



Paraphrasing a peer's utterances to develop the students' speaking fluency

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Received: 05-09-2023

Reviewed: 07-09-2023

Accepted: 11-09-2023

Abstract

The majority of EFL students get stuck in conversation practice. Ten freshmen joined the treatment to correct such a flaw. They equip themselves with equipment connected with stable internet access. The teacher created a whatsapp group to begin the course. He updated the application with the pupils' contacts. The students formed pairs to make the teaching and learning process easier. The teacher gave each duo a URL to click on, listen to, and learn from. They talked about the material's content. After it is over, each group designates a representative to give the discussion's outcome in front of the class. He must also paraphrase his partner's viewpoint. After the presentation, there was a question-and-answer period. The teacher gave the evaluation once all participants had finished performing. The information gathered during the procedure was qualitatively examined. The students' speaking skills improved as a result. The teacher might modify these findings to teach the associated disciplines. It also inspires other researchers to conduct more research.

Keywords: listening, paraphrase, pronunciation, speaking, vocabulary

Introduction

Speaking is using spoken words to express thoughts, information, and feelings with other people. Speaking can be done for a variety of reasons, including instruction, persuasion, entertainment, and informing. Other elements that can affect speech include the speaker's voice, tone, gestures, facial expressions, and eye contact. Speaking effectively is a crucial ability in both personal and professional contexts. It can assist the students in finding their voice, forming connections, persuading others, and achieving their objectives (Mukhtorova and Akhmadjonova, 2023).

Furthermore, fluency in speaking is a typical objective for English language learners. Speaking clearly, smoothly, and with confidence is what is meant by the phrase "fluently." Regular practice of speaking English is the best strategy to improve your speaking fluency. Listen to a variety of English accents. the students can enhance their pronunciation, intonation, and rhythm by listening to a variety of spoken English sources, including podcasts, audiobooks,

radio, TV shows, movies, etcetera. Students can pick up new vocabulary items that are utilized in everyday speech. Acquire new vocabulary. They can communicate more simply and naturally if they learn new language and expressions that are pertinent to the conversations or topics they are interested in. To increase their vocabulary and learn how to use words in context, the students can utilize a dictionary, a thesaurus, or online (resources Kannan and Meenakshi, 2023).

For students to talk more fluently, they must be comfortable with their vocabulary. It's crucial to increase their "vocabulary knowledge." The term "vocabulary knowledge" describes the comprehension of words and their meanings in a language. For efficient communication, comprehension, and learning, vocabulary knowledge is crucial. Knowing a word's definition and how to apply it in a variety of contexts, circumstances, and purposes are all parts of vocabulary knowledge. Every day, they learn a new term and use it in their speech or writing. They can steadily and regularly increase their vocabulary by learning a new word each day. they can use internet tools that offer a word of the day together with its definition, pronunciation, and examples, including webpages, newsletters, or videos. To help the term stick in their minds, students can also strive to utilize it as quickly as possible in their speech or writing (Kurd et al.. 2023).

However, pronunciation is the crucial aspect of speech. It improves the delivery's clarity. The pupils' English pronunciation will improve as they practice it, making them seem more confident and natural when speaking. The ability to generate and comprehend the sounds of words and sentences in a language is known as pronunciation. Their ability to communicate, be understood, and make an impact on others all depend on their pronunciation. Observing how English speakers pronounce words, sentences, and sounds while listening to native speakers or other advanced English learners. To improve their ability to pronounce words on their own, the pupils can also mimic or recite what they say. The students can search for a private tutor or a language exchange partner using internet resources like Preply. The pupils can practice speaking using speech recognition software by using apps like Duolingo (Babadjanova and Babajanova, 2023).

The process of learning and developing speech features such as pitch, loudness, length, stress, tone, and intonation that go beyond the individual sounds or segments is known as suprasegmental development. These characteristics, often known as prosodic characteristics, support the rhythm, clarity, and naturalness of spoken language. In all languages, but notably those that use suprasegmental elements to indicate changes in word meaning or sentence function, it is crucial for clear communication and comprehension. A word's tone, or fluctuation in pitch, can change the meaning of a word in English. The intonation of a phrase or a sentence—a difference in pitch—allows the same English language to serve a variety of roles (Fadilla, 2023).

The pupils can hone their critical thinking perspective by presenting ideas. The term "critical thinking perspective" describes how someone observes, examines, and assesses data and claims. It entails thinking logically, rationally, and objectively while avoiding biases, fallacies, and mistakes. The ability to think critically is not a fixed or innate feature that one either possesses or does not. Instead, it is a skill that can be picked up, honed, and enhanced through training and instruction (Nematova, 2023)

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For EFL students who want to communicate effectively and confidently in English, speaking fluency is a crucial ability. However, a lot of EFL students struggle with a variety of issues that prevent them from speaking fluently, including nervousness, a lack of vocabulary, grammar mistakes, and pronunciation issues. Different elements, such as the learner's personality, motivation, learning environment, and exposure to the target language, might contribute to these issues (Dewi, 2023).

According to Meldia and Melani (2022), holding a debate would improve the pupils' speaking abilities. The teacher used some strategies, such as doing preparation, part of the debate, and debate method, to enhance this exercise. Putting these measures into practice aids the students in preparing for debate. As they practice it in speaking class, the students' delivery fluency grows. They improved in terms of vocabulary, pronunciation, and syntax. Additionally, using debate to improve speaking skills increased their confidence.

Paraphrasing is one strategy for assisting pupils in improving their speaking abilities. It encourages them to improve their sentence-building skills. They will strive to find new ways to express what others have said. The students can hone their paraphrasing skills through conversation. One method they can use to build their speaking fluency in English is to paraphrase one of their peers' statements. Students gain proficiency in communicating their ideas after exercising this skill (Astried, 2023).

The purpose of the study is to see how the teacher uses the peer paraphrasing technique to improve speaking fluency. A research question must be supported in order to obtain guidance on the teaching and learning process. It asked, "How does the teacher implement the paraphrasing method to develop the students' speaking fluency?" in order to be satisfied. Such a question's response contains data, which will be qualitatively examined in order to draw a conclusion.

Literature Review

Benefit of using Online class medium

The WhatsApp app can be used to organize online classes using platforms like WhatsApp groups. Users can establish and join groups of up to 256 people on WhatsApp, where they can connect with one another via text, voice, video, and other media. Teachers and students can utilize WhatsApp groups in a variety of ways to enhance and facilitate the teaching and learning process. establishing a community of learners. To provide a collaborative learning environment where they may interact, collaborate, and support one another, teachers and students can use WhatsApp groups. They can utilize the WhatsApp group to discuss course material or other related topics by asking questions, clearing up problems, exchanging thoughts, offering suggestions, etcetera (Sari and Safitri, 2023).

Developing the flow of speaking

Students can communicate more effectively and confidently in English by improving their speaking flow. listening to various spoken English audio formats, including podcasts, audiobooks, news, TED speeches, etcetera. Additionally, the pupils can use speech shadowing, which involves mimicking a native speaker's speech. They can practice their pronunciation by watching videos or movies with subtitles and speaking the words out. By reading the transcripts

aloud, they can hone their fluency, intonation, and pronunciation. They can also make a recording of themselves to hear how they sound. The pupils can then recognize and address any errors or potential improvement areas learning new words and phrases that are pertinent to their conversational or topical interests. To increase their vocabulary and learn how to use words in context, they can utilize a dictionary, a thesaurus, or internet resources (Rahmawati;et al., 2023).

Building Vocabulary for speaking

If the pupils wish to enhance their English communication abilities, developing a speaking vocabulary is an excellent goal to have. The collection of words that pupils know and use in a language is known as their vocabulary. They can communicate more effectively, comprehend people' viewpoints better, and seem more certain and natural when speaking English if they have a large and diverse vocabulary. reading a wide range of English-language texts, including books, periodicals, newspapers, blogs, etcetera. Students are exposed to new words and expressions through reading, which they can either acquire from context or look up in a dictionary. Additionally, they can utilize a thesaurus to look out synonyms or antonyms for words they are already familiar with. Their grammar, spelling, and comprehension abilities can all be enhanced by reading. (Nurmukhamedov and Sharakhimov, 2023).

The importance of pronunciation

A crucial component of learning and using English is pronunciation. It speaks to how the students make and comprehend word and phrase sounds. Their confidence, public image, and communication abilities are all impacted by their pronunciation. Students who can pronounce words correctly can converse successfully. They can prevent misunderstandings and confusion with other people if they speak words clearly. Additionally, they are better able to effectively and convincingly convey their thoughts, feelings, and opinions. Students who pronounce words correctly can better understand and be understood by others. Correct word pronunciation can help people listen and understand more effectively. Additionally, they are able to understand spoken English's nuances and nuances, like sarcasm, comedy, irony, etcetera. Additionally, they are able to answer appropriately and communicate with other speakers more easily. Their pronunciation makes them sound more fluid and natural. Students' intonation, stress, rhythm, and accent can all be improved by giving words the proper pronunciation (Ramli et al., 2023).

Developing suprasegmental

A useful technique to increase the pupils' English pronunciation and fluency is to help them develop suprasegmental skills. The components of speech known as suprasegmental properties, such as stress, tone, intonation, duration, and juncture, extend beyond the range of individual sounds or segments. These characteristics may have an impact on the students' speech's meaning, intelligibility, and naturalness. Pay attention to how native speakers and other advanced English learners employ suprasegmental elements in various circumstances and contexts. They can also exercise their own suprasegmental abilities by having the students mimic or repeat what they say. Listen to how they use suprasegmental elements when they record themselves speaking English. They can spot any areas for development by contrasting

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their speech with that of a model speaker or a transcript. They can also ask a teacher, a friend, or an online tutor for feedback (Fadilla et al., 2023).

Practicing speaking to enhance critical thinking

A clever and efficient strategy for enhancing their communication and reasoning abilities is to practice speaking in order to foster critical thinking. Speaking enables the pupils to express their ideas, viewpoints, and arguments in a logical and straightforward manner. It also enables them to examine their own presumptions, consider alternative viewpoints, and back up their assertions with facts. Engaging in conversations or arguments with individuals who hold ideas or backgrounds distinct from those of the pupils. This can teach student how to properly listen, actively engage in conversation, and effectively communicate their ideas. Additionally, they can discover any errors or gaps in their own reasoning as well as learn new viewpoints and insights from others. asking questions with more than just a yes or no response. This can encourage further conversation, help the students understand the subject more clearly, and help them investigate the subject more thoroughly (Hegazy et al., 2023).

Building speaking fluency

Fluency in speaking is a typical objective for English language learners. Speaking with fluency indicates that the pupils can express their ideas and views in a clear, confident, and easy-going manner. The best strategy to increase students' speaking fluency is to have them speak as much as they can. They can regularly practice speaking English. They can come across chances to practice their English with other students or simply with themselves. They can work on their pronunciation, intonation, and rhythm by listening to various spoken English genres from a variety of sources, such as podcasts, audiobooks, radio, TV shows, movies, etcetera. They can pick up new words and expressions that are used in everyday speech. In order to improve their own speaking abilities, they can also imitate or repeat what they hear. Making a recording of their own voice can help them gain confidence, accuracy, and fluency (Amir et al., 2023).

Research Method

Ten freshmen participated in the exercise to carry out a treatment. They are English department students. They are about twenty years old. They outfit themselves with technology that is connected to a reliable internet connection. The teacher set up a Whatsapp group to distribute materials to get things going. The teacher posted the podcast URL on the screen after adding the pupils to the Whatsapp member list. There are five different podcast subjects. He then instructed the pupils to form pairs. Every pair selects a single shared URL. The teacher then tells the pupils to click the URL. As soon as they see the podcast page on their screens, they start listening and follow the teacher's instructions to learn the material. After the students had finished listening and learning, the teacher asked them to discuss what they had learned. The teacher advises the students to avoid using their mother tongue and to express themselves as much as possible in their own words and idioms. The instructor also supervises and directs the class discussion and, if needed, offers criticism. The teacher next instructs each couple or group to select a representative to present their topic to the class as a whole. The representative

must paraphrase and summarize all their discussion partner said. The representative can supplement their presentation with notes or visual aids. The presentation needs to be succinct and clear. Less than three minutes should be needed. The teacher then encourages the other pupils to comment or ask questions on the presentation. The representative must reply to inquiries and remarks with their own words and body language. To assess the pupils' comprehension and critical thinking, the teacher may also pose some comprehension or evaluation questions. The result was reached after a qualitative analysis of the facts discovered during the teaching and learning process.

Results

Class medium

The teacher may use additional teaching and learning tools in the classroom. Adopting technological advancement is vital. Whatsapp was one of the class tools the instructor used. The teacher and pupils are listed in the application's member list, as can be seen in Figure 1. Both the teacher and the students can publish the contents using this application in a variety of formats, including text, audio, video, and many more. It improves the methods of traditional instruction. To meet the demands of classroom activities, users can modify the application menus. Students and teachers can send files that would be impossible to complete using standard procedures. The use of a class medium application is essential.

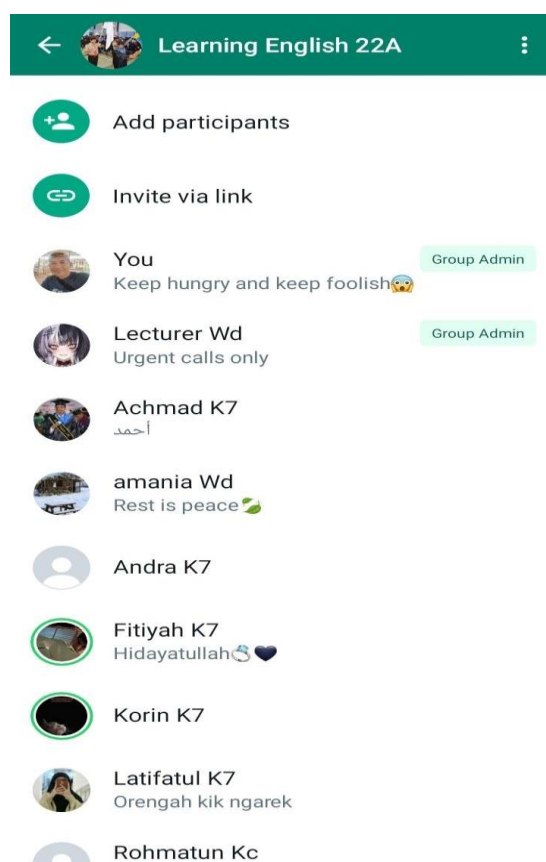


Figure 1. The page of social media group

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Uploading the materials

On the internet, there are many different types of podcasts. It makes it difficult for the students to select the right one. If they don't have any guidance, they'll feel misled. It is the duty of the teacher to offer the ideal one to improve teaching and learning. There are 5 URLs, as can be shown in Figure 2. Each participating group selects one to get the materials. The same resource is used for all of the materials. Controlling the learning process is made simpler for the teacher. With various themes, the pupils will go through the same learning process. It's all about the podcast for VoA learning. Clicking on <https://learningenglish.voanews.com/a/in-japan-silkworms-crickets-bugs-are-on-the-table/7200632.html> will take you to the relevant article. The material's intended page will be visible to the students. This item is one of five materials. Students can participate more readily in the teaching and learning process with the help of the provided URL. They won't even bother looking at books.

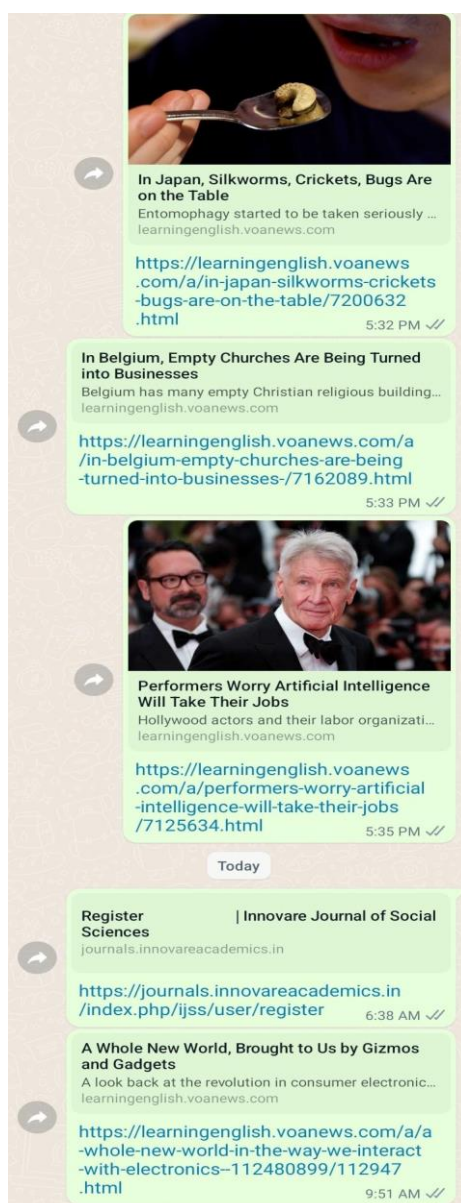


Figure 2. The page of URL sharing

Distributing online materials

The students can benefit from the materials that are offered. It makes it easier for them to access the proper resources to improve teaching and learning. They can notice some posted URLs on their screen. The students selected one of them, and a page of podcast content appeared. They click the hints "download mp3" to find out what it is. The speaker's sound can be heard when it is clicked. While reading the transcript, they are listening to it. To synchronize the words and pronunciations, they combine the two actions. To learn new terms, it is advised to utilize an electronic dictionary. The podcast learning process was completed by each student using a personal device. After finishing the reading material, each participant expresses his or her thoughts on the subject matter. Every debate opportunity was being filled by the diverse points of view. The lesson lasts for 20 minutes, during which time the teacher also leads the conversation.



Figure 3. Podcast material

Conducting of paraphrasing

The students select their representatives to convey the conversation's outcomes after the process of discussion in each group has been completed. Five delegates take turns speaking in front of the class. Each representative must summarize the views of his constituents. Figure 4 illustrates that there are two transcripts. One is a student's original words, while the other is a paraphrase of those words. During the conversation, the original one is discovered. The podcast's topic was discussed by the two students. They discuss how to use electronics in daily life and share ideas. In the original transcript, the student said that users manipulate social

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media's advantages on mobile devices in order to engage with one another. People can use such an application without having to purchase a separate tool. Information can be freely downloaded and uploaded to their screen. There are numerous other methods in which the information can be presented, including text, audio, video, and images. On behalf of the group spokesperson, another student speaks on behalf of the group as a whole. In front of the class, he presents the discussion's outcome. He paraphrases his partner's story to appease it. His ability to improve his speaking skills is enhanced by the delivering procedure. The speaker's comprehension is determined by the speech's clarity. Speaking more fluently is an advantage of paraphrasing other people's words.

The original

Nowadays, people use their gadgets for any kind of purpose. One of them is for conducting communication. To satisfy it, they apply certain social media to their screen. Using it, they will save money, time, and energy. The most familiar social media used by Indonesians is WhatsApp. The users can type as many words as they want. The video service attached to it enables them to conduct face-to-face interaction. Moreover, they are allowed to exchange the messages in many formats, including picture, text, audio, video, and many others. The users enjoy using those services free of charge.

The paraphrase

People today use their technology for a variety of purposes. For conducting communication, one of them. They attach specific social media to their screen to satiate it. They will spend less time, money, and energy using it. WhatsApp is the most popular social networking platform among Indonesians. Users are free to enter as many terms as they like. They can interact face-to-face thanks to the connected video service. Additionally, they are permitted to send and receive messages in a variety of media, including text, voice, video, and pictures. The free use of various services is appreciated by the users.

Figure 4. The transcripts of the speech

Enhancing question and answer session

People must improve their speaking clarity when conveying ideas. It's crucial to convey the delivery's main points to the audience. The audience will ask for clarification or more details to make the narrative more understandable. It makes the viewer's curious to get a clear explanation. As can be seen in Figure 5, the audience during the presentation asked a few questions. The inquiries are instructive. Student A posed the first query, which focused on the individual's experience with the use of electronics in daily life. When the speaker overheard someone else talking about gadgets, he was curious about what they thought of them. Another audience member questioned the use of technology to improve the study. The next query was put forth by student C. He inquired about using technology while on vacation. But the existence of gadgets has had an impact on people's lives. While youngsters are the users who are most impacted by the content of the online resources, adults are the most experienced users. The

speaker is asked a question in order to gain insight into the role that parents play in regulating their student's usage of technology. Every question reveals a wealth of knowledge about the devices. This type of practice improves the speaker's ability to fully understand the subject matter. The process of asking questions and receiving answers encourages the pupils to engage in dialogue.

A: What comes up in your mind if someone talks about gadget?

B: How do you use your gadget to enhance your study?

C: What should you do with your gadget while traveling?

D: What can you suggest for the parents to boost elearning?

Figure 5. The transcript of question and answer

Giving feedback

The pupils must complete the assignments and learn about their quality. It is crucial that they prepare for future errors of the same nature. The teacher must deal with it in order to fulfill it. Figure 6 illustrates the teacher's response to the student's mispronunciation of "say, supplies, vegetable." The pupil instantly made corrections after learning the teacher's correction. The voice took note of his correct pronunciation. His teacher gave him advice on how to make it right. To make sure the pronunciation was clear, he instructed him to use his electronic dictionary. By doing this, the student gains knowledge on how to correct pronunciation. Both the teacher and the student profit from carrying out this kind of exercise. The teacher could take charge of the students' competency development. He will observe the pupils' efforts to participate in the teaching and learning process as well as their weaknesses. Due to the teacher's commitment, it increases the students' desire to learn more.

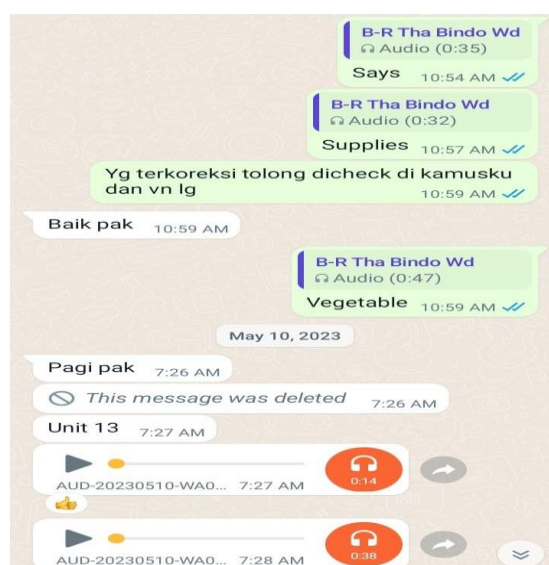


Figure 6. The page of delivering feedback

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Discussion

The importance of online social media whatsapp in the classroom

WhatsApp is one of the most popular social networking platforms, allowing users to talk via text, voice, and video as well as share documents, photos, and locations. WhatsApp has several applications, including those for business, leisure, learning, and private communication. WhatsApp can enhance classroom instruction and student learning. Giving students a quick and fun way to communicate with their classmates and teachers can boost motivation and engagement. It can encourage teamwork and communication by setting up group chats where students can discuss topics, ask questions, trade ideas, and leave comments. It can enhance access to knowledge and resources by enabling students to share and receive pertinent content, such as notes, assignments, videos, and links. It can encourage digital literacy and skills by teaching youngsters how to use internet resources effectively, ethically, and responsibly. It can promote personalized and differentiated learning by allowing students to learn at their own pace, style, and level. WhatsApp can, however, be addictive and distracting since it exposes students to irrelevant or dangerous information and content. It might put students' privacy and security at risk by exposing them to hackers, identity theft, data breaches, and cyberbullying. It can promote prejudice and disinformation by disseminating false or deceptive content and information. It can diminish interpersonal communication and social skills by replacing genuine communication with virtual engagement. It may increase inequality and the digital divide by excluding students who do not have access to online gadgets or an internet connection. Because of this, it's crucial that teachers use WhatsApp in the classroom in a deliberate and purposeful way (Sari and Safitri, 2023)

The teacher's role in choosing the proper podcast for the students

The use of podcasts is a fantastic approach to give students interesting and convenient learning materials, but the teacher must carefully choose and prepare them. The instructor takes the learning objectives and standards into account when choosing the best podcast for the class. What does the teacher hope the podcasts will teach his audience? What role do podcasts play in his specific skill set and learning goals? The instructor must select podcasts that are in line with his goals and standards, as well as those that are age- and language-appropriate for his students. Before assigning the podcasts, the teacher must preview them. He can evaluate the podcasts' caliber, language, length, and content by listening to them personally. Make sure the podcasts are appropriate for his students' age, level of interest, and educational background. Avoid listening to podcasts with harmful or inappropriate content, ones that are too long or dull for his students, or all of the above. In order to draw a conclusion, the teacher may also search for feedback or rankings from other speakers or viewers. Provide resources and assistance to the pupils. Make sure the students have the headphones, platforms, and any equipment they need. To aid his pupils in understanding and participating in the podcasts, the teacher may also offer transcripts, word lists, comprehension tests, or other scaffolding tools. The instructor can give his students examples of effective listening techniques, such as taking notes, pausing, rewinding, and repeating (Yasmiatun, 2023).

The importance of listening and learning podcast material for discussion

Using podcasts as teaching aids and conversation starters is a terrific method to encourage students to learn more and to develop their English-language abilities. Podcasts are available for students to download or listen to online. Audio recordings are podcasts. They cover a wide range of subjects, including news, culture, education, and entertainment. Depending on their level of English proficiency, the teacher can search podcasts and select the ones that appeal to them the most. Listening comprehension can be enhanced by exposing the student to various dialects, speech rates, and articulation patterns (Fadilla et al., 2023). By hearing new words used in context and paying attention to how they are used, people can pick up new vocabulary, idioms, and expressions. By imitating what they hear or paying great attention to the speakers, they may improve their intonation and pronunciation. By actively participating in the ideas and discussions offered in the podcasts, they can strengthen their analytical and critical thinking abilities. By expressing their views and opinions with others, they can improve their conversational and communication abilities (Ramli et al., 2023). Try to understand the key ideas, specifics, and tenor of the speakers as they talk by paying close attention and actively listening. While the students are permitted to use subtitles and transcripts, they shouldn't rely on them too much. While listening, they have the ability to take notes. Any unfamiliar words, phrases, or questions should be noted down. In order to arrange the information, students can also write a summary of what they heard or create a mental map (Amir et al., 2023). They can go over what they've learnt and look up any unfamiliar words or ideas online or in a dictionary. Think about bringing them into the discussions and announcements. Additionally, they can play the audio again to hear anything they missed or need further clarification on (Nurmukhamedov and Sharakhimov, 2023).

The benefits of paraphrasing peer's utterances in delivery

An important talent that can aid students in developing their communication and presenting skills is the ability to paraphrase peers' statements during delivery. Rephrasing someone else's ideas or words while preserving the original context and meaning is known as paraphrasing. It may demonstrate that the students paid close attention to and comprehended what their classmates had to say. They can use it to summarize or explain the main ideas or arguments made by their peers. They may be able to steer clear of monotony or repetition in their delivery. They may be able to connect their own thoughts or beliefs to those of their peers. It can aid them in keeping their words original and avoiding plagiarism. The students' ability to effectively paraphrase Choose the main phrases or ideas that you want to paraphrase. Look for other words or ways to say those ideas to replace those. Modify the sentence or paragraph's wording, sentence structure, or sequence. Make sure they haven't altered the meaning or tone by comparing their paraphrase to the original. Cite the information's original source and provide credit to their colleagues (Aljohani and Hanna, 2023).

Paraphrasing to enhance speaking fluency

Discussing how students might increase their speaking fluency by paraphrasing their peers' words would be fascinating. Paraphrasing is the process of rephrasing someone else's words while preserving the original meaning and message. The practice of paraphrasing by students can help them talk more fluently. People can broaden their vocabulary and expressions by seeing how their peers use language. Students' listening and comprehension skills can be

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enhanced by paying attention to and making an attempt to understand what their friends are saying. Students can hone their pronunciation and intonation by copying the speech patterns and sounds of their peers. Encourage student to express themselves in a variety of ways to avoid becoming monotonous. Students can become more fluent speakers via the enjoyable and challenging exercise of paraphrasing. But it's important to remember that paraphrasing is different from copying or stealing someone else's ideas. The original speaker should always be acknowledged, and students should always know where their information came from. The students should strive to incorporate as much of their own words and writing style as they can while maintaining the main ideas of what their friend said. Paraphrasing is an art of communication as well as a skill (Ibodullayeva, 2023).

Developing critical thinking through question and answer session

Question and answer sessions are a good way to develop critical thinking skills, as they allow the students to practice asking and answering questions that challenge their assumptions, test their logic, and expand their perspective. Question and answer sessions can be done in various settings, such as in class, in a group discussion, in a presentation, or online. to use question and answer sessions to improve their critical thinking, the students were asking or answering a question, making sure they understood the topic or issue clearly (Chen, 2023). They can use the critical thinking process to identify, analyze, evaluate, and infer the information and arguments related to the topic or issue. When asking a question, the students must try to use open-ended questions that invite multiple perspectives, explanations, or solutions. They need to avoid yes/no questions or leading questions that imply a certain answer. When answering a question, they should try to provide evidence and reasoning to support their answer. They can use examples, facts, statistics, or references to back up their claims. They can also acknowledge any limitations or uncertainties in their answer and suggest further areas of inquiry. When listening to a question or an answer, they must try to be respectful and attentive. They can use active listening skills such as nodding, paraphrasing, or summarizing to show that they are following the conversation. They can also ask clarifying or follow-up questions if they need more information or want to challenge or extend the discussion. After a question and answer session, the students need to try to reflect on what they have learned and how they can apply it to their own studies or work. They can also review the feedback or comments that they received from others and identify any areas of improvement for their critical thinking skills (Hegazy et al., 2023).

The importance of teacher's feedback of speaking practice

Students who desire to improve their English speaking abilities should pay close attention to their teacher's remarks on speaking practice. Students can acquire new vocabulary and expressions, detect and fix their mistakes, and improve their fluency and confidence with the aid of their teachers' feedback. Students may be inspired and encouraged to speak up more and participate more actively in class by their teachers' remarks. However, giving or receiving instructor criticism is not always simple. Teachers must take into account a variety of criteria, including the kind, time, volume, and caliber of feedback as well as the maturity level, requirements, and feelings of the pupils. When receiving feedback, students must be respectful, open-minded, and receptive in order to use it to enhance their performance and understanding

(Ha and Murray, 2023). Different psychological domains, such as self-efficacy, confidence, wrath, and fear, can be affected by teacher feedback in different ways. The correctness, fluency, complexity, and interaction of students' speaking performances can all be impacted by the teacher's feedback. To obtain the intended results, teachers should provide thoughtful and pertinent comments (Banister, 2023).

Conclusion

When used in EFL circumstances, paraphrasing a peer's words can help students improve their speaking fluency. Students can benefit from paraphrasing by increasing their vocabulary, improving their comprehension, honing their pronunciation, and developing their inventiveness. Students must be conscious of the moral and scholastic repercussions of paraphrasing others' remarks, though. Students should consistently reference the original source and endeavor to write and speak in their own unique ways.

Declaration of conflicting interest

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. And we have no conflicts of interest to disclose.

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