature Review" which is based on the view of other writers (Brown & Rodger, 2002). In this study, the researcher has used secondary resources to write the literature review section.

3.1.3 Qualitative and quantitative Research:

According to Thomas (2003), qualitative research is a naturalistic approach which uses practical information such as case study, interview, observation and personal understanding in order to interpret in-depth picture of a specific phenomenon. Creswell (2014) adds that qualitative approach has a flexible structure which includes an inductive style by focusing on individual meaning and the importance of reducing the complexity of a situation. However, the purpose of the researcher was to collect detailed description of data so that it provides the researcher a chance to explore the study. In this regard, the researcher applied qualitative methods as it provides more opportunity for exploration. Moreover, it does not limit the responses through a set of predetermined questions. In this research, the researcher discusses open ended questions using qualitative method to investigate people's attitudes, behaviors, perceptions, opinions as well as their cultural beliefs regarding the pair work activities.

However, quantitative research refers to statistical research that is based on numerical data (Brown & Rodgers, 2002). In this research, the researcher employed both qualitative and quantitative methods. Quantitative research is applied as it allows the researcher to use structured questions where the participants have to choose answer from predetermined questions. Firstly, the responses of both the students and teachers' questionnaire are taken very cautiously. Afterwards, the researcher has constructed statistical models to investigate the research questions accurately.

3.2 Methods of data collection:

3.2.1 Questionnaire:

According to Murgan (2015), questionnaire refers to specific questions which are designed to investigate general opinions about a situation. Dornyei and Taguchi (2009) add that

questionnaire is an instrument which is highly structured with items that asks specific pieces of information. Quantitative research utilizes categories, models and chart as well as numerical and quantifiable data to determine the relationship between different categories. It allows the researcher to gather information about learners' beliefs, attitudes, classroom activities as well as their motivation and reactions to learning. They addressed that questionnaire is divided into two types; closed and open-ended. A closed item allows the participants to determine the possible answers from a list of provided answers. Moreover, the answers can be easily quantified and analyzed. In the contrary, open ended questions allows the participants to express their opinions and beliefs in their own way. In this way it can provide more unexpected and insightful data (Mackey and Gass, 2015). In this research, the researcher used questionnaires (Appendix A and Appendix B) with 24 items on a modified Likert scale (1-strongly agree, 2-agree, 3-neutral, 4-disagree, 5-strongly disagree) on the students' and teachers' attitudes, beliefs of the effectiveness of pair work activities. Additionally, the researcher also used five open ended questions to get more insightful and detailed data from the participants.

3.2.2. Classroom observation:

Observation is a process of gathering data by recording the behavior of people, event or organization in their real environment. According to Manson (1969), the main purpose of observation is engaging the researcher in a research setting so that s/he can examine the dimensions of that setting, associations, interactions, events etc. systematically (as cited in Maccy& Gass,2015). Moreover, Marshell and Rossman (2014) claim that noting and recording of behaviors, activities and events in real setting are crucial part of observation method. Actually, observation can give the researchers an opportunity to collect large amount of data within a specific context. Thus repeated observation can give the researchers a deeper

understanding of the participants' behaviors and actions (Maccy&Gass, 2015). Seliger and

Shohamy (1989) point out the main advantage of using observation process which allows the

researcher to study of a phenomenon or behavior very closely. However, the advantage can turn

into disadvantage if the closeness becomes bias and it may affect researcher's objectivity. Thus,

they classify observation in the degree of explicitness. One is named as "Structured" observation

and another is "open" or "unstructured" observation. Structured observation means high degree

of explicitness where researcher focuses on specific data to obtain research objective. In this

research, the researcher has used structured observation with a check list (Appendix C).

3.3 Participants:

The research has conducted on 139 students and ten teachers in five private universities

of Bangladesh. The students are enrolled in different departments of the universities and they are

doing language course as fundamental course in their respective universities. However, all the

teachers are the students of public universities who teach language courses in their universities.

Table 3.3.1 Participants of survey

Institution	Number of teachers	Number of students
1. University A. Dhaka	2	26
2. University B. Dhaka	2	30
3. University C. Dhaka	2	22
4. University D. Dhaka	2	34
5. University E. Dhaka	2	27

3.4 Settings:

The setting of conducting the survey was both formal and informal. Firstly, the researcher visited different university premises and requested the teacher to take the part in the survey. Most of the teachers provided the permission for conducting the survey before or after the class. However, few students also participated through online. In the case of the teachers, some teachers took part in the survey in the office room of the universities.

In this research, both the students and the teachers were provided with a questionnaire about the effectiveness of pair work in the context of Bangladesh. All the teachers and the students filled up the questionnaire. They took around 20-25 minutes to fill up the questions.

3.5 Instruments:

In this research, the researcher has used two questionnaires; questionnaire for students and questionnaire for teachers and a checklist for class observation as instruments to collect data. Both questionnaire for students and teachers include total 33 questions where 28 questions are closed items consisting of multiple options and the participants have to choose their preferred answer among the provided options. Moreover, there are also five open ended questions so that participants can explore their views about the effectiveness of pair work. Additionally, the researcher has used a checklist for class observation to collect necessary data regarding the teachers and students towards pair work.

3.6 Data collection procedure:

To collect data, the researcher at first identified certain universities which offered English language courses. Afterwards, she contacted the authorities of the universities to get permission for conducting survey. Then, universities authorities sent to the teachers who would take the language classes. The teacher provided appointment of their classes and asked her to come at the

appointed time. The researcher conducted the survey of both the students and teachers before or after the class time. To observe the language classes, the teachers provided the researcher a fixed schedule and the researcher attended all the classes in the specific time period.

3.7 Data analysis procedure:

For data analysis of the research, the researcher employed both quantitative and qualitative methods. As quantitative methods provide countable results, researcher used this method to analyze the responses of closed items of both teachers' and students' questionnaires. Moreover, the data of classroom observation was analyzed and evaluated with the use of quantitative method. However, qualitative method has been used to analyze open ended questions of both students' and teachers' questionnaires.

3.8 Limitations:

The study has few limitations. Firstly, the researcher could not conduct the survey in so many universities in Bangladesh. Therefore, the research is confined into five universities in Dhaka city. Secondly, obstacles were encountered in finding universities to conduct survey as certain administrations and teachers were not acquainted with the researcher. Most of teachers and students were busy with their midterms and assignments. Therefore, the researcher had to visit the universities a few times to get the data.

Chapter 4: Findings and Results

This chapter is designed to analyze all the finding and results of the research. The researcher collected the data through the surveys and classroom observations.

4.1 Findings from questionnaires:

The questionnaires are divided into two parts: Part A and Part B. Part A analyzes the quantitative responses and part B evaluates the qualitative responses.

4.1.1 Findings from Part A:

The interpretation key of students and teachers' attitude is 1.00-1.45= Strongly agree, 1.45-2.50= Agree, 2.50-3.50= Neutral, 3.50-4.10= Disagree, 4.10-5.00= Strongly disagree.

Response to question no. 1:

Table 4.1: Students prefer to work in pair mostly

	Statement	Students' responses	Teachers' responses	Classroom observation
1	Students prefer to work in pair mostly	1.50	1.25	1.65

The mean scores show that there is not much discrepancy in the responses of the first statement among the students', teachers' and classroom observation. The following chart compares the teachers' and students' and classroom observation data:
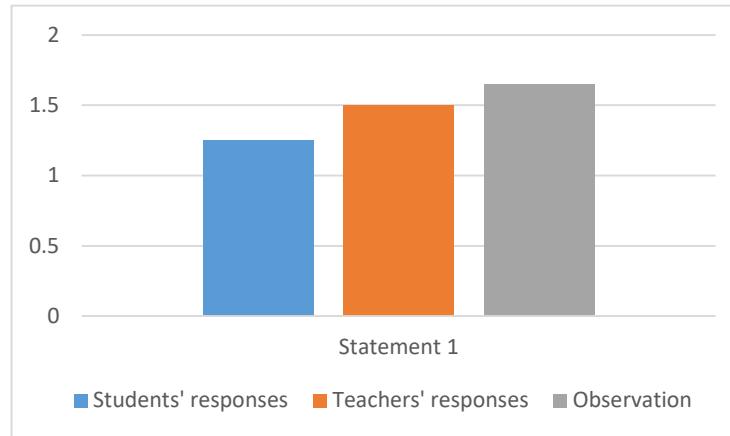
Figure: 4.1: *Students prefer to work in pairs mostly*

It is observed in the figure no. 4.1 hat students' express positive attitudes that they can complete a task easily if they are involved in pair work activities. They believe that when they can exchange their ideas with each other, they need to put less effort to solve a task. Therefore, they feel interested to work with partners. Moreover, teachers' and observation reports reveals that students' can perform better if they got the opportunity to involve in pair works. It will improve their language competence as well as their communication skills.

Response to question no. 2:

Table 4.2: **During pair work activities, students prefer to work with higher levels students**

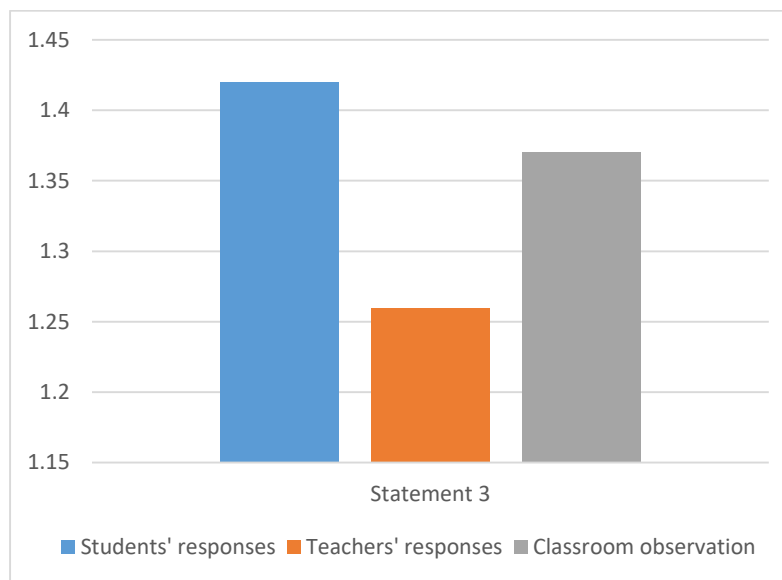| No.	Statement	Students' response	Teachers' response	Classroom observation
2	During pair work activities, students prefer to work with higher levels students.	2.12	2.56	2.51
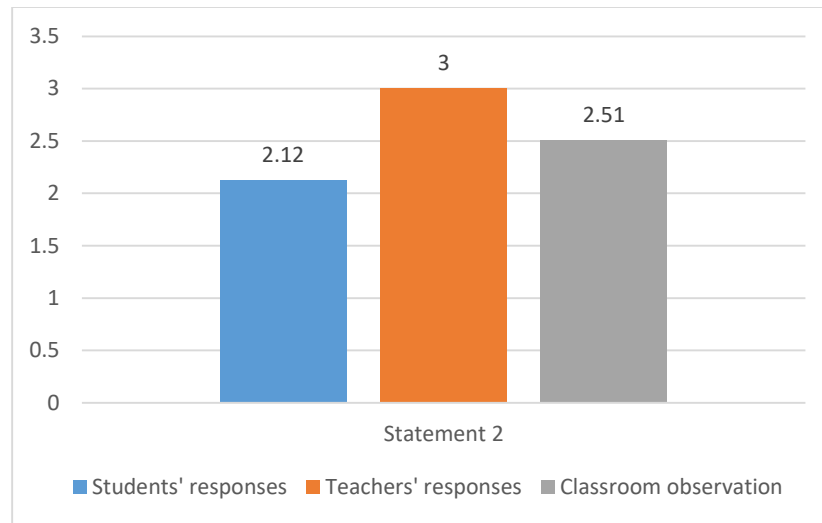
Figure 4.2: *Students prefer to work with higher levels students*

The data shows that there is a slight difference among the students, the teachers' and observation responses. The students are agreed with the statement that they are interested to work with partners who have better knowledge about content as well as higher level students. This is because they believe that learners with high linguistics competence can assist them to complete a task successfully. On the contrary, it is identified that teachers' provided a neutral attitude towards the response of second question. According to them, sometimes students want to work with partners who share the same abilities because it gave them comfort to share their ideas and no one can take the lead of the discussion. However, the researcher observes that students show interest to work with higher level learners as they believe it will help them to go in depth of a topic as well as the weaker one would need to give the less effort to complete a task. Therefore, it depends on the learners' attitudes and characteristics whether working with higher level students' would benefit them.

Response to question no. 3:

Table 4.3: Speaking with partners' increase learning opportunity.

No.	Statement	Students' response	Teachers' response	Classroom observation
3	Speaking with partners' increase learning opportunity.	1.42	1.26	1.29

Figure 4.3: *Pair work increases learning opportunity*

In response to statement 3, both students' and teachers' express positive attitudes. From the figure: 4.3, it is noticeable that the mean score of students was 1.42, the teachers is 1.26 and classroom observation is 1.37. Therefore, the data indicates that participants of the survey agreed with the point that if students get the opportunity to communicate with their partners, it would develop their speaking ability. Moreover, it also provides introvert students a chance to interact with their peers and take part in class discussions.

Response to question no. 4:

**Table 4.4: Pair work helps to achieve both accuracy and fluency.**

No.	Statement	Students' response	Teachers' response	Classroom observation
04	Pair work helps to achieve both accuracy and fluency.	1.55	1.23	1.38
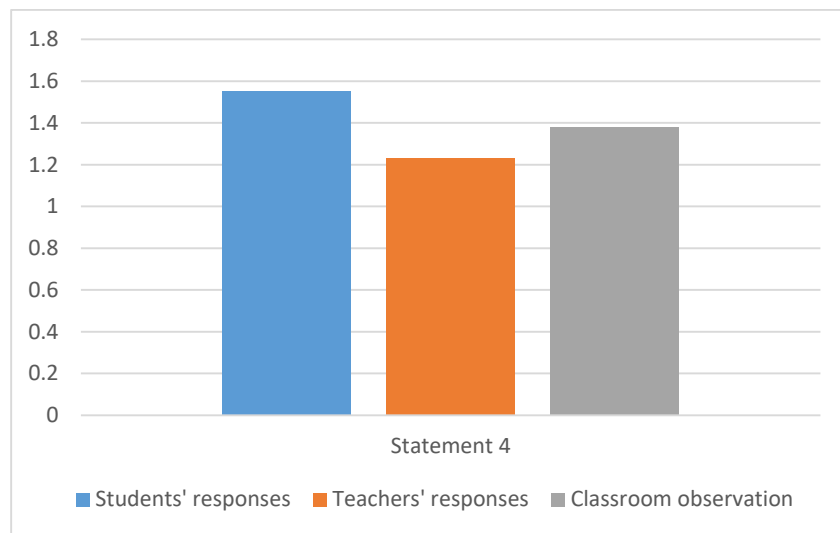
Figure 4.4: *Pair work helps to achieve both accuracy and fluency*

The data of figure 4.4 reveals that students' and teachers' has agreed that pair work helps student to achieve both accuracy and fluency. Moreover, the data of observation supports the responses of students and teachers. It believes that pair work encourages students to share their knowledge with each other. This is how they are involved in a situation where they are instructed to interact with peers and gradually both their fluency and accuracy of language improves.

Response to question no. 5:

Table 4.5: Pair work develops students' motivation to learn English through tension free environment

No.	Statement	Students' response	Teachers' response	Classroom observation
05	Pair work develops students' motivation to learn English by creating tension free environment.	1.75	1.36	1.43
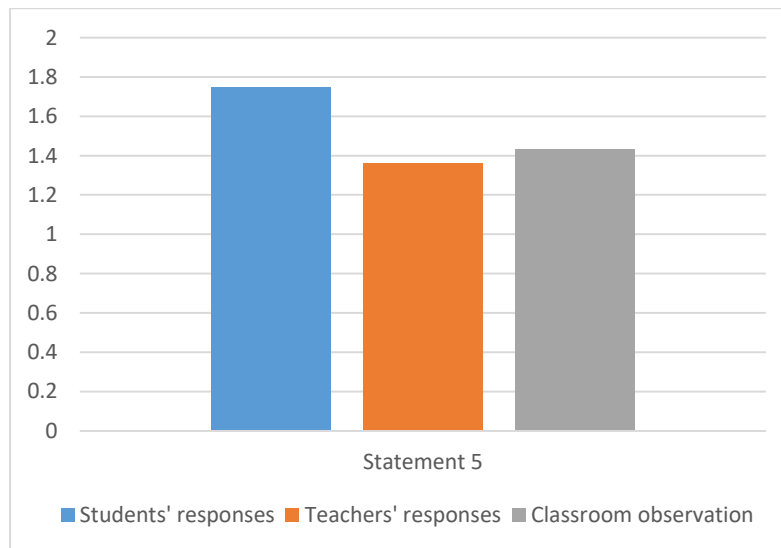
Figure 4.5: *Pair work increases learners' motivation*

From figure 4.5, it is noticed that students' are agreed, teachers' are strongly agreed and the observation data also shows agreed with the statement of pair work motivates students to learn target language successfully as it provides a tension free environment. Therefore, it can be

addressed that pair work enhances learners' motivation which increases their participation in class discussion and makes classroom environment more interactive.

Response to question no. 6:

Table 4.6: Pair work provides the opportunity to work without the help of the teacher

No.	Statement	Students' response	Teachers' response	Classroom observation
06	Pair work provides the opportunity to work with each other without the help of the teacher.	1.38	1.24	1.39
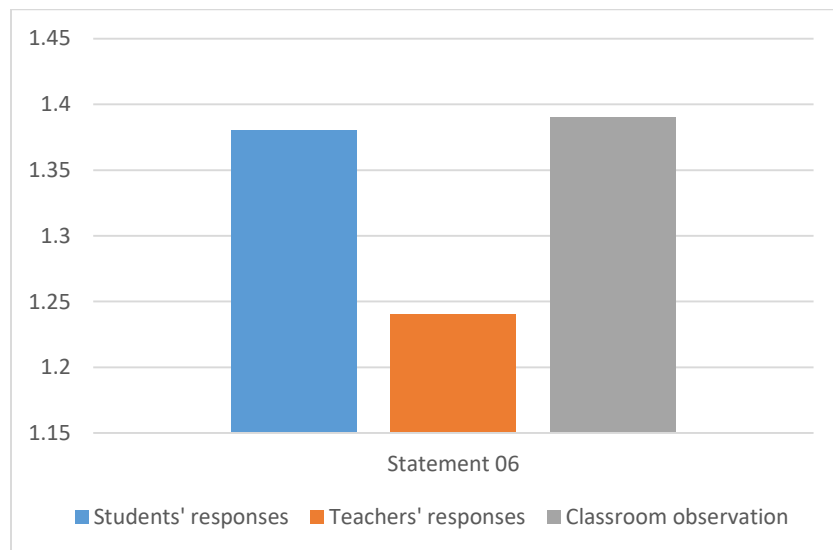
Figure 4.6: *Pair work provides the opportunity to work without the help of teacher*

From the data, it is revealed that students and teachers positively expressed in response of the above mentioned statement. In pair work activities, students are involved in co-operative learning environment where they can assist each other and can accomplish a task without

depending on the teacher. Moreover, sometimes it becomes difficult for the teacher to assist individual students especially in large classrooms. In this case, pair work activities help both the students and teachers to solve a task successfully collaboratively.

Response to question no. 7:

Table 4.7: Pair work reduces students' anxiety level

No.	Statement	Students' response	Teachers' response	Classroom observation
07	Pair work reduces students' anxiety level.	1.15	1.20	1.24
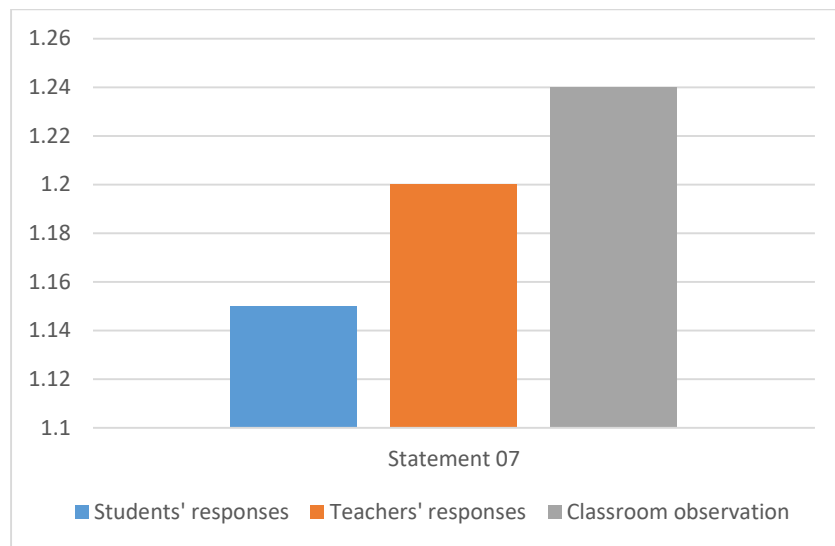
Figure 4.7 *Pair work reduces anxiety*

From figure: 4.7, it is observed that both students and teachers strongly agreed on the point that pair work reduces students' anxiety level. It is believed that pair work provides

students a stress free environment which motivates learners to express their ideas in front of the class even the shy students can come up with their own point of view if they feel relaxed.

Response to question to no. 8:

Table 4.8: Discussion with peers is more effective than discussing with teachers.

No.	Statement	Students' response	Teachers' response	Classroom observation
08	Discussion with peers is more effective than discussing with teachers.	2.57	1.46	1.52
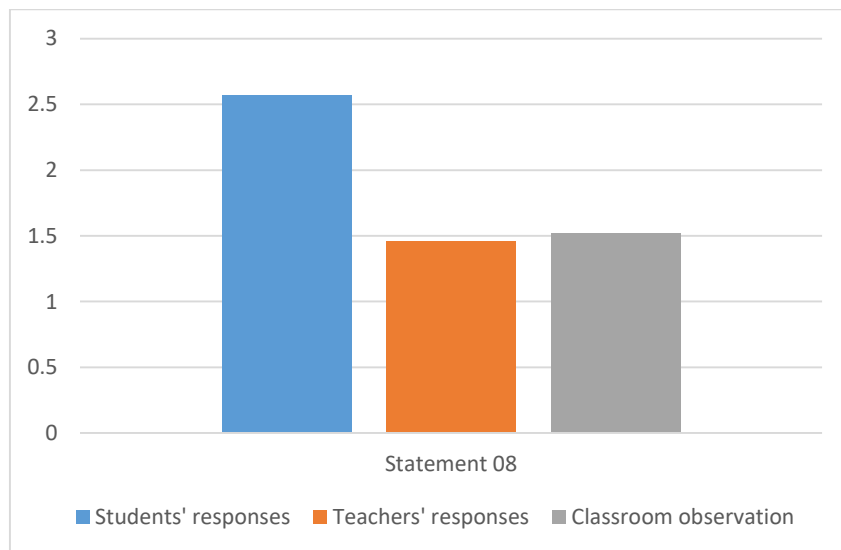
Figure 4.8: *Discussion with peers is more beneficial*

Data from the survey shows that students are not sure whether discussion with peers is more effective than discussion with teachers. However, teachers and classroom observation data provide positive attitudes toward the statement. The teachers believe that pair works provides

learners an opportunity to share their linguistics, subjective as well as their personal feelings with their peers which makes classroom environment more informal. Thus, students can learn better from peers.

Response to question no. 9:

Table 4.9: Pair work helps students to solve tasks better and faster

No.	Statement	Students response	Teachers response	Classroom observation
09	Pair work helps students to solve tasks better and faster.	1.33	1.25	1.37
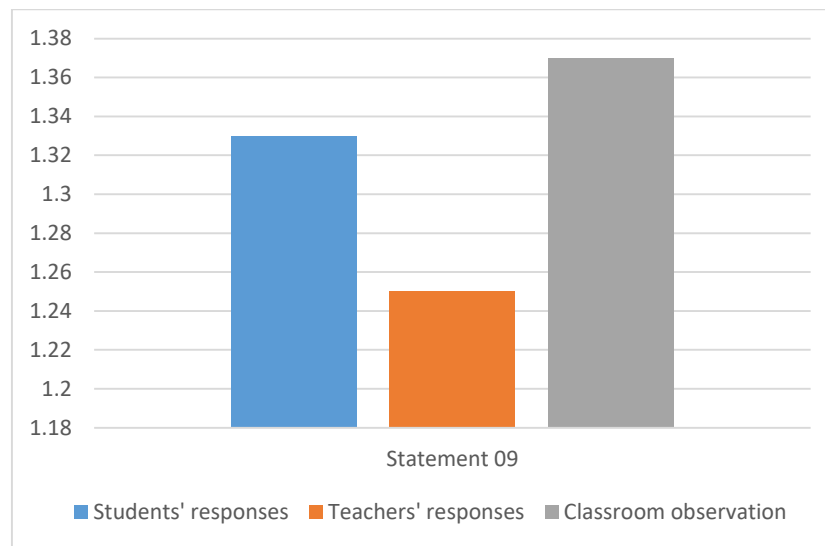
Figure 4.9: *Pair work helps to solve tasks better and faster*

From the findings, it can be noticed that both students and teachers strongly agreed on the statement that pair work helps students to solve a task better and faster. As pair work allows students to share their knowledge with each other, it will help them to complete the task

successfully within a short period of time. Moreover, the observer also addresses that students can perform quickly if they are asked to work in pairs.

Response to question no. 10:

Table 4.10: Pair work helps students feel more confident

No.	Statement	Students' response	Teachers' response	Classroom observation
10	Pair work helps students feel more confident.	2.20	2.45	2.13
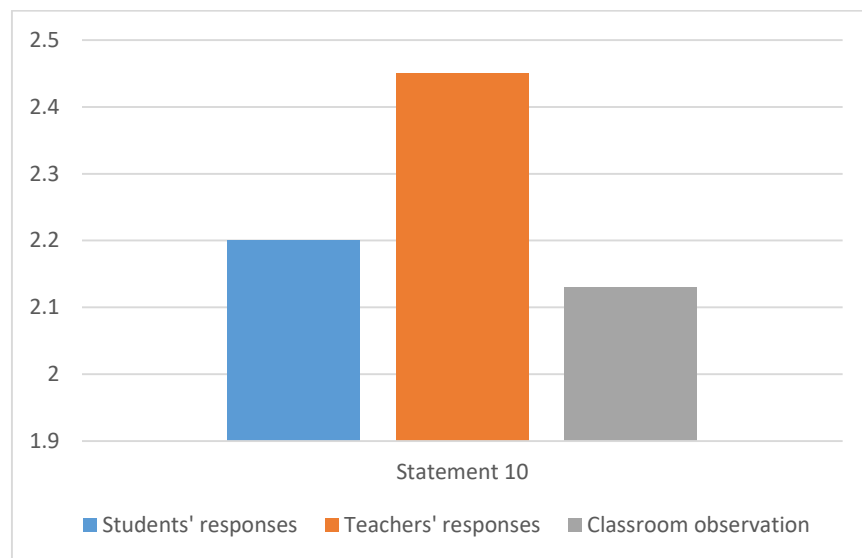
Figure 4.10: *Pair work makes students' more confident*

From the figure 4.10, it can be identified that there is not much inconsistency between the mean scores of the students and teachers. They believe that pair work develops students' knowledge as they get the opportunity to solve a problem together in a friendly environment without the teachers' interferences. Thus, learners become more confident with their partners.

Furthermore, the data of observation also identifies that pair work makes learners confident on their abilities.

Response to question no.11:

Table 4.11: Students can learn how to share the responsibilities through pair work

No.	Statement	Students' response	Teachers' response	Classroom observation
11	Students can learn more about how to share the responsibilities when working in pairs.	2.25	2.03	2.14
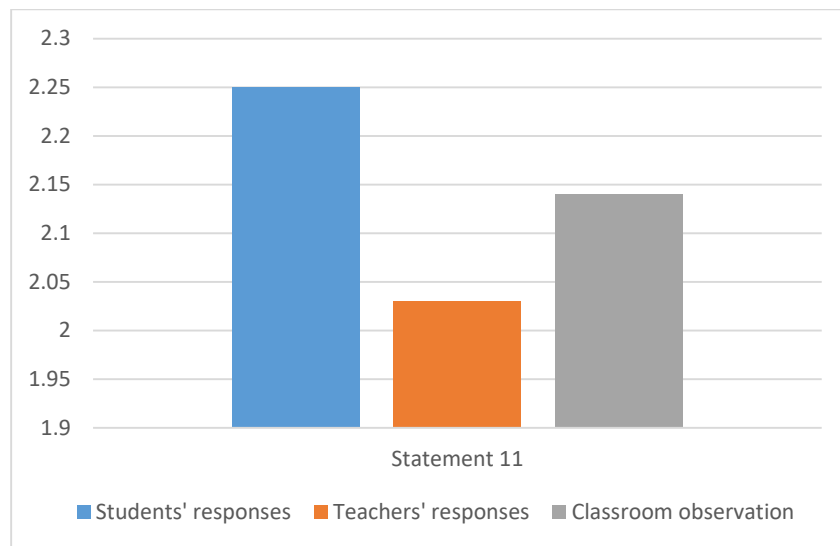
Figure 4.11: *Pair work makes students aware about social responsibilities*

The data shows that students and teachers belief on the statement is almost similar. They believe that pair work encourages learners to share their works, knowledge with their peers. In this way, they learn to share social and personal responsibilities with each other and it strength

their social bonding. Additionally, it is observed that through the use of pair work learners are exposed to the importance of social and personal responsibilities.

Response to question no. 12:

Table 4.12: Pair work allows students to negotiate meaning to deal with different situations

No.	Statement	Students' response	Teachers' response	Classroom observation
12	Pair work allows students to negotiate meaning in order to deal with different situations.	3.07	2.13	1.87
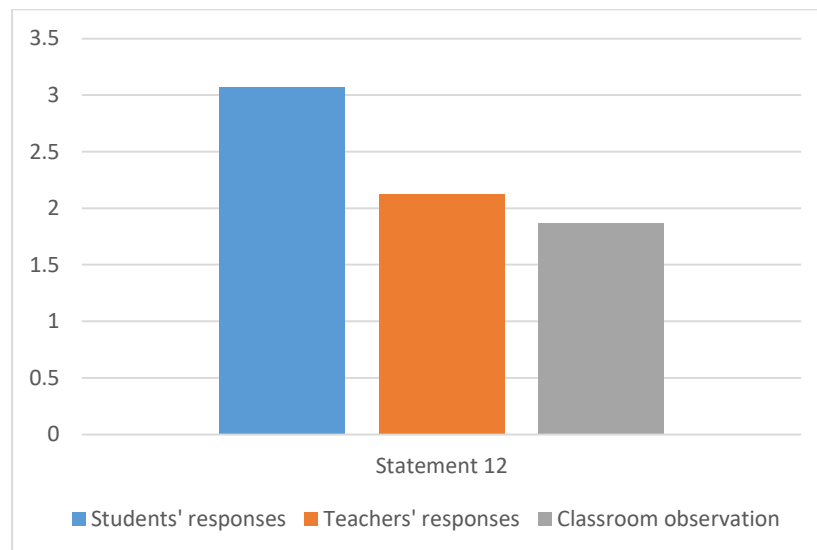
Figure 4.12: *Pair work exposes students to negotiation to deal in different social situations*

It is observed from the figure 4.12 that students provide neutral attitudes towards the above mentioned statement. On the other hand, the teachers have expressed positive attitudes which states that pair works develop students' sociolinguistics competence by allowing them to

complete a task collaboratively and they have to negotiate with each other to establish their point

of views. In this way, they also learn how to negotiate with people in different social settings.

Furthermore, the data of observation also addresses that pair work creates a communicative

environment which helps learners to improve their sociolinguistics competence as well.

Response to question no.13:

Table 4.13: Pair work allows students to share their subjective and linguistics knowledge

No.	Statement	Students' response	Teachers' response	Classroom observation
13	Pair work allows students to share their subjective and linguistics knowledge.	1.53	1.47	1.36
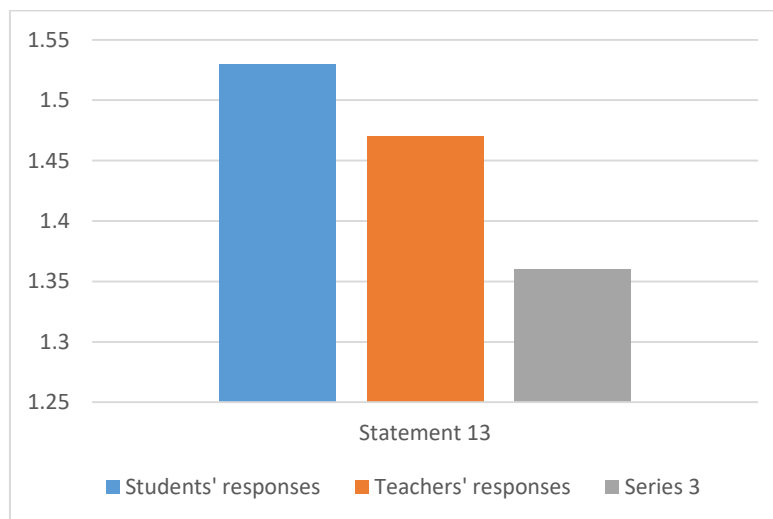
Figure 4.13: *Pair work develops both subjective and linguistics*

In response to statement 13, the students and teachers both show their positive attitudes. According to them, pair works creates an informal classroom setting with different levels of learners who share their ideas, opinions with one another. Moreover, the observer finds that pair work develops learners subjective and linguistics knowledge by collaborative learning process. In this way, the learners who possesses sound knowledge over target language can assist other students to improve their language competence.

Response to question no. 14:

Table 4.14: Pair work is effective for introvert students who are unlikely to share their opinions in front of the class

| No.	Statement	Students response	Teachers response	Classroom observation
14	Pair work is effective for introvert students who are unlikely to share their opinions in front of the class.	1.52	1.34	1.46
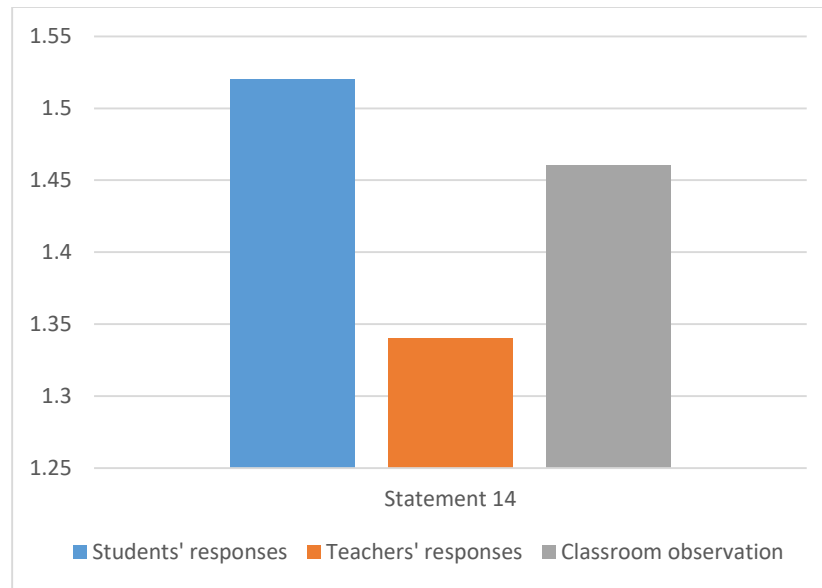
Figure 4.14: *Pair work is effective for introvert students'*

The figure 4.14 shows that the mean scores of students and teachers are almost similar and the data addresses pair work more beneficial on introvert and shy students as it gives them an opportunity to present their opinions in front of the class. In addition, the observer also points out that pair work makes introvert students comfortable to take part in class discussion.

Response to question no. 15

Table 4.15: Pair work helps students to produce a standard form of writing

| No.	Statement	Students' response	Teachers' response	Classroom observation
15	Pair work helps students to produce a standard form of writing.	2.06	2.15	1.54
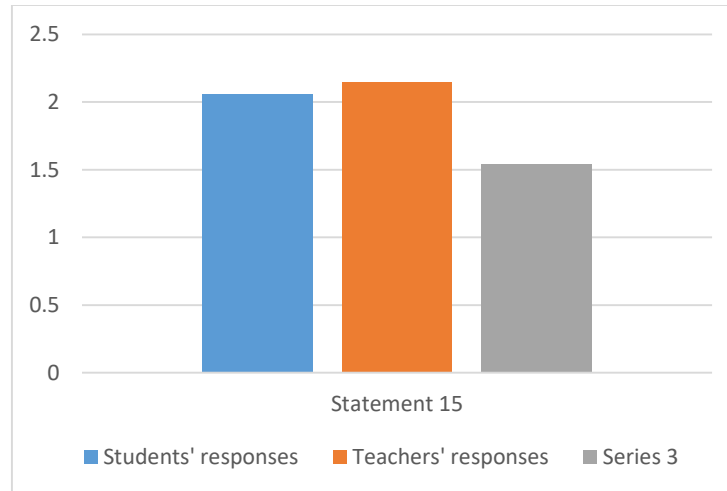
Figure 4.15: *Pair work improves the standard of writing*

From the survey, it is identified that most of the students and teachers consider pair work an effective strategy which develops students writing skills. In addition, the observer also identifies that students can produce more organized written assignment if they are allowed to work in pairs. Through this activity, students can provide each other feedback on their writing and this is how gradually they improve their writing with less grammatical errors and spelling mistakes.

Response to question no. 16:

Table 4.16: Communication with pairs improves students' cognitive process

| No.	Statement	Students' response	Teachers' response	Classroom observation
16	Communication with pairs improves students' cognitive process.	3.03	2.21	1.74
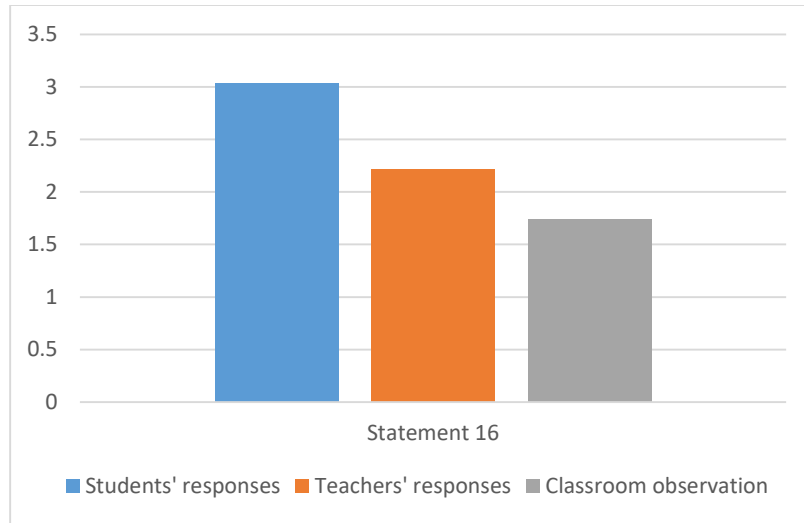
Figure 4.16: *Pair work develops cognitive process*

From the survey data, it is revealed that students provided neutral attitudes towards the statement. On the contrary, teachers are agreed that pair work encourages learners to interact with peers in various different ways as they have to deal with learners with different backgrounds. This whole process helps to develop their cognitive process. Moreover, the observation also reports that the communicative environment of pair work activities exposes learners with comprehensible input which eventually makes learners' cognitive development.

Response to question no. 17:

Table No 4.17: Pair works create misunderstandings between partners

No.	Statement	Students' response	Teachers' response	Classroom observation
17	Pair works create misunderstandings between partners.	1.31	1.63	2.06
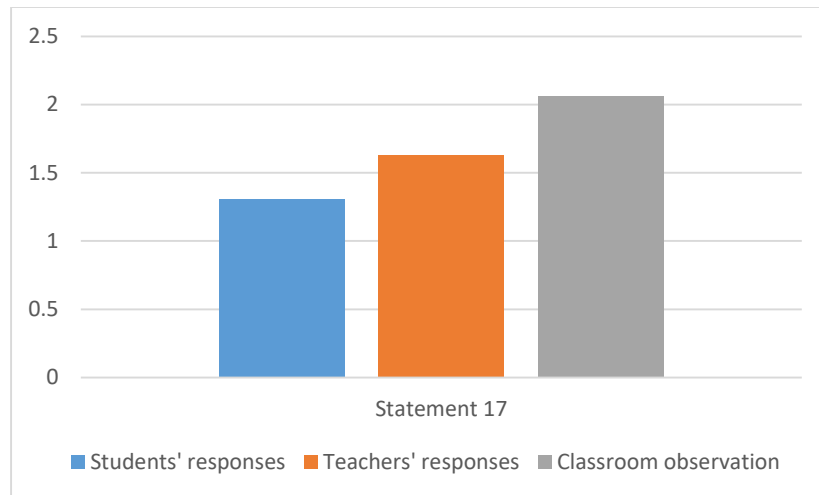
**Figure 4.17:** *Pair work creates misunderstandings between peers*

From the data, it is noticed that students and teachers both expressed similar point of view on the statement of pair work sometimes create misunderstandings between partners. Additionally, the observed also finds that pair work often creates arguments and misunderstandings among the classmates because of their different opinions. While discussing in pairs, students often go away from their topics and start to gossips about irrelevant topics which can mislead students from the right path and create confusions.

Response to question no. 18:

Table 4.18: While working in pairs, students often involve in arguments with partners who try to take the lead of discussions

No.	Statement	Students' response	Teachers' response	Classroom observation
18	While working in pairs, students often experience difficulties with	2.15	2.37	1.84

|	partners who try to take the lead of discussions.			
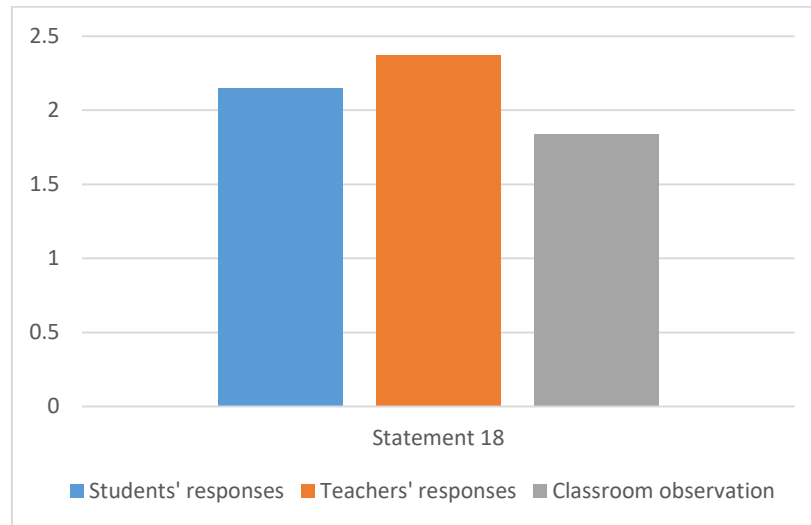
Figure 4.18: *In pair work, dominant partner often takes the lead*

The data of the survey shows that students and teachers both have agreed on the above mentioned statement. They believe that sometimes pair work cannot bring successful outcome as dominant members tries to control the discussion and do not let their peers to participate in discussions. Moreover, it is also found from observation that sometimes one member dominates the whole discussion and takes the lead.

Response to question no. 19:

Table 4.19: Pair work often can create anxiety to the students who are linguistically weak

No.	Statement	Students' response	Teachers' response	Classroom observation
19	Pair work often can create anxiety to the students who are linguistically weak.	3.23	1.54	2.07
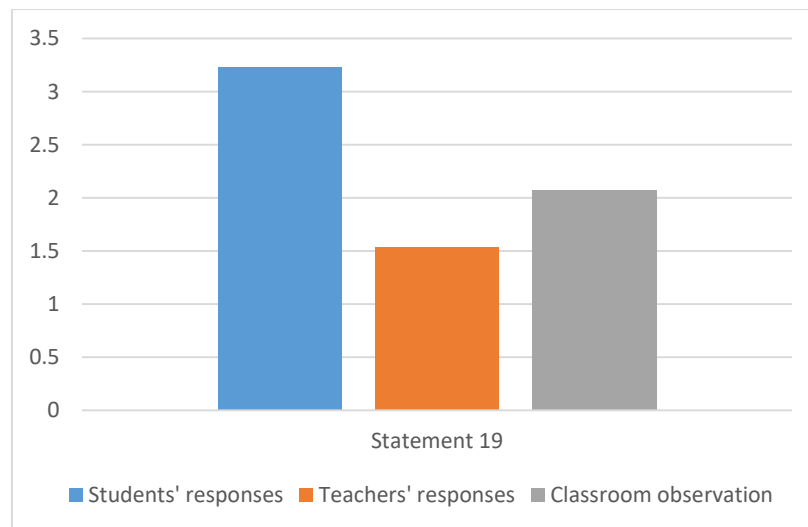
Figure 4.19: *Pair work creates anxiety to the linguistically weak students*

In response to statement 19, the teachers agreed that sometimes weaker students suffer from anxiety while participating in pair work as the activity forces them to speak before they are linguistically ready to participate. Moreover, the observer also reports that students who lack of confidence to express themselves, face anxiety to work in pairs. On the other hand, students provide neutral attitudes toward the statement.

Response to question no. 20:

Table 4.20: Pair work is difficult to manage in a large classroom

No.	Statement	Students' response	Teachers' response	Classroom observation
20	Pair work is difficult to manage in a large classroom.	2.05	3.75	1.69
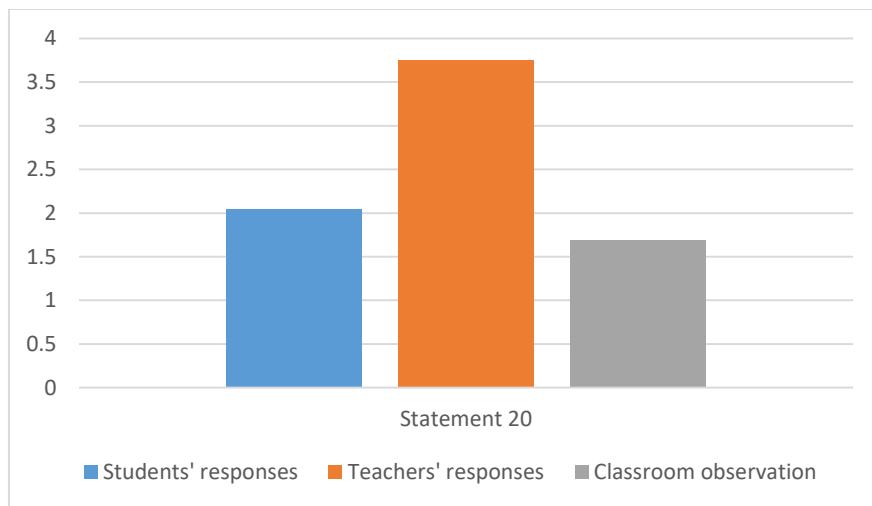
Figure 4.20: *Pair work is difficult to manage in large classrooms*

The data of the survey reveals that students are agreed with the statement. In addition, the data of observation also identifies that sometimes teachers face difficulties to manage pair work in a large classroom. It is observed that they face problems while monitoring all the pairs and it hampers classroom's disciplines. However, teachers disagreed which states that pair work is always difficult to manage in large classroom.

Response to question no. 21:

Table 4.21: Sometimes pair work is not effective where students are reluctant to take part

in discussions

No.	Statement	Students response	Teachers' response	Classroom observation
21	Sometimes pair work is not effective where students are reluctant to take part in discussions.	1.58	1.76	2.23
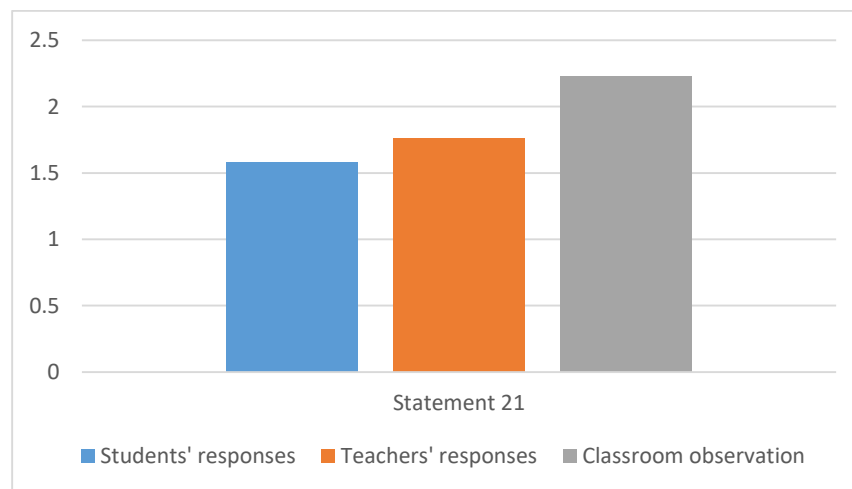
Figure 4.21: *While working in pairs, students often seem reluctant to participate*

Figure 4.21 shows that there is not much difference between the teachers' and students' responses and they both express positive attitudes. Furthermore, the data of class observation also reveals that often students remain extremely silent at the time of giving opinions in pair work activities. Thus, it is identified that pair work is not always suitable and cannot be

beneficial all the time because students often becomes very reluctant to participate in discussions therefore it is not possible to create a communicative classroom situation.

Response to question no. 22:

Table 4.22: Students expect from the teachers to explain everything of their lessons.

No.	Statement	Students' response	Teachers' response	Classroom observation
22.	Students expect from the teachers to explain everything of their lessons.	2.05	1. 38	1.48
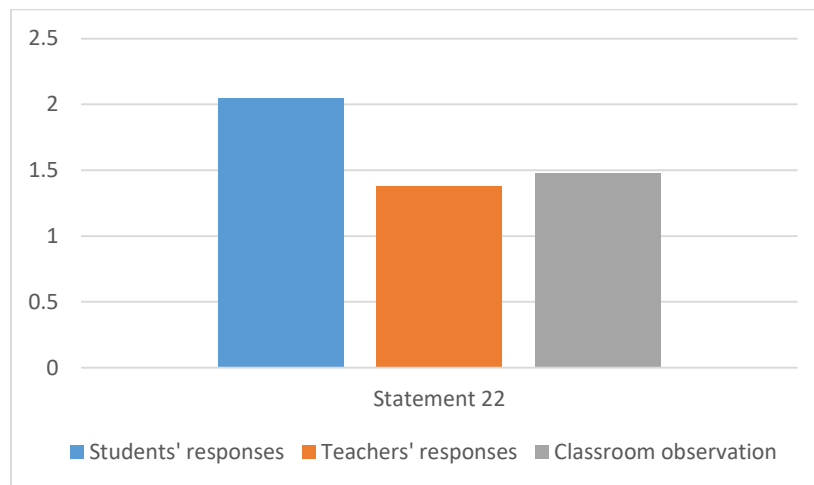
Figure 4.22: *Some students are more likely to depend on teachers*

Survey of the data identifies that students are agreed and the teachers are strongly agreed with the above mentioned statement. It shows that students of our country are more likely to depend on the teachers and they can understand well if their teachers explain it to them rather

than their peers. Moreover, the observer also notices that many students prefer to rely mostly on the teachers for suggestions, feedback as well as to understand any topics.

Response to question no. 23:

Table 4.23: Sometimes pair work influences to speak in the learners' first language

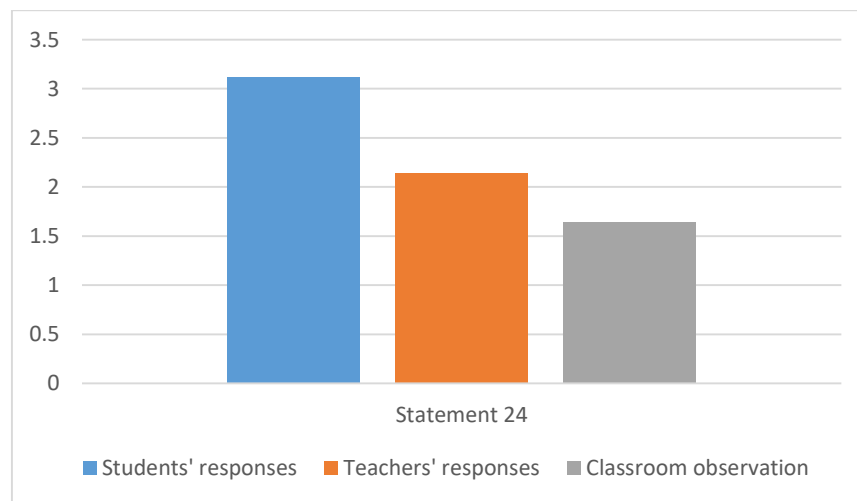| No.	Statement	Students' response	Teachers' response	Classroom observation
23	Sometimes pair work influences to speak in the learners' first language.	1. 24	1.17	1.06
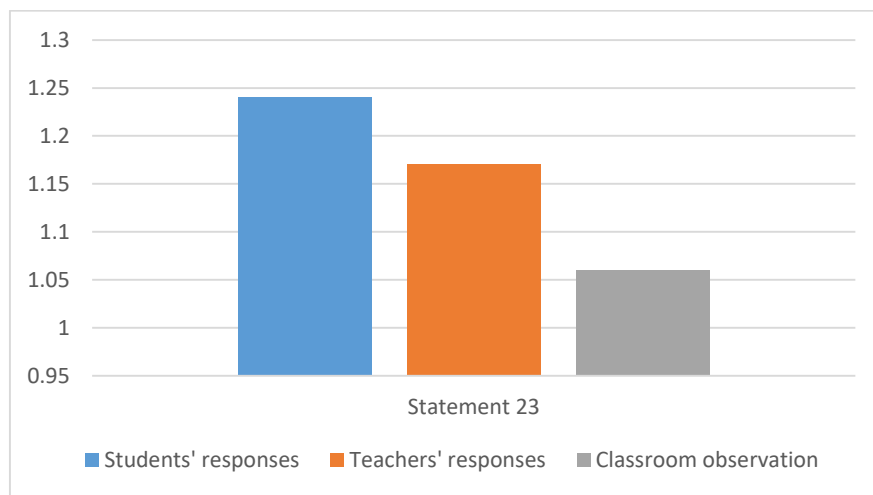
Figure 4.23: *Pair work influences learners to use their mother language*

It is observed from the data that students agreed and teachers strongly agreed toward the above mentioned statement. It reveals that while discussing in pairs, students have a tendency to use their first language rather than the target language which works as a barrier to learn the second language successfully. Moreover, the observer also finds that learners become excited while instructed to discuss in pairs and switch to their mother language.

Response to question no. 24:

Table 4.24: Working in pairs is completely waste of time if partners are not attentive to the work

No.	Statement	Students' response	Teachers response	Classroom observation
24	Working in pairs is completely waste of time if partner is not attentive to the work.	3.12	2.14	1.64

Figure 4.24: *Sometimes pair work is a waste of time*

In response to statement 24, students express that they are neutral while teachers agreed with it. The teachers believe that sometimes good students complete all the task alone and the weaker one remains silent and disturbs others. In addition, the observer notices that some students start chatting when they are instructed to work in pairs which is a waste of time. In this case, pair works is not beneficial.

4.1.2 Findings from part B:

Teachers' and students' responses based on research questions:

First open ended question with the ten teachers from five institutions reveals that teachers consider pair work an effective strategy which provides learners an opportunity to practice target language collaboratively. It is found that pair work develops learners' writing skills with less grammatical and spelling mistakes. This activity allows learners to combine their ideas in order to produce a standard form of writing and also they can share their suggestions, feedbacks to each other which gradually improves their standard of writing. Moreover, the data also identifies that students feel relaxed in pair work as they can exchange their thoughts both academic and personal experience. Therefore, shy students even feel interested to participate in class discussions confidently. Moreover, a teacher adds that through the interaction between participants' pair work also teach students social skills such as politeness and turn taking. Additionally, the continuous interactional methods of pair work develop learners' fluency and accuracy of the target language. Furthermore, it is observed that pair work also increased learners' motivation to learn target language by creating a stress free environment.

To answer the questions number two, a teacher illustrates that sometimes students start gossips with their peers and went away from the topic. Thus, it creates huge noise in class and it becomes difficult to manage classroom disciplines. Moreover, the data identifies that while discussing in pairs, students often switch from target language to their first language which hinders their success of learning target language. Moreover, pair works is not effective when it cannot bring equal performances of participants, claimed by a teacher. He added that it is observed that often one student carries out all the task alone while other one does not contribute anything. In addition, the data reports that students may involve in arguments while discussing in

pairs because of the different opinions of their peers. It is also identified that it becomes difficult to listen all the pairs in a large classroom and give them proper feedback. Thus, teacher cannot students suffer most.

As to the answer of third question, students and teachers express that pair work is better than group work because group work creates a lot of noise in class and sometimes it becomes difficult for him to control it. Moreover, the data states that group work consists of four or five members where two or three people work and rest of members gossips about their personal issues. Additionally, it is found that group work creates more arguments rather than pair works. Therefore, sometimes it becomes difficult for the students to come at a conclusion. Furthermore, the data also identifies that students often need to work individually to check their understanding over a topic. Moreover, the data illustrates that the weak students need special cares. Thus, few students and teachers mostly like to depend on the teachers rather than peers to explain any topic. From the students' responses, it is identified that most of the students prefer to work in pairs than group or individual work as pair work consists of only two members where they get more time to talk using target language. However, some students state that they believe in individual works and like to depend on the teachers to solve any problem because peers often talk about irrelevant topics which makes them confused.

The fourth question reveals that students consider pair work activities effective as it allows them to solve a task by their own. Students reports that it encourages them to complete a task with their peers by exchanging each other's' opinions, thoughts and suggestions which develops their knowledge about the topic and they can also clear their confusions. In this way, their communicative skills get improved and they feel motivated to learn language easily in a stress free environment. Moreover, one student adds that through pair work activities, they can

present their opinions in front of the class without any interferences of teachers. Furthermore, a teacher points out that pair work is beneficial for the students as they get the opportunity to experience with the language without the help of teacher. He also mentions that when he involves students in pair work activities, students get more attentive towards the tasks and tried their level best to complete it successfully. However, he notices that when he engages them in whole class discussions, only a few students participate while rest of them are remained silent. Additionally, one teacher share that pair work is beneficial for developing students' communicative skills rather than writing skills. When he involves students in pair works for writing assignment, he observes that one member performs most of task while other does not contribute. Moreover, sometimes it becomes difficult for teachers in case of writing assignment to define how much each student contribute and they get suffer in the long run especially at the times of their final exams.

Finally, in response to the final question, the students address that pair work activities teach them how to learn a language collaboratively by sharing their knowledge and resources with peers. Moreover, students also mention that the activity allows them to take the responsibilities of their own learning. In this way. they learn to develop confidence upon themselves that they can solve a problem without the help of a teacher. Furthermore, the data reveals that through the use of pair work, students could overcome their anxiety to talk in front of the class which improves their communicative skills. Additionally, the students also state that pair work provides the opportunity to develop the interpersonal relationship with their peers. Furthermore, regarding the response of last question, a teacher expresses that pair work increases students' self-confidence as they get assisted from their peers. In addition, it is also found that pair work develops students' socio linguistics competence such as it exposes students to the

concept of turn taking and negotiation of meaning. He adds that it also improves students speaking skills because it allows them to practice target language with their peers which gradually develops their fluency as well as accuracy. Moreover, a few teachers address that pair work increases students' motivation as they have their freedom to present their own thoughts where the teachers would also encourage them to come up with new points rather than finding their mistakes.

From the survey questionnaires and observation process, the researcher finds that pair work it beneficial to the most of the Bangladeshi students. It provides the students opportunity practice target language through interaction with their peers. Therefore, teachers believe that pair work teach students to take responsibilities of their own learning as well as it also encourages students to solve a task with their own efforts. However, few students consider pair work activity as waste of time. According to their point of view, teachers can explain a topic better than their peers. They believe that teachers are the proficient users of language and have better resources. Therefore, teachers can provide reliable information than a student. Furthermore, the data of the research illustrates few obstacles which may encounter while implementing pair work in class. Additionally, it is noticeable that learners preferred learning styles as well as their cultural values plays a crucial role in motivating them to work together.

Chapter 5: Discussion

The two research questions are applied in this research to investigate the effectiveness of pair work at the tertiary level of Bangladesh. The major findings through the methods of survey and classroom observation will be explored in this section.

The purpose of the first research question is to investigate the students' and teachers' attitudes towards the effectiveness of pair work in the context of Bangladesh. From the survey, the researcher found that students (Mean 1.50) and teachers (Mean 1.25) prefer to involve in pair work as a classroom activity. They state that pair work creates a collaborative environment which helps students to complete an activity successfully. In this regard, Lightbrown and Spada (2006) noted that pair work develops learners' language proficiency which helps them to perform an activity successfully. Moreover, the data of classroom observation (Mean1.36), students' (Mean 1.53) and teachers' (Mean 1.47) survey also address that pair work allows learners to share their both subjective and linguistics knowledge which improves students' language competence. Additionally, the data also reveals that pair work allows learners to interact with their peers which improves their learning opportunity. Therefore, Lewis and Hill (1997) points out that pair work establishes an environment where learners can practice language by communicating with each other.

Moreover, the results of the survey identify that pair work helps students to achieve both accuracy and fluency. According to Bohlke (2011), pair work engages learners into continuous interaction process which eventually develops their both accuracy and fluency. Furthermore, the mean of the students' (Mean 1.55) and teachers' (Mean 1.23) also support this point of view that pair work increases students' talking time which gives them the opportunity to improve their accuracy and fluency. Coskun (2011) adds that pair work develops students' fluency as it does

not allow teacher to interferences in the learning process. In addition, the teachers (Mean 1.36) and students (Mean 1.75) survey results reveal that pair work develops students' motivation to learn a target language. In this regard, Jones (2007) reports that pair work increases learners' motivation and reduces the monotony of learning. Moreover, Baleghizadeh and Farhesh (2014) conduct a study which states that learners became more motivated to participate in classroom through the use of pair work.

The data of classroom observation as well as the findings of the survey reports that the use of pair work activities creates a friendly environment which reduces students' anxiety and increases their participation in class. In this case, both the students (Mean 1.15) and teachers (Mean 1.20) express positive attitudes. It is noticed that when students work collaboratively, there is a possibility that the members will be able to solve a problem by discussing. Therefore, it makes learners more relaxing especially the passive learners become active through the process. In this regard, Jones (2007) states that when learners are calm and stress-free, they can acquire language easily. To emphasizes on the importance of learners' relaxed atmosphere, Raja and Saeed (2012) investigate on the colleges of Karachi which reports that leaners enjoy to work with peers as it relieves their tension. From the data, students (Mean1.38), teachers (Mean 1.24) and observation (Mean 1.39) mean scores also identify that pair work provides learners an opportunity to work without the help of teachers. Therefore, Harmar (2007) mentions that pair work encourages learners to complete a task successfully without their teachers' assistance.

According to Zoahiry (2014), students prefer to involve in pairs with higher levels learners who have sound knowledge on target language because they can provide knowledgeable resources. Moreover, the mean scores of observations (Mean 2.51), students' (Mean 2.12) and teachers' (2.56) responses report that higher level learners act like a resource which make them

interested to work with attentive learners. On the other hand, Baines, Blatchford and Kutnick (2016) mention that sometimes students want to pair up with good students so that they need not to give much effort which cannot bring equal performance. However, Storch and Aldosari (2016) sate that sometimes pairing of students depends on the goal of the activity. If the purpose is to develop fluency, lower proficiency learners should be paired with the same level of learners as it tends to create collaborative relationship. On the other side, if low proficiency learners are paired with high proficiency learners, they tend to create asymmetrical relationship. Therefore, teachers need to consider students' abilities as well as their preferable learning styles before involving them into pair work activities.

The results of students (Mean 1.33) and teachers (Mean 1.25) and class observation (Mean 1.37) survey report that pair work enables learners to complete a task better and faster. In this regard, Baleghizadeh and Farhesh (2014) state that pair work activities create a communicative situation where students can share their knowledge and resources. Thus, it improves their performances in a short period of time. Regarding the benefits of developing students' self-confidence, Mcdonough, Shaw and Masuhara (2013) illustrate that learners' should be provided with activities which allows them to discuss with their peers in order to complete a task successfully. In addition, pair work activities create a friendly environment and makes learners comfortable to perform which is essential to develop learners' self-confidence. Furthermore, the data of observation (Mean 2.13), students (Mean 2.20) and teachers (Mean 2.45) also reveal that the activities which involves learners to work with peers, increases learners' confidence.

According to Jones (2007), pair work creates a collaborative environment and encourages learners to accomplish a common goal with their peers. Additionally, this learning setting

motivates learners to assist each other with proper feedbacks, opinions and suggestions. It also helps students to learn social responsibilities towards their classmates. Moreover, the result of the collaborative task develops learners' interpersonal relationships. From the data, it is revealed that both students (Mean 2.25) and teachers (Mean 2.03) agreed with the statement that pair work makes the students responsible which eventually develops their social relationships. Furthermore, Vygotsky (1978) addresses that pair work involves students to purposeful interaction which helps them to learn negotiation through conversational modification. Moreover, it also exposes learners to the social skills such as eye contact, politeness and turn-taking. The data of class observation (Mean 1.87) and teachers' (Mean 2.13) responses add that the learners learn to negotiate meaning through the collaborative learning process which helps them to deal in different social situations.

Furthermore, pair work is proved to be beneficial especially for the introvert students who do not feel comfortable to share their opinions in front of the class (Reid, Forrestal and Cook, 1989). It is also observed from the mean scores of students (Mean 1.52) and teachers (Mean 1.34) that shy students feel relaxed when they are instructed to work with the peers as peers can develop their knowledge as well as provide corrective feedback on their mistakes. It would also develop their confidence level to perform a task successfully. Moreover, another benefit of pair work is to improve students' standard of writing. The data of the class observation (Mean1.54) and the mean scores of students (Mean 2.06) and teachers (Mean 2.15) illustrate that pair work allows the learners to write collaboratively by combining the ideas which makes their writing more elaborative. Furthermore, the data also reports that it reduces learners' grammatical and spelling mistakes. In this regard, Storch (2005) conducts a study which claims that pair work develops students' writing standard with grammatical accuracy.

In addition, one of the findings addresses that pair work develops learners cognitive process. According to Vygotsky (1978), pair work involves learners into continuous interaction process and exposes them to comprehensible input which develop learners' cognitive ability as well as linguistics competence. Moreover, the mean scores of teachers (Mean 2.21) and observation (Mean 1.74) also address that pair work allows to practice language by communicating with peers which eventually develops learners' cognitive process.

The second research question explores the problems to implement pair work activities in classroom setting. One of the disadvantages of pair work is, it creates misunderstandings between partners. The mean scores of students (Mean 1.31) and teachers (Mean 1.63) identify that pair work often creates arguments and it becomes difficult to reach at a conclusion. In this regard, the study of Zohairy (2014) illustrates that sometimes students are reluctant to involve in pair work as it raises misunderstandings between partners. From the findings, the researcher also notices that few members in a pair try to dominate the opinions of the other partner. Therefore, Hadfield (1992) mentions that the problem of pair work is, often a member dominant the discussion while the introvert member sits silently which hinders the success of pair work activities.

Moreover, Tomlinson (2016) addresses another problem of pair work is, it creates anxiety among the students who are linguistically weak. The results of the observation (Mean 2.07) and the teachers' (Mean 1.54) data indicate that pair work often push students to produce ideas and opinions before they are prepared to present. Therefore, students especially who are linguistically weak get stressed and become reluctant to take part in discussions. In this regard, Krashen (1982) states that learners should not force to speak in the target language before they are ready. Therefore, Tomlinson (2016) prefers whole class activities where students can join only if they

are ready to participate. The data of the findings also state that sometimes it becomes problematic to manage pair work activities in a large classroom. In this case, teachers (Mean 3.75) provide neutral responses while the responses of students (Mean 2.05) and observation (Mean 1.69) is positive. Regarding the management of classroom disciplines, Harmar (2007) claims that pair work creates a lots of noises in a large classroom therefore it becomes difficult to control the students. Furthermore, it becomes challenging for teachers to monitor all the pairs and provide corrective feedback.

In addition, the data of observation (Mean 2.23), students (Mean 1.58) and teachers (Mean 1.76) mean scores address that pair work cannot bring equal performance if learners become unwilling to involve in class discussions. In this regard, Choudhury (2005) states that pair work makes learners more relaxed. Therefore, most of the students remain silent and reluctant to participate in classroom activities which makes it impossible to establish an interactive environment. Moreover, another major problem of pair work is, many students expect their teacher will explain every lesson. The study of Chu and Nakamura (2010) report that students of Japan and Taiwan are preferred to mostly depend on their teachers than their peers. They consider teachers as the only authoritative figure who will solve their problems with proper feedback of students' mistakes. Furthermore, Harmar (2001) illustrates that many students cannot understand a topic completely through communicating with peers. Thus, learners prefer to discuss with the teachers especially the weaker students who need extra care. The data of observations (Mean 1.48), students (Mean 2.05) and teachers (Mean 1.38) mean scores also address that many students are more likely to discuss with their peers than involving any collaborative learning process.

Loewan (2014) mentions one of the problem of peer interaction is the use of L1. In a class where learners share the same L1, learners will use their first language to complete the task and the learners' will not receive any input. Moreover, it is noticed that as learners cannot express their feelings properly in target language, they start using their mother language. The mean scores of observations (Mean 1.06), students' (Mean 1.24) and teachers' (Mean 1.17) responses also show that learners' first language often interferes with the use of target language. In this regard, Harmar (2007) also states that learners often talk about irrelevant topics and start to use their first language which makes it difficult to achieve the goal of an activity.

Moreover, another obstacle to implement pair work is, sometimes pair work can be a waste of time. In this regard, Baines, Blatchford and Kutnick (2016) state that teachers often make pair by mixing weak and strong students together so that strong one can share their knowledge with the weaker one. However, it is noticed that strong students complete the whole task alone while the weaker one gossips with other. This is how involving students pair works becomes a waste of time. To illustrate the point, Mcclintock (2011) conducts a study which reports that Korean students prefer to be graded on individually so that peers' contribution does not affect their grades. The results of observations (Mean 1.64) and teachers' (Mean 2.14) mean scores support this point of view while the students' (Mean 3.12) provide the neutral responses. Furthermore, Harmer (2007) addresses that some students do not provide any concentrate on class activity rather they use to gossip with their peers which disturb the flow of activity. Therefore, teachers should consider the students' learning styles as well as their levels to make the pair work activities successful.

From the obtained data, it can be stated that students engage in pair work improves their academic performances as well as their proficiency in second language. Moreover, the data

claims that few students and teachers still prefer teacher-centered class where teachers will provide suggestions, feedback, opinions as well as explain the class lessons. They believe that peer interaction makes them confused therefore they are likely to depend on their teachers for developing their linguistics competence. Additionally, some students prefer to remain silent in class because learners of our country are very passive by nature. Therefore, it becomes difficult for the teachers to ensure learners' active participations in class discussions.

Chapter 6: Conclusion:

This chapter illustrates the summary of findings, practical implications of the study, recommendations along with further studies.

The data of research highlights the effectiveness of pair work to promote collaborative learning in Bangladesh. From the data, the researcher has noticed that most of the teachers and students expressed positive attitudes towards the pair work activities. They state that activities like pair work creates classroom environment more interactive which develops learners' communicative abilities as well as language proficiency. However, few students and teachers consider that pair work activities are not always beneficial for students. In Bangladesh, students and teachers are mostly exposed to the traditional method of teaching where teachers used to play the most powerful role and students are more likely to depend on the teacher for their lessons. Moreover, both students and teachers face certain difficulties which hinder them to conduct pair work activities successfully.

To conduct pair work activities successfully in class, both teachers' and students' support is essential regarding the establishment of collaborative environment. If the teachers represent the benefits of pair work activities and its importance to promote collaborative learning, the students would understand the effectiveness which would also create a positive attitude in their mind. From the research, it is identified that necessary workshops, trainings and interesting materials should be arranged to make both the students and teachers aware about the effectiveness of pair work to make the class interactive. Additionally, teachers need to be careful about the learners' different styles, cultural values as well as should build up necessary strategies to overcome the obstacles for in order to meet the goal of the pair work activities.

The researcher suggests that it is necessary to educate the teachers with the appropriate techniques to implement pair work activities successfully in class. In this regard, workshop can be arranged to enhance teachers' understandings of how pair interaction can be used to foster the students' interpersonal skills. While involving students' in pair work activities, the main purpose of the teacher is to maintain the students' attention, interest and involvement in activities than keeping them busy.

The researcher also recommends that the students should be trained to work in pairs or groups as well as in collaborative learning environment. To make the students aware of the importance of communicative class, textbook supporting CLT should be included in the curriculum so that students can be exposed to the characteristics of pair work from their schools.

While making pairs, the researcher suggests that teachers need to be conscious to run the activity smoothly. Therefore, teachers should not focus only on the students' proficiency level but also consider their culture. Moreover, teacher can make pair work more productive and interesting by changing partners once or twice in an activity. This will provide them an opportunity to collect new information as well as make the class more interactive. In addition, it is also suggested that teacher can assign a specific role to each member in a pair where two will equally present their assigned topic. In this way, both the members of a pair have to participate in discussion. Furthermore, teachers can include some marks in class discussion which will add in their final grade. This may make the learners' serious about their class participation and everyone would be tried to active rather than being silent. Finally, teachers also need to keep in mind that students' have different learning styles which may not always match with the teachers' strategies. Therefore, some learners may wish to listen only whereas teachers expect them to

speak. However, it is the teachers' responsibilities to constantly remind and motivate learners to speak in the target language and participate in class discussions.

In this study, the researcher investigates on a homogenous group of Bangladeshi students sharing the same cultural value in the context of Bangladesh. Students with different cultural and educational background may have different perspectives on pair work activities. Thus, further research can include the perspectives of both homogenous and heterogeneous classes. Moreover, it is also recommended to take a larger sample including both public and private universities at different districts of Bangladesh so that the research can investigate an in-depth analyzes of teachers and students' perspectives.

To conclude, it can be stated that pair work has a strong influence on developing learners' language proficiency. Despite few obstacles teachers may encounter to implement it in class, this study recommends the use of pair work. From the study, it can be mentioned that pair work can make a classroom environment student-centered and communicative where learners feel relax and encouraged to learn a language intently.

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Appendix A:

Questionnaire for students

Note: For the purpose of my MA Thesis, I would like to do a survey on the effectiveness of pair work activities in ESL classrooms. I would appreciate if you write exact information that is required. Please do not skip any of the questions. Your identity will be anonymous. Thank you.

Self-Assessment

Some statements are given below. Identify the most appropriate statements which you deal with in pair work activities and put a (√) mark.

Strongly agree- 1	Agree- 2	Not sure-3	Disagree- 4	Strongly disagree- 5

No.	Statements	1	2	3	4	5
1	I prefer to work in pairs mostly					
2	During pair work activities, learners prefer to work with higher levels students.					
3	Speaking with partners can increases learning opportunity.					
4	Pair work helps to achieve both accuracy and fluency (accuracy is the ability to produce correct sentences with the proper use of grammar and vocabulary; fluency is the ability to produce language easily and smoothly.					
5	Pair work develops students motivation to learn English by creating tension free environment.					
6	Pair work provides the opportunity to work without the help of the teacher.					
7	Pair work reduces students' anxiety level.					
8	Discussion with peers is more effective than discussing with teachers.					
9	Pair work helps students to solve tasks better and faster.					

10	Pair work helps students feel more confident.					
11	Students can learn more about how to share the responsibilities when working in pairs.					
12	Pair work allows students to negotiate meaning in order to deal with different situations.					
13	Pair work allows students to share their subjective and linguistics knowledge.					
14	Pair work is effective for introvert students who are unlikely to share their opinions in front of the class.					
15	Pair work helps students to produce a standard form of writing.					
16	Communication with pairs improves students cognitive process.					
17	Pair works create misunderstandings between partners.					
18	While working in pairs, students often experience difficulties regarding arguments with partners who try to take the lead of discussions.					
19	Pair work often can create anxiety to the students who are linguistically weak.					
20	Pair work is difficult to manage in a large classroom.					
21	Sometimes pair work is not effective where students are reluctant to take part in discussions.					
22	Students expected from the teachers to explain everything of their lessons.					
23	Sometimes pair work influences to speak in the learners' first language.					
24	Working in pairs is completely waste of time if my partner is not attentive to the work.					

Open ended questions:

1. What are the different advantages of pair work activities?

2. What are the disadvantages of pair work activities?

3. Compare pair work with individual work and group work.

4. Write your experience with pair work activities in classroom setting.

5. Explain what you have learned during pair work activities.

Appendix B

Questionnaire for Teachers

Note: For the purpose of my MA Thesis, I would like to do a survey on the effectiveness of pair work activities in ESL classrooms. I would appreciate if you write exact information that is required. Please do not skip any of the questions. Your identity will be anonymous. Thank you.

Self-Assessment

Some statements are given below. Identify the most appropriate statements which you deal with in pair work activities and put a (√) mark.

Strongly agree- 1	Agree- 2	Not sure-3	Disagree- 4	Strongly disagree- 5

No.	Statements	1	2	3	4	5
1	I prefer to work in pairs mostly					
2	During pair work activities, learners prefer to work with higher levels students.					
3	Speaking with partners can increases learning opportunity.					
4	Pair work helps to achieve both accuracy and fluency (accuracy is the ability to produce correct sentences with the proper use of grammar and vocabulary; fluency is the ability to produce language easily and smoothly.					
5	Pair work develops students motivation to learn English by creating tension free environment.					
6	Pair work provides the opportunity to work without the help of the teacher.					
7	Pair work reduces students' anxiety level.					
8	Discussion with peers is more effective than discussing with teachers.					
9	Pair work helps students to solve tasks better and faster.					

10	Pair work helps students feel more confident.					
11	Students can learn more about how to share the responsibilities when working in pairs.					
12	Pair work allows students to negotiate meaning in order to deal with different situations.					
13	Pair work allows students to share their subjective and linguistics knowledge.					
14	Pair work is effective for introvert students who are unlikely to share their opinions in front of the class.					
15	Pair work helps students to produce a standard form of writing.					
16	Communication with pairs improves students cognitive process.					
17	Pair works create misunderstandings between partners.					
18	While working in pairs, students often experience difficulties regarding arguments with partners who try to take the lead of discussions.					
19	Pair work often can create anxiety to the students who are linguistically weak.					
20	Pair work is difficult to manage in a large classroom.					
21	Sometimes pair work is not effective where students are reluctant to take part in discussions.					
22	Students expected from the teachers to explain everything of their lessons.					
23	Sometimes pair work influences to speak in the learners' first language.					
24	Working in pairs is completely waste of time if my partner is not attentive to the work.					

Open ended questions:

1. What are the different advantages of pair work activities?

2. What are the disadvantages of pair work activities?

3. Compare pair work with individual work and group work.

4. Write your experience with pair work activities in classroom setting.

5. Explain what you have learned during pair work activities.

Appendix C

Observation Checklist for Researcher.

Self-Assessment

Some statements are given below. Identify the most appropriate statements by observing

classroom scenarios and put a (√) mark.

Strongly agree- 1	Agree- 2	Not sure-3	Disagree- 4	Strongly disagree- 5

No.	Statements	1	2	3	4	5
1	I prefer to work in pairs mostly					
2	During pair work activities, learners prefer to work with higher levels students.					
3	Speaking with partners can increases learning opportunity.					
4	Pair work helps to achieve both accuracy and fluency (accuracy is the ability to produce correct sentences with the proper use of grammar and vocabulary; fluency is the ability to produce language easily and smoothly.					
5	Pair work develops students motivation to learn English by creating tension free environment.					
6	Pair work provides the opportunity to work without the help of the teacher.					
7	Pair work reduces students' anxiety level.					
8	Discussion with peers is more effective than discussing with teachers.					
9	Pair work helps students to solve tasks better and faster.					
10	Pair work helps students feel more confident.					
11	Students can learn more about how to share the responsibilities when working in pairs.					

12	Pair work allows students to negotiate meaning in order to deal with different situations.					
13	Pair work allows students to share their subjective and linguistics knowledge.					
14	Pair work is effective for introvert students who are unlikely to share their opinions in front of the class.					
15	Pair work helps students to produce a standard form of writing.					
16	Communication with pairs improves students cognitive process.					
17	Pair works create misunderstandings between partners.					
18	While working in pairs, students often experience difficulties regarding arguments with partners who try to take the lead of discussions.					
19	Pair work often can create anxiety to the students who are linguistically weak.					
20	Pair work is difficult to manage in a large classroom.					
21	Sometimes pair work is not effective where students are reluctant to take part in discussions.					
22	Students expected from the teachers to explain everything of their lessons.					
23	Sometimes pair work influences to speak in the learners' first language.					
24	Working in pairs is completely waste of time if my partner is not attentive to the work.					