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Ministry of Higher Education and Scientific Research
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Division of English



**INVESTIGATING THE USEFULNESS OF CLASSROOM
INTERACTION AS A MOTIVATIONAL FACTOR TO
ENHANCE EFL LEARNERS' SPEAKING SKILLS.**

The Case of Third year LMD Students of English at Mohamed Kheider University of
Biskra

**Dissertation Submitted to the Department of Foreign Languages in
Partial Fulfillments of the Requirements for Master Degree in Sciences
of Language**

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Academic year: 2019/2020

Dedication

This work is dedicated to my dear mother, Belouafi Mebarka the source of happiness, hope, continuous support and unconditional love.

To the source of wisdom, my dear father Sayeh

To my wife «Bellahlou Wafa »

To my lovely sisters « Amira » and « Sarah »

To my brothers « Adel », « Sami », « Mohamed », and « Adem »

To my grandmother Alloui Aichoch

To my aunts « Nariman », « Laila », and « Faiza »

To all the members of « Kamal », « Yassine », « Hamza », Belouafi families

To all my relatives « Bellahlou » and « Kadjboure »

To all my friends, especially « Jalal », « Houssam » and « Ahmed »

To my supervisor « Mrs. Bencharef Sakina »

To all my teachers

To all my co-workers in the firefighters and medical rescue department

To Mayer Nourssine, my lovely and cute daughter

Acknowledgements

First of all, I would like to thank God for giving me strength and patience to complete this modest work.

I would very much acknowledge my warmest gratitude and express my sincere thanks to my supervisor Mrs. Bencharef Sakina for her supervision, help and continuous encouragement from my first year as Oral Expression teacher to master two final year student.

I would like to thank the examiners who devoted time and energy to read and comment on this work.

I would like to thank all the teachers of oral expression at Biskra University for their cooperation and help.

I would like to thank all the third year LMD students of English at Biskra University for their help and support.

My deep thanks go to Douida Brahim who helped me a lot with books.

Abstract

The present study aims at investigating the role of classroom interaction in improving EFL students' speaking skill. It focuses on the importance of classroom interaction with both its types (teacher- student interaction and student- student interaction) in maximizing and developing EFL learners' oral production. Therefore, it is hypothesised that if teachers encourage active interaction in their classrooms, students may improve their oral performance. This research work followed a descriptive method, and two data gathering tools were used. A students' questionnaire was administered to a random sample of third year LMD students (N°= 41) from the division of English at Mohamed Kheider University of Biskra during the academic year 2019-2020. In addition, a teachers' interview was conducted with four teachers of oral expression from the same division. The study comprises three chapters. Two theoretical chapters gave a general overview on the speaking skill and classroom interaction and demonstrated the relationship between them. Besides, a practical part was devoted to the description and analysis of data. The results obtained have first revealed students' difficulties to participate in class. Students also regretted the fact to have less talking time comparing to the teacher's. Moreover, findings showed the teachers' as well as the learners' awareness about the fact that classroom interaction is an effective pedagogical tool for increasing learners' language use and fostering classroom participation which in turn improves students' speaking skill. On the light of these results, the earlier stated hypothesis was successfully confirmed in that enhancing oral skills need to be accompanied with interaction as a first-aid technique to reduce speaking problems and improve students' oral proficiency. This case study suggests that teacher should give students' additional talk time for improving their speaking skills.

Keywords: speaking skill- oral performance- EFL learners- motivation- classroom interaction

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

FB : Feedback.

FL: Foreign Language.

I.R.F.: Initiation, Response and Feedback .

LMD: License – Master- Doctorate.

L1: First Language.

L2: Second Language.

MSG: message.

N: Number.

Q: Question.

SL: Second Language.

SLA: Second Language Acquisition.

ST : Student.

T : Teacher.

TEFL: Teaching English as a Foreign Language.

TL : Target Language.

VS : Versus.

%: Percentage .

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General Introduction

Introduction

In the recent years, researchers have been involved in the field of education to investigate the main issues raised in teaching and learning English as a foreign language. One of the basic problems that are related to foreign language learning is to prepare learners to be able to use the language proficiently. In fact, studying English in a non-English speaking setting creates huge gaps to fill for EFL teachers and learners. It is very important for learners to experience real communicative situations in which they will learn how to express their own views and opinions and to develop their oral fluency and accuracy which are very essential for the success of FL communication.

One of the gaps is the learners' lack of motivation and desire to engage in a conversation and to produce the oral speech; hence, many researchers believe that languages are best learned under interactive settings because this fosters the exchange of knowledge and creates some sort of sense of belonging when students work either in pairs or in groups. For example, in order to be able to speak, it is necessary to have a certain amount of grammar, vocabulary as well as motivation that would enable learners to interact in the classroom. This may lead them to improve their speaking abilities using interaction as a transitional device which makes the process of producing oral speech easier and more effective. Accordingly, the implementation of classroom interaction as a pedagogical strategy virtually contributes to improving the students' oral production. For that reason, and since speaking skill has been proved to be the most desirable skill to be developed by foreign language learners, shedding the light on it is one of the current research concerns.

Therefore, the major interest of this study is to investigate the importance of using classroom interaction as an important component in the teaching- learning process to motivate students improve their oral performance (speaking skill).

1. Statement of the Problem

Studies in language learning have addressed the necessity of classroom interaction or students' oral participation in class. However, getting students to respond in a language classroom especially a foreign language class is a problem that most language teachers face. Most of students in EFL classes face problems and difficulties in speaking because of a lack of vocabulary, anxiety, inhibition or the fear of making mistakes. These reasons may reduce students' motivation to participate and to interact and will, therefore, lead to a poor speaking skill. This is perceived more in oral expression sessions where students are supposed to express themselves only orally.

In fact, motivation is directly related to learners' achievement and progress. That is, learners with high motivation are more interested to participate in oral activities than those with low motivation. The major reason of the lack of motivation to speak for EFL learners is the transitional phase from secondary school to university. It is relatively new for students in their first academic year to attend oral sessions, to speak in public, and to adapt to this new situation that they were not used to in middle and secondary schools. Here comes the role of teacher to encourage and to support his students to interact in class. As a starting point, the teacher should have a good relationship with his/her students, to install a safe and friendly atmosphere where mistakes are tolerated and where all opinions are accepted. This kind of interactive teaching is the most preferable for students because they feel more involved and at ease to participate in building their knowledge.

Therefore, this research work tries to shed the light on the concept of classroom interaction as a tool to enhance learners' motivation which, in turn, leads to boost their speaking skill. In other words, this study investigates how students' motivation can be boosted in order to make the process of speech production in the EFL classroom more effective through promoting classroom interaction.

2. Significance of the Study

It is believed that the present study will help students identify the reasons behind the difficulties they face in speaking in order to come up over with them. Moreover, this work intends to raise teachers' and learners' awareness about the importance of motivation and its need to achieve success. Furthermore, this study attempts to redirect

teachers' attention to a crucial affective element which is classroom interaction that should be stressed in the teaching- learning process in general and for developing the speaking skill in particular.

3. Aims of the Study

Through the present research, we aim at investigating the relationship between classroom interaction, motivation and the development of oral production in EFL classes. Thus, our main aim is to contribute to our understanding of how and to what extent interaction in the classroom could help third year LMD students at Mohamed Kheider University (in particular) and enhance their motivation to develop their speaking skill.

In this respect, we can state the following points as the main objectives that we want to achieve in this study:

- Developing EFL learners' speaking skill.
- Showing the effectiveness of classroom interaction.
- Investigating the role of classroom interaction on promoting learners' motivation and developing their speaking skills.
- Finding out some interactive tools that may help EFL students interact more in class.

4. Research Questions

This research is done for the sake of spotlighting the light on classroom interaction in order to show its great importance in improving learners' speaking skill. Hence, the following questions have been raised:

- How can the EFL teachers deal with students' speaking difficulties?
- How can classroom interaction help learners be more motivated to speak English?
- To which extent could classroom interaction help students to improve their speaking skill?
- Are teachers aware of the importance of classroom interaction in EFL speaking classes?

5. Hypothesis

Teaching classes where students learn English gives a lot of opportunities for natural language use to prosper. It enables the students to interact and to speak freely where the majority of them can show their true oral capacities. This leads us to hypothesize the following:

If classroom interaction is promoted, students' motivation will be enhanced, and their oral performance will be improved.

In other words, if teachers arise the degree of interaction in the classroom, learners will get motivated to perform better orally.

Therefore, our study focuses on three major variables: interaction, motivation, and speaking proficiency and tries to investigate the relationship that may exist between them; that is, how can classroom interaction enhance EFL learners' motivation to develop their oral proficiency.

6. Research Methodology

6.1. Choice of the Method

The choice of the method has been determined by the nature of the study. Therefore, a descriptive method has been adopted because it can give the facts about the situation of using classroom interaction by teachers in their oral expression courses to improve their students' speaking skills. The case of the present research involves both EFL teachers and students of Mohamad Kheider University of Biskra helps to find more reliable and valid results.

6.2. Population and Sampling

This research deals with both EFL teachers and students as population during the academic year 2019/2020. The main aim of dealing with EFL teachers is to know their points of view concerning the speaking skill, and the classroom interaction in EFL oral production course to have a clear understanding of all aspects of the implementation of classroom interaction.

The first sample concerns teachers. Four (04) teachers of oral expression from the division of English at the University of Mohamad Kheider in Biskra were chosen. The selection of the sample was based on the consideration that teachers of oral expression will be beneficial for the current research since they teach students how to develop their oral skills. Teachers' thoughts are helpful to investigate the way English is taught and how the problems in speaking could be reduced through interactional teaching.

The second sample concerns students. Forty one (41) students were chosen among the total number of the third year LMD students population (N°= 333) in the division of English at Mohamad Kheider University. They are required to deal with oral production module in order to develop their oral proficiency in English as a foreign language.

6.3. Data Gathering Tools

This research project relies on two data collection tools: A questionnaire and an interview.

A questionnaire for students has been chosen as an appropriate method to collect the needed information from the respondents (students). One semi-structured questionnaire has been designed for a sample of third year LMD students of English at Biskra University, academic year 2019-2020. The purpose is to identify their difficulties in speaking and to gather their views and perceptions of the actual teaching-learning process and how is speaking actually taught. Moreover, the questionnaire would help collect their attitudes about motivation and class interaction and how this latter can contribute to the development of their speaking skill.

On the other hand, a semi- structured interview has been conducted with a sample of four (04) EFL teachers (mainly oral expression teachers) at Mohamed Kheider University. Their amount of knowledge about classroom interaction and the development of the speaking skill would help correlate findings (gathered with the students' questionnaire). In fact, teachers' answers are crucial since they are the direct observers/evaluators of the students' difficulties and the level of their motivation and participation in class. Furthermore, the interview aims at pointing at the teachers'

perception of class interaction and how this latter can affect their students' motivation and oral performance.

The analysis of the collected data would aim at determining the interactive elements that will provide the basis for the development of the speaking skill.

7. Structure of the Dissertation

The present dissertation consists of two main parts: a theoretical part and a practical part. In one hand, the theoretical part constitutes the literature review of the study and includes two chapters. The first chapter has been devoted to speaking skill: its definition, importance, aspects of speaking performance, difficulties and speaking activities to be practised in the classroom. The second chapter deals with the classroom interaction's definitions, main types, aspects, principles and the role of the teacher in the classroom. Finally, the third chapter is purely concerned with analyzing and interpreting data gathered from students' questionnaire and teachers' interview.

Chapter One: Speaking Skills

Introduction

1.1. Definitions of Speaking Skill

1.2. Elements of Speaking

1.2.1 Language Features

1.2.2 Mental / Social Processing

1.3. Basic Types of Speaking

1.3.1 Imitative Speaking

1.3.2 Intensive Speaking

1.3.3 Responsive Speaking

1.3.4 Interactive Speaking

1.3.5 Extensive Speaking

1.4. Characteristics of Speaking

1.5. The Importance of the Speaking Skill

1.6. Speaking Difficulties in Foreign Language Learning

1.7. Classroom Speaking Activities

Conclusion

Introduction

Teaching English as a Foreign Language (EFL) requires learners to develop the four language skills: reading, writing, listening, and speaking. This latter is the heart of foreign language learning and is considered as the primary source or tool of communication that allows people to give and receive information, ideas, and thoughts.

One of the major responsibilities of any teacher working with English language learners (ELLs) is to enable them to communicate effectively through oral language and to develop their ability to use the target language for communicative purposes. Students need to be able to speak with confidence and fluency. It is one of their main objectives as well as their teacher's. Hence, it is very important for EFL teachers to provide their learners with enough activities such as role-plays, communication games, and prepared talks to increase their opportunities for language use.

As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. Learners are going to be put in situations where communication in English is needed. That is why, the emphasis is mainly on speaking. In this chapter, light will be shed on the speaking skill with more details including its definition, its different types and its elements. The chapter will then discuss some of the main characteristics of speaking performance, demonstrating the importance of the speaking skill with some focus on speaking difficulties in foreign language learning; and finally, how to practise the speaking skill in the classroom.

1.1 Definitions of Speaking Skill

The main purpose behind learning any foreign language is to be able to communicate freely and effectively in the target language. English as a foreign language (EFL) is not an exception and by that it requires students to learn the four skills: writing, reading, listening and speaking. This later, which aims at developing learners' abilities in producing oral discourses, has different meanings according to each researcher's or author's point of view. (Hedge, 2000, p. 5)

Speaking is an act of making vocal sounds and converse or express ones thoughts, feelings and believes in spoken language. To speak often implies conveying information. Speaking skills are the skills that give the ability to communicate effectively. These skills allow the speaker to convey his message in a passionate, thoughtful, and convincing manner and also help to assure that one will not be misunderstood by those who are listening. (Hedge, 2000, p. 261)considers speaking as “a skill by which they [people] are judged while first impressions are being formed.” It means that speaking is an important skill in learning any foreign language because it reflects peoples’ thought and opinions.

According to (Chaney, 1998, p. 13), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”. Indeed, speaking refers to the procedure of constructing meaning among the interlocutors in different real life situations. In the same line of thought, speaking is a fundamental skill that language learners should master with the rest of other language skills, and it is defined as a complex process of sending and receiving messages via verbal forms of expressions, but it also includes non verbal forms and symbols such as gestures, facial expressions and body language or the so-called “paralinguistics”, which form the communication process.

The figure below illustrates the latter definition:

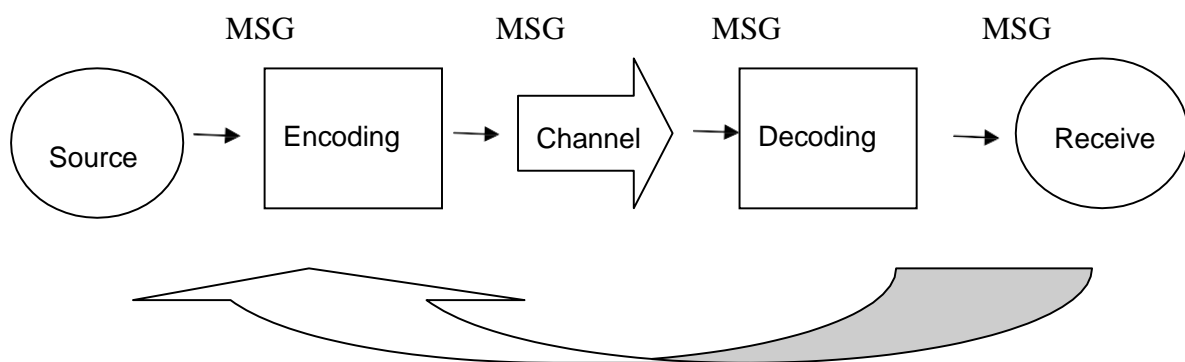


Diagram 1.1: The Communication Process (www.mindtools.com)

Successful communication needs specific process that leads to successful speaking. The process starts with a source or the speaker who encodes the message which goes through the channel to be decoded, and received by the hearer. The hearer then responds to it through giving a feedback. Additionally, speaking is regarded as of a phonological nature, because it requires one's to have the ability to produce appropriate utterances, sounds or words to express, or to demonstrate and think about ideas, notions, taught and feeling . (Tarigan, 1985, p. 80) Moreover, (Lindsay & Knight, 2006, p. 57) stated, "speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people" . So, speaking is the heart of communication. (Ladousse, 1987) adds, "speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently" as cited in (Nunan, 1991, p. 23)

In short, speaking is an important part in our daily life. Through it, people interact with each other .

1.2.Elements of Speaking

The following features are necessary for successful speaking as (Harmer, 2001, p. 269) sets out.

1.2.1. Language Features

The main language features are: connected speech, expressive devices, lexis and grammar, and negotiation language.

1.2.1.1. Connected Speech

EFL students need to be able not only to produce individual phonemes but also to use fluent connected speech. Connected speech sounds are modified, omitted, added, or weakened through the use of contractions and stress patterning, for example. For that reason, teachers are requested to involve their students in activities designed specifically to improve their connected speech.

1.2.1.2. Expressive Devices

Foreign language learners should be able to change the pitch and stress of particular parts of utterances, vary volume and speed, and show by physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction) since the use of these devices contributes to conveying meaning and creating successful and effective communication.

1.2.1.3. Lexis and Grammar

Lexical phrases are very important in performing a language and students should be able to use these phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, approval and the like so as to be involved in specific speaking contexts such as job interview and so on.

1.2.1.4. Negotiation Language

Through the negotiation of language, learners attempt to seek clarification and show the structure of what they are saying. Learners also need to perform their utterances effectively if they seek to be well understood and clear, especially when they can see that the other interlocutors did not understand them.

1.2.2. Mental / Social Processing

The mental processing and social elements are: language processing, interacting with others, and information processing.

1.2.2.1. Language Processing

Effective speakers need to be able to process the target language in their brains, and put it into coherent order to sound more comprehensible, and convey the intended meaning. Speaking activities during language courses are very essential since they provide learners with effective tools to enhance their habits of rapid language processing in English.

1.2.2.2. Interacting with Others

The process of interaction usually involves interacting with one or more participants. This also involves a good deal of listening, an understanding of how other participants are feeling, and the knowledge of certain linguistic turn-takings or to allow other to do so.

1.2.2.3. Information Processing

Students when they interact in the foreign language context, they should be able to process the information provided to them on the hot spot. The more it is slow the more they are less effective communicators.

1.3. Basic Types of Speaking

Since speaking is regarded as one of the language productive skills (Brown, 2004, pp. 271-272) has stated a taxonomy for oral production which includes five basic types of speaking: imitative, intensive, responsive, interactive speaking which have also two types transactional (dialogue) and interpersonal (dialogue), and the last type is extensive speaking (monologue).

1.3.1 Imitative Speaking

Imitative speaking is the ability to imitate back or repeat other's speech as a word, phrase or possibly a sentence, for example, when a learner practices an intonation or tries to pronounce certain syllables of a word. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to make it more graspable for the learner (Brown, 2004, p. 141).

1.3. 2.Intensive Speaking

Intensive speaking requires students to produce short stretches of oral language demonstrating grammatical, phrasal, lexical, or phonological (intonation, stress, rhythm, juncture) relationships (Brown, 2004).The teacher can assess a student's ability to produce short stretches of discourse is to ask questions with antonym-based responses like "in" or "out", "yes" or "no questions", allowing the student to respond within the

limits of the question. Another example of an intensive speaking activity would be a task in which the student must rearrange word groups in order to correct the grammatical and lexical order of the phrase. And Unlike imitators, intensive speaking requires working between pairs or groups where learners are learning certain forms of the language.

1.3.3. Responsive Speaking

This type of speaking involves brief interactions and should not exceed the pattern of very short conversation ranging from greetings and small talk to simple requests and comments in order to preserve authenticity as (Brown, 2004, p. 142)has shown in the following short conversation:

A: Marry: Excuse me, do you have the time?

B: Doug: yeah. Nine- fifteen.

Paraphrasing a story is not the most authentic responsive speaking activity, but it aids students' reading abilities while testing their ability to respond to a spoken prompt in their own words.

1.3.4. Interactive Speaking

Interactive speaking is lengthier and more complex than responsive speaking, requiring students to converse using multiple exchanges and/or participants (Brown, 2004). Role playing is a common example of an interactive speaking. It is an authentic language activity that can assess multiple students simultaneously. Interviewing is another example of an interactive speaking tool. Interactive Speaking type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships.

1.3.5. Extensive Speaking

Extensive speaking requires students to give speeches, oral presentations, or tell stories. Planning is involved, and interaction is generally ruled out (Brown, 2004). For Brown, the last type of speaking includes extensive monologue or oral production, which can be mainly realized through giving speeches, oral presentations, and story-

telling where students get more opportunities for classroom interaction. The language style that is used in this type of speaking is more deliberative and formal.

1.4 Characteristics of Speaking

When producing language and practicing the speaking skill, two characteristics are the focus of either teachers or students inside classes. They are known as accuracy and fluency (Brown, 2000b). Fluency and accuracy are seen as the main characteristics of speaking. They are interrelated and they complete each other. Therefore, learners should distinguish between these two aspects.

1.4.1. Fluency

EFL teachers always seek to achieve oral fluency in teaching since it is the skill through which learners are evaluated and assessed in terms of their performance. Speaking fluently requires students to produce correct utterances to be fully understood and communicatively competent. (Hughes, 2002, p. 80) defines fluency as “The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest”. That is to say, fluency is the capability to communicate clearly and easily without having too many stops in order to avoid misunderstanding. (Hedge, 2000, p. 54) claims, “fluency relates to language production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation”. This means that fluency is the ability to speak clearly without having to pause or to wait a lot. In other words, fluency can be used as a decisive factor to measure speaking performance. (Hughes, 2002) also supports that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence.

(Hedge, 2000) lists the following types of fluency: 1) **Semantic Fluency** which is the learner ability to link propositions and speech acts together, 2) **Lexical-syntactic Fluency** which is the learner’s ability to link syntactic constituents and words together, 3) **Articulatory Fluency** that is the ability to link speech segments together.

(Thornbury, 2005, p. 120) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Even native speakers need to pause from time to time in order to let the interlocutors catch what they say.

However, a frequent pausing is an indication that the speaker has problems of speaking. Thornbury refers to production strategies or “tricks” which are the ability to fill pauses. The most common pause fillers are “uh”, or “um”. Another common device for gaining time is the use of vague terms similar to “sort of”, “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

From all above, fluency is the ability to link words to form sentences with the use of stress and intonation and with the right pronunciation, but it should happen quickly, spontaneously and without any difficulty while speaking with others.

1.4.2. Accuracy

Most of EFL teachers nowadays emphasize the term of accuracy in their teaching because EFL students seek to be more fluent speakers in the target language and neglect the importance of accuracy in their speech. Producing accurate utterances is crucial in language learning since it helps the way learners speak to sound more comprehensible to their interlocutors. (Skehan, 1998, p. 23) defined accuracy as “how well the target language is produced in relation to the rule system of the target language” . Therefore, EFL learners must focus on a number of elements in their production of the spoken language, mainly the grammatical structure, vocabulary and pronunciation in order to communicate successfully.

1. 4.2.1. Grammar

According to IELTS cited in (Hughes, 2002, p. 15)“The grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses”. The grammatical accuracy refers to learners’ ability to organize and produce correct sentences in a given discourse which involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. (Thornbury, 1999, p. 1) defines grammar as “a description of the rules that

govern how a language's sentences are formed" . To him, grammar deals with the structure of a language such as singular, plural and verb form... etc. However, the grammatical structures in speaking differ from those in writing and are characterized by the following features (Thornbury, 2005, p. 220) :

- The clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

Therefore, to be accurate and to be understood, learners should pay attention to the correct use of the grammatical structures and they should master the grammatical rules (tense, word order, etc.).

1. 4.2.2. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. No one can communicate successfully if he/she does not have enough words and expressions to convey information and express thoughts and feelings either in spoken or written language. Wilkins (1972) as cited in (thornbury S. , 2002, p. 13) stated, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Students often find difficulties when they try to express what they want to say. They lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. (thornbury S. , 2002, p. 13) adds, "if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions" .

Vocabulary is a central aspect in language learning and teaching and EFL students should acquire more vocabulary in order to improve their speaking proficiency.

1. 4.2.3. Pronunciation

Pronunciation plays a great role in language learning, and learners who want to develop their speaking skill in English should practise pronunciation overall. Pronunciation is considered as the most important element in speaking since it serves as a channel between speakers. (Bowman, Burkart, & Robson, 1989) argued that correct pronunciation leads to effective speaking whereas incorrect pronunciation leads to misunderstanding and breakdown in communication. Pronunciation is important because it determines the success or failure of communication as cited in (Gouti, 2015). In the same context, (Redmond & Vrchota, 2007, p. 104) suggest, “it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood” . This means that when the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved.

1.5. The Importance of the Speaking Skill

Language is a system of communication that people use to exchange information, ideas, feelings and opinions. Speaking plays a great role in our daily life; without it, communication cannot take place. According to (Nunan, 1991, p. 39), “to most people mastering the art of speaking is the single most important aspect of learning a second and foreign language and the success is measured in terms of ability to carry out a conversation in language”. Speaking is a fundamental medium used to convey messages, knowledge, emotion, feelings, ideas, and opinions directly in an interaction with the others. Therefore, speaking is the primary aim that the majority of EFL learners want to develop and seek to improve because it reflects the learner’s competence in a given language.

The speaking skill has acquired a very important place in the communication skills. However, it is considered as the most difficult skill for learners because they are not

exposed to the cultures of native speakers. As a result, they face a lot of difficulties in transmitting their thoughts and attitudes within the teaching process.

The speaking skill was neglected in the traditional approaches of language learning and teaching in many classrooms where the emphasis was mainly on reading and writing. The Grammar Translation Method is one example. (Richards & Rodgers, 2001) mention that reading and writing are the essential skills to be focused on; however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. (UR, 2000, p. 120) declared, “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”.

Learners should focus on the speaking skill more than the other skills because if they master it, they will be considered as if they master the other skills. Similarly, (Scrivener, 2005, p. 146) states, “There is no point knowing a lot about language if you can’t use it”. That is, language learning is a matter of practicing it and it is not enough to know just the grammatical forms of a language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. (Baker & Westrup, 2003, p. 5) support, “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”

1.6. Speaking Difficulties in Foreign Language Learning

Most of EFL learners master the language rules, but they often face some difficulties in speaking the target language. Practising the speaking skill of the foreign language is not the same as knowing about this language; it requires some real tools that teachers should provide their learners with. (Echevarria, Vogt, & Short, 2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Since speaking skill is regarded as a

very complex process, the majority of foreign language students encounter various problems with classroom speaking activities.

Researchers point out some difficulties that could be an obstacle for EFL students in speaking the foreign language. (UR, 2000, p. 121), for example, mentioned four main problems which are: inhibition, nothing to say, low uneven participation, and mother tongue use. EFL learners explain their inability to succeed in developing their speaking skill to different reasons such as the lack of interest in the subject, listening comprehension, poor vocabulary and the lack of self-confidence and the fear of making mistakes (Rivers, 1968), as cited in (Boussiada, 2010). In the same context, (Parrott, 1993, p. 105) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities in order to speak English effectively. Moreover, (Littlewood, 1981) affirms that being communicatively competent involves motivation in language learning. Thus, if EFL learners are not motivated in the learning process, this may affect negatively their speaking abilities. That is why motivation plays a fundamental role in the process of language learning.

1. 6.1. Learner's Speaking Inhibition

In classroom participation most of learners face what is called "inhibition". Such students have a lot to say, but something prevents them psychologically to do so. This problem reveals more when learners try to participate in the classroom. (UR, 2000, p. 111) states, "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."

According to (UR, 2000, p. 111), most of the time, students are afraid of making mistakes and being criticized, or sometimes they are just feeling uncomfortable when they speak. Therefore, this affects negatively their speaking and leads many of students to experience the stress when doing speaking activities. This view was also supported by (Bowman, Burkart, & Robson, 1989, p. 40) who argued that in teaching speaking, teachers usually ask their learners to express themselves in front of the whole class, the fact that makes them experience what is called "stress" while practicing some speaking

activities. Stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates and may hurdle the student's speaking process. In the same line of thoughts, (Littlewood, 1999, p. 93), "it is too easy for a foreign language classroom to create inhibition and anxiety". Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the poorly-development of communicative skills and the feeling of linguistic inferiority; thus, students are afraid to make mistakes especially if they will speak to a critical audience.

1.6.2 Learners' Speaking Anxiety

According to (Arnold & Brown, 1999), this type of difficulty is related to negative feelings such as uneasiness, frustration, and self-doubt that prevent learning achievement.

According to (Brown, 2007), it is difficult to define anxiety since it affects the process of successful second language learning. For him, anxiety plays an important role in second or foreign language acquisition and he suggested two types of anxiety: debilitating anxiety and facilitative anxiety. These two types are also called "harmful" and "helpful" anxiety. The former which is debilitating or harmful anxiety is concerned with negative feelings such as uneasiness, self-doubt and so on. The learners here should avoid this kind of anxiety because it affects the learning process negatively. However, the second type (facilitative or helpful anxiety) is considered as one of the keys that lead to success since it affects the learning process positively. This may motivate students to work harder in order to get a good grade (Brown, 2007, pp. 162-163).

In this sense, (Kalantari, 2009) has classified existential anxiety into three components that are relevant to the language classroom. The first component is acceptance anxiety which means when the learner's interests are concerned just with what the others think about him/her using expressions such as "will I be accepted, liked, wanted?". The second component is related to orientation anxiety that is linked to the student's understanding of what is going on in the classroom. However, the last component is concerned with performance anxiety which is related to the student's ability to practice some language activities in order to achieve his/her learning

objectives, thinking of this kind of questions: “ Will I be able to do what I have come to learn?” (Arnold & Brown, 1999, p. 8).

1.6.3. Nothing to Say

The problem of “ nothing to say” comes from imposed participation that teachers use in their trial to reduce anxiety and inhibition, but this strategy puts students in an awkward situation where they may say their common expression like “I have nothing to talk about”, “I don’t know”, “no comment”, or they keep silent. This problem is related to the foreign language learner’s lack of vocabulary as well. For instance, when the learners are unable to think of anything to say in a classroom speaking practice, they simply say “I do not know”, “word order and vocabulary don’t always flow into my mind”, or “I need a bit of time to translate into English”. Learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Students, therefore, could not carry out the discussion on topics that are not interesting for them.

(Rivers, 1968, p. 192) writes, “The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”. Teachers need to choose topics which are familiar to the learner to avoid having “nothing to say” expressions.

In addition, unexpected questions from the teacher’s part that fall as heavy rains on the learner may put him in a situation where he finds it difficult to answer when he is asked to do so. Accordingly, (Baker & Westrup, 2003, p. 75) support that many students find it difficult to answer when teachers ask them to say anything in the target language.

1.6.4. Mother Tongue Use

This phenomenon generally occurs in areas where the EFL learners have the same mother tongue (L1) and they opt to use it in classes very often (ur, 1996). EFL learners of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to (Baker & Westrup, 2003, p. 12), “Barriers to learning can occur if students knowingly or

unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. In addition to this, (Harmer, 2001) shows that there exist many reasons for the use of L1 amongst learners which they tend to use L1 as an alternative aid to cover their inability to use the mother tongue and most of the time because of their lack of vocabulary. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language. The use of L1 seems to be the easiest and secure solution that most of the learners tend to use in order to keep the communicative channel open. However, it represents a kind of failure in learning a FL as long as learners still use their L1.

1.6.5. Low or Uneven Participation

This problem refers to the amount of each student’s time of talking. Participation is considered as one of the golden keys during the oral sessions since it allows learners to practise and enhance their speaking skill. Foreign language classes are bounded by many factors, one of these is the amount of talking time giving to each student. However, some students may seem dominating the class and they spend much time talking without giving their classmates the floor to speak.

(Rivers, 1968, p. 98) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students’ talk time. However, other students may prefer not to talk due to their doubts of being correct about what they say, and some others keep silent, show no interest or participation all along the course.

Furthermore, (Harmer, 2001, p. 120) suggests streaming weak participators in groups and letting them work together will increase their talking time and then their participation. In such cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Moreover, according to (ur, 1996), this phenomenon may occur in crowded classes where the opportunities given for learners to speak are reduced. Indeed, the lack of participation inside classes may prevent learners from being fluent while speaking. (Bowman, Burkart, & Robson, 1989, p. 40) support the idea by saying; “Traditional classroom seating arrangements often work against you

in your interactive teaching” .The teacher’s motivation is an important factor to reduce low participation in learning contexts. When teachers do not motivate their learners, the talkative ones also will show no interest. Consequently, increasing and directing students’ motivation is one of the teacher’s responsibilities.

1.6.6. Motivation:

Motivation and learning the English language are interrelated. Lack of motivation can cause many problems in the language learning process. (Gass, 1997), quoted in (Bicha, 2016)) state that motivation is “the reasons underlying behavior”. This implies that students’ reasons, needs and desires during the learning process depend on their interests, curiosities and actions (Bicha, 2016). Motivation includes two types. First, the intrinsic motivation in which students are based on their cognitive behaviors for example self control, using different learning styles, etc. Every student has specific needs and interest that can be achieved when he/she is affected by this kind of motivation, i.e., motivation comes from inside the learner. This type of motivation helps students to fight for success because, indeed, this success makes them satisfied. On the other hand, the noncognitive side can be termed as external or integrated motivation. This motivation comes from outside, i.e., the teacher can motivate students by making them feel that they are involved for example in the conversation. In addition, he/she may push them through motivation to be responsible for their language development. Furthermore, (Xuemei & Xuesong, 2011, p. 103) argued, “teachers’ interactive language can and do affect students’ intrinsic motivation in a positive way. To some extent, teachers’ language has to provoke interest and involvement in the subject even when students are not initially interested”. This means that teachers need to know their students’ needs and interests in order to attract their attention with stopping the flow of the subject.

1.6.7. Self-confidence

In second or foreign language setting, the students’ success during classroom conversation is related to their self confidence. Therefore, the teacher tries to reduce the anxiety through giving students time and opportunities to respond and produce the output. Then, the teacher tries to give an acceptable feedback and pay attention to his/her behavior when students make mistakes, i.e., teachers seek to not insult and punish students (Bicha, 2016). A self-confident person refers to someone who believes in

his/her abilities and capacities to do something under any condition and do not fear of being embarrassed. For instance, in the classroom, a student can take risk and speak using the foreign language without fear of making mistakes.

1.7. Classroom Speaking Activities

Speaking a foreign language requires a set of classroom activities which have to be developed in a dynamic interactive learning environment where both teachers and learners collaborate and cooperate with each other to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom.

According to (Harmer, 2001), there are many classroom speaking activities used in oral expression course that focus on the language function rather than grammar and vocabulary only and can be used to promote learners' oral proficiency. It is important to have a clear purpose or idea of what the activity is beneficial for. The teacher may use different activities such as communication games, prepared talk, discussion and role play. Each teacher is going to select the suitable activity and strategy to meet the learners' needs, interests and goals. The teacher tries all the time to create interaction by exchanging information and expressing ideas taking care to the correct grammar (accuracy), adequate vocabulary, acceptable fluency as well as a good pronunciation to convey a meaning through speech.

1.7.1. Acting from a Script

During this activity, the instructor asks his/her students to act out dialogues either from plays or course books. The teacher needs to be careful while selecting who will perform first. Therefore, he/she should not select the timid students to come out to the front. The teacher may give volunteers the chance to perform first. He/she must create a comfortable atmosphere for his students in order to help them give their best and have effective results. In this activity, students are given time to practise or to repeat their works before presenting or acting them in front of their classmates. The teacher should draw students' attention to focus on pronunciation by providing them with various activities before their final presentation (Harmer, 2001).

1.7.2. Communication Games

In this kind of games, the teacher uses some activities such as information gap activity to encourage his/her students to communicate orally. The teacher may rely on television and radio games which are important in developing students' speaking abilities.

According (Harmer, 2001, p. 56), "the student has to talk to another student to solve puzzle, to draw a picture, or to find similarities and differences between pictures". For instance, the teacher asks his/her students to form groups and he/she provides them with different pictures on the board, then the students have to interact to find either similarities or differences between those pictures. After that, each group discusses his findings with the other group under the guidance of their teacher.

Information gap activities are used where two speakers have different parts of information that make a whole image when relating them one part to another. This activity requires the students' ability to fill gaps when there is a missing of information and also the student's vocabulary and information in order to exchange it with other student because in most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during a classroom oral course (Harmer, 1998).

1.7.3. Prepared Talk

Prepared talk is one of the most popular activities used in EFL classes. The teacher in this task asks his/her students to present something orally. He/she gives them the chance to select the topic they care about, but students should present their works only from notes-taking (Harmer, 2001).

1.7.4. Discussion

In addition to the previous activities, discussion is another task that encourages critical thinking and gives learners the chance to talk about the topic they are interested in. The teacher may describe to his/her students an event or a situation that consists of a problem and asks them to solve it by suggesting a solution. Through discussion, learners can give their opinions, exchange ideas and solve problems.

Discussion is the best way to evaluate learners' proficiency in the target language. It would be better if the teacher decides about the topic with his/her students in the session before the actual debate to give them the chance to learn more about the topic (Harmer, 2001). In this sense, (Littlewood, 1981, p. 47) states, "It [discussion] provides learners with opportunities to express their own personality and experience through the foreign language". This means that discussion is regarded as a real language experience where students use their abilities in order to deal with such speaking activity.

1.7.5. Role Play

In the role-play, the teacher asks his/her students to play different roles in different situations. According to (Byrne, 1986), this activity encourages students to talk in real life and to act different roles as well as to experience different situations. For example, the student will imagine himself that he is a father or a singer then he will play the role. In the same context, (Boyles, 2012, p. 27) adds, "role play requires learners to put themselves in someone else' shoes or stay in their own shoes" .

1.7.6 Simulation

Simulation is an important part in the language practice in communicative language teaching. It gives learners the chance to communicate in real life events. Simulation differs from role play in the sense that role play is a kind of play acting. For example, you try to put yourself in the place of another person while in simulation you try to be that person. So, simulation consists of roles, but it is more formal and complex. According to (Harmer, 2001), for simulation to take place it must have the following characteristics:

- **Reality of function:** the students are supposed to act as real participants in the play.
- **A simulated environment:** the teacher says that the classroom is an airport check in, for example.
- **Structure:** students must be given the necessary information and knowledge about what they will perform in order to accomplish the simulation effectively.

1.7.7. Problem Solving

In this activity, the teacher asks his/her students to form groups then he/she will describe an event, an issue or a situation that consists of a problem. Students are then asked to gather information to suggest solutions in order to solve problems. (Baker & Gaut, 2002) argued that in a problem solving activity, students may use their previous knowledge to discover what they do not know. To them, this activity is based on three basic skills: seeking data about the problem, providing solutions to it, and finally deciding which solution is appropriate. This activity is very important in teaching because it enhances student's critical thinking.

1.7.8. Jig-saw Reading

According to (Dakowska, 2005, p. 108), "jig-saw reading is an information gap activity in which students read text segments in groups and retell the others the content of their reading so that the class can reconstruct the whole". Reading is an important step to improve learners speaking ability. It helps them to correct their spelling mistakes as well as acquire new vocabulary.

1.7.9. Dialogue

(Thornbury, 2005, p. 72) declares, "practicing dialogues has a long history in language teaching- not surprisingly, since language is essentially dialogic in its use, and any grammar structure or lexical area can be worked into dialogue" . Thus, dialogue is an important part in language teaching since it gives EFL learners the chance to practise speech, pronunciation, intonation and stress. This activity also helps students to gain self confidence and encourages their critical thinking.

Conclusion

Learning how to speak a language is an enjoyable yet difficult task. Speaking has been defined by many authors as a complex process that is used by the students to express themselves. This chapter shed light on the main points related to speaking skill such as definitions as well as elements of speaking. In addition, this first chapter has classified the basic speaking types according to their functions in addition to its characteristics and importance. Furthermore, in this chapter, we have mentioned some speaking difficulties that FL learners may encounter and the main speaking tasks that students do during the process of learning. Teaching the speaking skill is so difficult for many EFL teachers due to many reasons like students' lack of interest in the subject, poor listening and their fear of making errors. That is why teachers' challenge for designing the appropriate activities is increased. These activities should consider both characteristics of speaking, fluency and accuracy, in order to improve students' speaking ability. To conclude, speaking can be described as the students' profile through which their language development can be judged and thus evaluated in terms of learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching in addition to other skills. In general, speaking functions as a vehicle that language learners depend on to achieve their learning outcomes.

Chapter Two: Classroom Interaction

Introduction

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Conclusion

Introduction

Teaching English as a foreign language encompasses basic elements such as classroom interaction which plays a major role in the whole learning process. Classroom interaction is considered as a way that, accordingly, the learners appear actively into the educational process and bring liveliness to the classroom. Interaction is the heart of current theories of communicative competence because it gives rise of speaking skills. Moreover, interaction is to put language in use in the classroom.

Classroom interaction involves far more than students' ability to speak and express themselves. It encompasses any type of classroom participation occurring in the classroom such as teacher-student, student-student, group discussions and any other type of classroom participation. Successful interaction is the one which helps and leads the language learner to acquire accuracy, fluency, and appropriateness. In addition, interaction develops students' ability to engage socially outside of the classroom. Interaction can also help teachers to measure student progress and development; thus, it becomes a necessity in EFL classroom.

Therefore, the core of this chapter revolves around interaction in the education scope. First, it deals with the definitions of classroom interaction that are given by different scholars and it attempts to show the importance and the role of interaction in EFL setting. Next, it discusses the types of classroom interaction. Then, it tries to reveal aspects of classroom interaction. In addition, the interaction patterns and techniques are included in this chapter. Besides, factors affecting classroom interaction followed by the teachers' roles and responsibilities as well as management of Interaction in the classroom. Finally, this theoretical part mentions the role of classroom interaction in improving students' speaking skills.

2.1. Definition of Classroom Interaction

Teaching English as a foreign language includes classroom interaction which plays a major part in the whole teaching-learning process. Classroom interaction consists of two

parts which are *classroom* and *interaction*, and defining the actual concept implies defining each term separately.

The term “classroom” is seen as the first basic learning place that gives teachers and students chances to practice the foreign language uninterrupted by outside distractions. On the other hand, various definitions are given to the term “Interaction”. For instance The (Cambridge international dictionary of English, 2000) defines, “the verb ‘to interact’ as ‘to communicate’ with or react to (each other)” While, the noun “interaction” is defined by Oxford Online Dictionary as “reciprocal action or influence”.

The concept of interaction is defined by different scholars and researchers, too. According to (Hadfield & Hadfield, 2008), the word interaction involves more than just putting a message together; it is also responding to other people in order to facilitate communication among them. In this sense (Nunan, 1991, p. 51) states, “learning to speak in a second or a foreign language will be facilitated when learners actively engaged with attempting to communicate”. It means that interaction is a response to what others say, making conversation, and exchanging ideas and so on. Moreover, (Celce-Murcia, 1989, p. 25) cited in (Saifi, 2015) argues that interaction is a system of exchanging information. In another context, (Ellis, 1999, p. 1) defines interaction as “The social behavior that occurs when one person communicates with another”. (Ellis, 1999) sees interaction from a social perspective by describing it as a “social behavior” when having a conversation with others. This implies that the term interaction according to him is more about behavior than action.

In the same line of thought, (Wagner, 1994, p. 8) considers the concept of interaction as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” .Thus, the concept of interaction is seen as an action that needs two sides affecting each other. It is a mutual exchange of ideas, opinions, and information between learners or with their teacher during the lesson. The concept of interaction has a significant importance in the classroom, too; it is a necessary element in the process of learning and teaching. (Allwright & Bailey, 1991) stated that interaction is something people can do together; i.e., collectively. Obviously, in the classroom, it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on.

However, none of this can change the fact that classroom interaction focuses on the learners' cooperation. In addition to the previous definitions of interaction, (Ellis, 1997, p. 173) defines it as “the fundamental fact of pedagogy’ and that “successful pedagogy involves the successful management of classroom interaction”. Therefore, interaction is a vital element in language learning and teaching and successful management of classroom interaction can be considered as the primary tool by which learners can accomplish their goals in the process of language learning. (Brown, 2001, p. 165) relates interaction to oral performance, saying “interaction is, in fact, the heart of communication: it is what communication is all about”. Interaction has a similar meaning in the classroom context. (Kalantari, 2009) defines it as interaction between teacher and learners in the classroom. Accordingly, interaction is the heart of communication.

2.2. Types of Classroom Interaction

In foreign language classrooms, interaction plays a crucial role in developing students' language, and it determines what learning opportunities they may get. Classroom interaction occurs either between the teacher and the students or between the students themselves, individually or in a group according to the communicative situation.

There are different types of classroom interaction that can help teacher as well the student. (Thurmond, 2004, p. 24) refers to interaction as :

The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment.

From this quote, we understand that there are four types of interaction: student-course content interaction, student-student interaction, student-teacher interaction and student-technology interaction. However, narrowly and accurately speaking, (Angelo, 1993) mentions that all types of interaction can be classified in two types which are teacher-student interaction and student- student interaction.

In general, classroom interaction is known with two main types: student-student interaction, and student-teacher interaction. We shall focus in this research work only on these two main types.

2.2.1. Teacher - Student Interaction

Teacher-learner interaction affects learners' development, achievement, and performance. According to (Harmer, 1998), the way that the teacher uses to interact with his students is considered as an important skill in the classroom where they share one language. Teacher-student interaction is one of the most powerful elements within the learning environment. It takes place in the classroom between the teacher and students. It can be teacher-student's or teacher- students' interaction.

This type of interaction occurs when the teacher asks questions to learners and learners answer these questions and vice versa; or when the teacher participates in learning activities. Such interaction takes place also between the teacher and the class and/or small groups in the class and/or individuals (Dagarin, 2004). The teacher can play the role of controller or leader by choosing the type and the process of the activity. The primary function of teacher-students' interaction is controlled practicing of certain language structures or vocabulary. In this type of interaction students have to repeat structures after the teacher. It is called 'drill activity'. In this type, the classroom is dominated by the teacher; the teacher's central role is to dominate in terms of the talking time and of the running of the process. The teacher controls the topic for classroom talk and determines when to start and stop talking in the classroom (Cazden, 1988).

The students' role, however, is limited to providing answers and receiving commands. In this case, the class teacher is the sender and the students are receivers. Teachers' class domination is not accepted by all researchers. (Kundu., 1993) states, "Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive." (p.13). In the same line of thoughts, (Brown, 2001, p. 99) recommends, "Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk". The

traditional way of teaching, the teacher only sits or stands behind a desk, and spends a large amount of time giving lectures and directions whereas students' role is sitting, listening and taking notes passively. The teachers are required to negotiate with their students the content of the course, ask questions, use students' ideas, lectures, give directions, criticize or justify student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

According to (Harmer, 2009), teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand; i.e., teachers should provide an output that is comprehensible for the level of all the students. Secondly, teachers must think about what they will speak to their students; hence, the teacher speech is as a resource for learners. Finally, teachers have to identify the ways in which they will speak such as the voice, tone and intonation.

However, recent approaches to language teaching focus on communicative activities. It is believed that students' involvement with teaching process promoted their achievements in learning the target language makes them comfortable, self-confident and highly motivated. (Scrivener, 2005, p. 85) made the following diagram to show how teacher-students' interaction happens in this type.

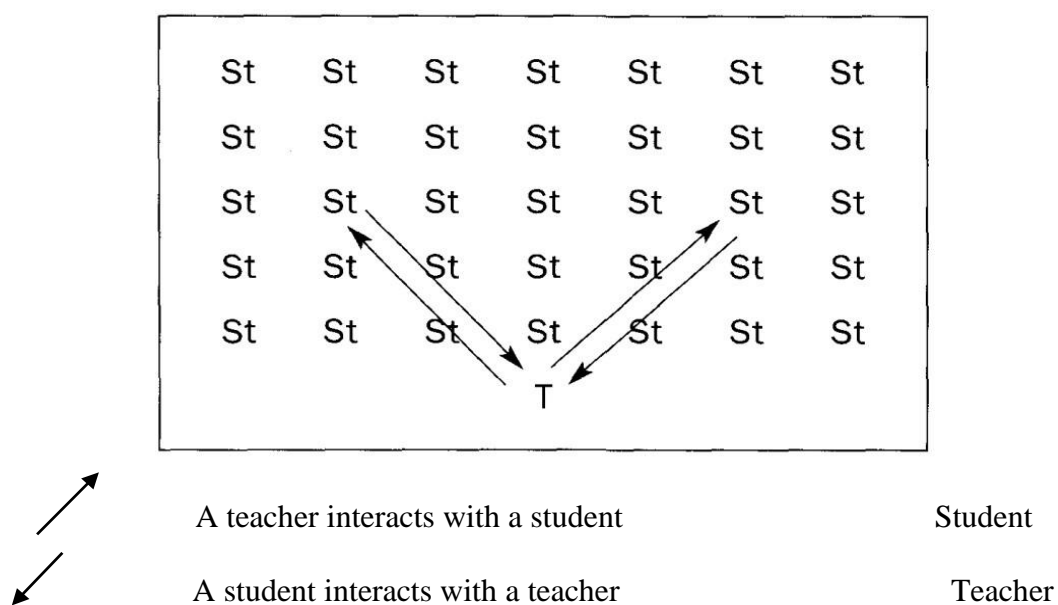


Diagram 2.1. Interaction between the Teacher and Students (Scrivener, 2005, p. 85)

(Scrivener, 2005) argues that although students learn a lot of things from their teachers and grasp many ideas when they listen to them, the teachers' talk should not dominate the class. Teacher-learner interaction usually follows the sequence of the Initiation - Response - Feedback (IRF), where the teacher initiates the interaction by asking a question and then closes the exchange by giving direct feedback. Here is an example of this structure in the classroom.

“T” Teacher Initiation: What is your favorite subject?

“R” Student Response: My favorite subject is biology.

“F” Teacher Feedback: Excellent.

The teacher closes the interaction by providing feedback. It is possible to extend the interaction by asking “why”, but the interaction will still not be of significantly increased duration.

2.2.2. Student-Student Interaction

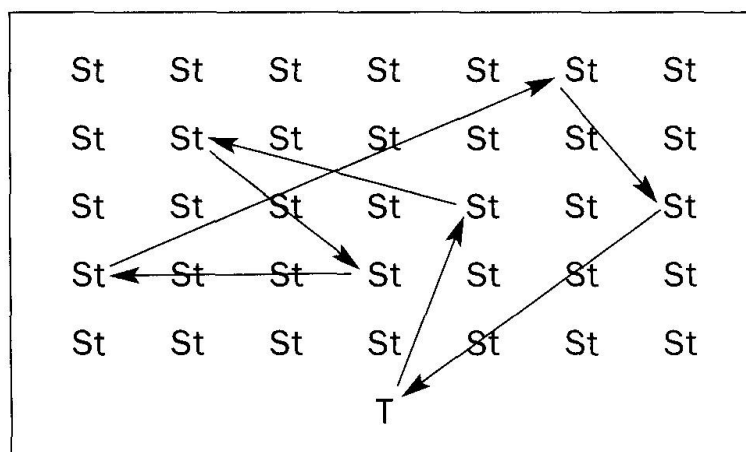
The second structure of interaction is student-student interaction that occurs among learners and it gives freedom to talk with each other. It can occur either in groups, called *student-student interaction* or in pairs called *peer interaction* for the sake of giving students opportunities to speak and practice speaking skill in the classroom in order to receive feedback in the target language through correcting each other's errors or asking questions to each other when working in groups. (Mackey, 2007).

Learners interact together and the teacher's role is to monitor and guide students towards more organized progress in interaction. Therefore, the teacher can take the role of a consultant or adviser. Moreover, this structure allows students to have equal opportunities to produce increased output with their peers. The teacher's primary concern at this stage is to maintain all interaction in the target language and prevent students from reverting to L1.

A considerable amount of research has been conducted regarding the use and limitation of L1 in English classrooms and how to minimize or prevent its use in class.

Furthermore, this structure encourages the development of a more social class atmosphere. This student-centered structure also allows students to feel more comfortable and increases their willingness to talk more with their peers. This structure increases students' talk time and all members of the class add to the interaction according to the limits of their language proficiency (Harmer, 2009).

(Scrivener, 2005, p. 86) proposed a diagram for student-student classroom interaction to show how it takes place in the classroom setting either from student to student or from students to students. The diagram below indicates the interchange of the learning process where they share information and gets feedback shown in the following figure:



Learners Key:



Diagram2.2 3: Interaction among Students (Scrivener, 2005, p. 86)

(Naegle, 2002) encourages this type because it is beneficial for leaning and makes learners active and motivated. Generally, the good management and proper arrangement of student- student interaction can give rise of student's educational achievement, cognitive development, and emerging social competencies. It can encourage informal learning styles, promote positive attitudes towards learning and enhance student's abilities to work collaboratively.

Clearly, student-student interaction is a major part of classroom communication that should not be underestimated or overlooked. In brief, student-student interaction

provides students with opportunities to work in a comfortable atmosphere, in less control and in a natural way. So, student-student interaction facilitates the language learning process and leads to an effective communication.

2.3. Aspects of Classroom Interaction

Classroom interaction contains two important aspects that lead to the success of language learning. These aspects are negotiation of meaning and feedback. According to (Yu, 2008, p. 28) in the Asian Social Science, in classroom interaction, both teachers and students can create learning opportunities which motivate the student's interest and potential to communicate with others. For (Allwright, 1984, p. 42), "the learner who negotiated the input achieved higher vocabulary acquisition". For him, interaction facilitates language development and learner's development. In the same line of thought, (Ellis, 1999, p. 9) argued, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output". In other words, students can learn through negotiating meaning where they can receive feedback from the interlocutor that lead to change and improve their output.

2.3.1 Negotiation of Meaning

Negotiation of meaning is considered as a focal aspect of classroom interaction and for the learners' engagement in the foreign language learning tasks because it takes place when the learner tries to make a successful interaction in the classroom and to avoid misinterpretation or misunderstanding that may influence the effectiveness of communication. So, it refers to the verbal mutual exchange that the speaker uses to reduce communication breakdowns. (elliS & bArkhuisen, 2005), negotiation of meaning is to understand what an interlocutor means if the communication is breakdown. It is part of real spoken interaction in which the learner should make his/her linguistic output more comprehensible for his/her interlocutors. (Mackey, 2007) asserts, "Through processes of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning." (p. 12-13).

(Mackey, 2007) stated that there are three important processes that can be used in enhancing the learners' interaction and motivation which help students to create an

environment of understanding and to reach the intended meaning. They are as follows: Repetition, Segmentation, and Rewording. Repetition involves repeating the students' exact speech as it is when the interlocutor does not get the exact meaning of the speaker speech. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing speech into more understandable linguistic segments with a rising or falling intonation. The last process is rewording that means rephrasing the original utterance until they reach agreement between them. (i.e. using other simple words) .

(Chaudron, 1988, p. 131), puts forward saying, "When understanding does not take place, either on the part of the learner nor on the teacher, they can ask for each other clarification by means of comprehension checks, confirmation checks, or clarification request". Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. (Gass, 1997), on the other side, sums up the value of negotiation in the following quotation saying:

The claim is not that negotiation causes learning or that there is a theory of learning based on interaction. Rather, negotiation is a facilitator of learning; it is one means but not the only means of drawing attention to areas of needed change. It is one means, by which input can become comprehensible and manageable, [and]... it is a form of negative evidence (helping) learners to recognize the inadequacy of their own rule system.(p.131–132).

(Gass, 1997) relates negotiation of meaning to the learning process, and learning through interaction can be developed through negotiation because it helps students to understand the input easily. Not far from Gass's thought, (Pica, 1994) supports the importance of interaction in language learning, and she focuses on a specific aspect of interaction which is negotiation of meaning, and she defines it as:

The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility whether repeating a message verbatim, adjusting its

syntax, changing its words, or modifying its form and meaning in a host of other ways. (p. 494)

She refers to the cause of negotiation to difficulty of comprehensibility of a message that can be deciphered and decoded through a quite linguistic modification by changing vocabulary, and structure.

In summary, according to (Pica, 1994), negotiation plays a crucial role in interaction in both meaning and in form. Negotiation of meaning facilitates comprehension and it plays a significant role in the development of language learning. Students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

2.3.2 Feedback

Feedback is considered as the second central aspect of classroom interaction that is beneficial for learning in general and learning foreign language in particular since it promotes the students' learning and achievement.

For example, (Brophy, 1981, p. 18), sees feedback as an important and essential process in language learning where classroom interaction takes place; he writes, "Feedback is an essential aspect of any language learning and it is important that students get feedback about their classroom conduct". Providing learners with effective feedback makes them able to firmly decide about rules and principles of language.

On the same subject, students in classroom interaction are very careful about their performance and are more concentrated to avoid errors in order to get a positive feedback from their teachers. (Mackey, 2007, p. 30) claims, "Through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification". Therefore, students notice their mistakes when they receive feedback from others and then they make changes to their output and adjust it. Hence, feedback is what learners receive in response to their output for the sake of enhancing it.

Many other scholars use feedback as an assessment in order to evaluate students' performance. (Harmer, 2001, p. 71) states, "the feedback encompasses not only correcting students, but also offering them an assessment of how well they have done". Teachers give feedback not solely to correct student but also to evaluate students' performance. Students can get either positive or negative feedback. It depends on their performance in the classroom; for example, 'good', 'excellent', 'well done', etc. represent positive feedback while 'This is not the best answer', 'this is a wrong answer', 'no', 'not exactly', etc. represent negative feedback.

(Ellis, 2005) states that corrective feedback is the feedback students receive from their instructor or other students whenever there is a mistake in their output. Furthermore, according to (Bower & Kawaguchi, 2011), there exist two types of corrective feedback, which are explicit corrective feedback and implicit one. Explicit corrective feedback shows directly and clearly that there is an error in the learners' speech or production. That is, teachers notify them about their mistakes immediately. For example:

S: He do his work.

T: No, you should say he does his work.

On the other hand, implicit corrective feedback does not show the error directly, but teachers push students to make changes and adjust their utterances. For example:

S: He do his work.

T: Yes, he does his work

2.4. Interaction Patterns and technique

There are several interactional patterns within the classroom framework. The presented structures are chosen according to their frequency of use in order to grasp a clearer idea about the different patterns used generally in classrooms. (Waring, 2009).

2.4.1. IRF Structure

Perhaps the most used in a classic course is the IRF structure which was developed by (Sinclair & Coulthard, 1975). It is also known as Closed-ended teacher questioning. Teacher-student interaction usually follows the sequence of the Initiation - Response -

Feedback (IRF), where the teacher asks a question that has a direct answer, and the student provides a simple and direct answer in order to obtain a response- as to whether or not the answer is acceptable. The teacher closes the interaction by providing feedback. Here is an example of this structure in the classroom.

“I” Teacher Initiation: What is your favorite subject?

“R” Student Response: My favorite subject is mathematics.

“F” Teacher Feedback: Excellent.

(Wells, 1999) asserts that teachers should encourage learners to produce communicative outputs and be engaged in communicative activities, and that consequently, teacher’s involvement should be minimized. In this sense, IRF has the potential to be used as a powerful tool in the formation of collaborative learning.

2.4.2. Individual Work

As (Johnson & Johnson, 1999)state, that the teacher gives a task and students work on them independently; the teacher walks around monitoring and assisting where necessary. The tasks can be assessed individually and the level of details can be adjusted. Each student is challenged to develop their own activities, so that teaching content used to be practiced and reinforced. It can also be provided differently difficult tasks. Disadvantages of individual work are that it can lead to isolation of individual students that they have no social-educational component and run the risk of redundancy. To avoid such problems, the teacher should be prepared with more than one task for quicker students and he/ she should be very active in supporting and controlling students' individual work. (Harmer, 2009).

2.4.3. Pair work

Pair work is considered as one of the most important, effective and functional techniques that promote classroom interaction. This activity refers to two students who use the language together in class, read a text or a passage and listen to each other, fill in the gaps of activities with the appropriate vocabulary, perform dialogues that they have written, etc. Students, in this activity, feel free and independent, but this may lead to a

noisy classroom. For this reason, teachers sometimes avoid to use pair work technique because the majority of them lose control over their students.

2.4.4. Group Work

In this pattern, students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. (Johnson & Johnson, 1999) .

2.4.5. Discussion

Discussion is a technique used to promote interaction and to develop the language teaching and learning process. Discussion is an activity among those that promote interaction between learners or with their teachers. It is also considered as “whole class interaction” as it was mentioned by (Harmer, 2001) where all students participate, interact, and discuss a particular chosen topic with each other and with their teacher as well since all participants have the opportunity to give their opinions, thought and information. Furthermore, it is used to promote students’ motivation and reduce their anxiety. (Harmer, 2001) proposed a solution for teachers that allow them to avoid such difficulties which is the buzz group, where students have a chance for quick discussions in small groups before any of them is asked to speak in public.

Discussion in foreign language classrooms fosters learners to interact, to develop their speaking fluency, and to overcome their inhibitions.

2.4.6. Simulation and Role Play

Simulation and role plays are seen as an interesting technique since they contribute in the development of students’ language proficiency. Simulation and role plays refer to the simulation of actions, activities and situations that occur in real life such as meetings. They are used to develop students’ vocabulary through the language practice. This technique motivates students since they consider it as an enjoyable and entertaining activity and creates good relationship among students that fosters cooperation and

collaboration by encouraging the oral fluency of students in specific situations where students simulate real life situation. Also teachers prefer this activity because it helps them to control their classes. Teachers, therefore, are requested to reduce their talking time in classroom interactions to give their students more opportunities to interact and make them involved in the learning process.

2.4.7. Other Classroom Interaction Patterns

Choral responses is an old technique mainly used following an audio-lingual method where The teacher gives a model, which is repeated by all the class in choral group or gives a cue, which is responded to in chorus. Another structure is student initiates-teacher answers. It is a new technique to some extent in which the students think of questions and the teacher responds, but the teacher decides who asks. Open-ended teacher questioning is when there are a number of possible right answers so that more students answer each cue. (Kramersch, 1998)

2.5. Factors Affecting Classroom Interaction

There are several factors that affect classroom interaction, and they can influence both teachers and students. It is necessary for both teachers and students to know the factors that play a fundamental role in increasing and reducing classroom interaction. The following factors are needed in classroom interaction in foreign language teaching mainly for improving English teaching in English class.

2.5.1. Teacher's Beliefs

Teachers' beliefs are considered as efficient factors in any area of education.(Shavelson, 1983), cited in (Xiaolin, 2013, p. 210)states that teachers' beliefs are used as a tool that help them recognize and interpret what goes on in their classrooms and how they will react and respond to it by guiding teachers' expectations and decisions about what happens in the classroom and acts as filters through which teachers make instructional judgments and decisions. The teachers' beliefs' development depends on their experience when they were students. In addition, when they enter to observe how another teacher imparts knowledge and instructions, the development of their beliefs increases during peer observation.

2.5.2. Teachers' Questions

Questioning plays a significant part that affects classroom interaction. Teachers' questions should provide necessary methods to communication, attract learners' attention, and learn about the extent of learners' comprehension, help learners understand puzzlement and know what is important, provide learners with opportunities to find out what they think by hearing what they say.

Certain types of questions may actually discourage interactive learning. The teacher should choose the types according to the different proficiency level of learners. The higher the English proficiency level the learners are in, the more the teacher can venture into asking referential questions. Therefore, it is unlikely for the EFL teacher to ask only either of the two questions types. However, asking a lot of questions in class will guarantee stimulation of interaction. From time to time, teachers can give students complex questions in order to challenge them but without embarrassing them. The complex questions from time to time help students to construct a good vocabulary in the foreign language (Xiaolin, 2013, p. 210),

2.5.3. Students' Different Proficiency Levels

Teachers of English generally make three basic level distinctions: beginner, intermediate and advanced. Generally, beginners are those who do not know any English and do not understand English. Intermediate suggests basic competence in speaking and writing and they can understand what they listen to and read. Finally, the advanced students are those whose level of English is competent and who speak English fluently and can read and understand everything is done in English (Xiaolin, 2013).

2.5.4. Teacher-students' Rapport

Rapport here is the relationship or connection the teacher establishes with his/her students, a relationship that is built on trust and respect and that leads to students' feeling capable, competent, and creative that builds their self-esteem. Thus, the teacher can easily praise and criticize them (Xiaolin, 2013). Rapport is an interesting concept because it creates a positive atmosphere in the classroom. Part of the rapport is created

on the delicate balance that is set between praise and criticism. Too much of either one makes it less and less effective. Genuine praise enables students to welcome criticism.

2.5.5. Anxiety

Anxiety is considered as the factor that affects most classroom interaction. (MacIntyre & Gardner 1991) cited in (Xiaolin, 2013) suggest that anxiety can be learned from previous experiences; for example, students' fear of being evaluated negatively. It implies that teachers have both the power and the responsibility to counter the development of anxiety by building self-confidence through positive early experiences, through providing reassuring feedback, and through promoting self-perception of developing proficiency.

2.5.6. Creating a Positive Classroom Climate

Establishing a positive classroom climate is the key for helping all students to achieve success. (Williams & Burden, 1997) are among those who stressed the importance of the context that surrounds learning: "We only have to reflect on our own learning in a range of ways that go far beyond the transmission of knowledge. Some of these ways would be likely to include teaching learners how to learn, boosting their confidence, motivating, displaying a general interest, enhancing self-esteem and organizing an appropriate learning environment." (p. 65).

The teacher's personality can help learners have a more positive learning experience. Hence, teachers should be aware that much of the enthusiasm they offer in their teaching is carried through their students. The teacher should create positive atmosphere for interaction starting from stating the appropriate topic and objectives for interaction. When student feel appreciated, they are more likely to be motivated to learn. Typically a teacher's enthusiasm comes from excitement about the content, confidence, and pleasure in teaching. Moreover, (Howes & Ritchie, 2002) suggested that what makes a sensitive, responsive, optimistic relationship between the teacher and the learner is by the following teacher's behaviors: teacher talk, being consistent and firm, supporting student's positive behavior and learning, validating student's experiences and feelings, and providing positive attention. This means that teachers can increase the amount of interaction by standing up and sharing some of their own human weaknesses such as the problems and mistakes they made as students or as teachers.

Positive classroom climate is very beneficial for students in the sense that it helps them develop the target language in a communicative context. Therefore, allowing some personal characteristics such as being friendly rather than an expert whose head and shoulders are above them, having a good sense of humor, being warm and having a good attitude towards one's work will easily connect learners with such teacher.

2.6. Teachers' Roles and Responsibilities

In EFL classes, teachers play a significant complex set of roles which depend on classroom speaking activities, students' level, and the purpose of the learning process to facilitate it. These various roles create a room for classroom interaction, which then will develop the learners' performance as well as the learning process. In English language teaching, the teacher has some important roles in the classroom because he is considered as the one who provides students with comprehensible input that is suitable to their levels. (Hedge, 2000, p. 26) asserts,

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the word; as controller of pronunciation; as organizer in giving instruction of the pair work, initiating it, monitoring it, and organizing feedback; as prompter while students are working together and as resource if students need help with words and structures during the pair work.

(Hedge, 2000, p. 26), in her book *Teaching and Learning in the Language Classroom*, identifies the most important roles that the teacher can play in the classroom by mentioning the teacher's ability to change his roles according to the students' needs and cannot be satisfied only with one role to create a successful teaching and learning process. In the same vein, According to (Harmer, 2001) the teacher is very crucial in motivating and creating interest in the lesson, also he can shift his role with his learner/learners; from lecturer and speaker into listener and negotiator. These roles were classified according to (Harmer, 2001, pp. 57-62), as follows:

Role	Feature
Controller	The teacher takes charge of the whole class and activities by taking the roll, telling students instructions, organizing drills, reading aloud, and manifesting the teacher-fronted approach.
Assessor	Provides students with feedback regarding their performance and grades them in distinct ways.
Corrector	Offers students correction of their linguistic errors while assessing their language learning competence.
Organizer	Organizes students to work on classroom activities.
Prompter	Prompts students so that they can proceed with learning procedure.
Resource	Acts as students' reliable resource when they encounter difficulties.
Participant	Participates in students' classroom activities.
Tutor	Works with students individually or in small groups if they undertake challenging learning programs.
Observer	Observes students' performance to offer them individual/group feedback.

Table 2. 1Teachers' Roles and Responsibilities. (Harmer, 2001, pp.57-62)

(Harmer, 2001) points out that, the teacher here should distract the students' attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the language of the learners.

2.7. Management of Interaction in the Classroom

Interaction management has at least two aspects: agenda management and turn-taking. Agenda management refers to the selection of the subject while turn-taking refers to who speaks first, when and for how long (Bygate, 1987).

2.7.1. Agenda Management

Agenda management mainly covers the members' right to select the subject, the way it will be developed, and to what extent the conversation should continue. Participants

are free to begin, direct, maintain and end a discussion without conforming to a draft and without any outside intervention. The topic to be discussed is fairly a matter of participants' needs and what is right in a given circumstance. Part of the issue in oral cooperation is ensuring coherence response in a short period of time (Bygate, 1987).

2.7.2 Turn-taking

Every conversation consists of at least two turns of talk from different speakers. When the first speaker finishes his speech, the second speaker starts. According to Allwright & (Allwright & Bailey, 1991), during a classroom interaction task, the teacher may follow two ways in getting students involved in the class activity. The first way is that the teacher may ask directly particular students to speak and this is called "direct nominating" or "personal solicit" whereas the second way is to throw the turn open to the whole class; that is called "general solicit".

Some learners prefer to respond to general solicit rather than personal one because it makes them free when talking in the classroom (Bygate, 1987) claimed, "the speaker has to be efficient at getting turn and to be good at letting another speaker have turn" (p.39). To him, effective turn-taking requires five abilities. Firstly, it requires knowing how to indicate that one wants to talk, by using suitable expressions or sounds, or even signals. For example, starting one's turn by agreeing with the previous speaker before moving on to make a different point. Secondly, it implies perceiving the right moment to get a turn because interruption at the wrong moment can be considered as unacceptable. Thirdly, it is essential to know how to use the appropriate turn structure. Fourthly, it is about the ability to recognise that others have the desire to talk. Finally, it is important to know how to let another person take turn; for example, by falling intonation. Students should get enough time to listen either to their teacher or other students in order to react in a clear way and to make the output more comprehensible (Bygate, 1987).

2.8. The Role of Classroom Interaction in Improving Students' Speaking Skills

Interaction plays a significant role in second and foreign language development. It plays an essential role in the teaching and learning process because it helps the learner to think creatively through exchanging ideas, knowledge and opinions either with the

teacher or other students. Classroom interaction also encourages learners to improve their speaking competency. Moreover, it obliges learners to deal with their lack of knowledge by repeating and clarifying.

(Hedge, 2000) states that interaction provides learners with appropriate and accurate language. It helps learners to receive input and feedback either from their teacher or other students which encourages them to improve their linguistic knowledge. According to (Hedge, 2000), interaction pushes learners to produce correct language. Furthermore, classroom interaction is of great role in the process of language learning since it gives learners the opportunity to communicate in the target language. It helps them to receive meaning from classroom events and this will depend on the relationship between the teacher and his/her students.

In the light of what has been said before, (Allwright, 1984) argued that Interaction is viewed as significant because it is argued that only through interaction can the learner decompose the TL structures and derive meaning from classroom events, interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principle), and the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners as cited in (Chaudron, 1988, p. 10) .

Since the process of learning how to interact entails the process of learning grammar, (Hatch, 1978) suggested, “one learns how to do a conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed” (p.404). So, interaction is in some way the heart of learning. In other words, interaction is important for language learning because it gives learners the chance to improve their grammatical and linguistic knowledge. Various factors are required for its development. The two following factors are considered as the most important.

Conclusion

To conclude, classroom interaction is of great importance in foreign language learning. Interaction in the EFL classroom needs all participants (students and teachers) in order to fulfill the reciprocal exchange. Teachers can use different techniques that can promote interaction in the classroom. Classroom interaction is considered as an interesting aspect in the teaching and learning process since it leads to the development of language proficiency. In addition to learning other features are crucial in any interactive discourse such as how to initiate, respond and close conversations. At the same time, it allows learners to know how they can understand and make themselves understood. Moreover, the student's participation is highly recommended for the reason of fostering classroom interaction through allowing learners to share their ideas, insights, etc. Consequently, and most importantly, interaction within EFL classes may develop the student's oral fluency with a noticeable progress. Hence, it is very important for EFL teachers to play different roles and adapt different methods and techniques in order to encourage students to improve their speaking skill.

Chapter Three: Fieldwork and Data Analysis

Introduction

The present research is about extracting teachers' and student' opinions about the effect of classroom interaction on developing the speaking skill since both participants are the main variables of this study. Their views and opinions are very crucial to confirm or disconfirm the research hypothesis stating that if teachers arise the degree of interaction in the classroom, learners will get motivated to perform better orally.

The teacher interview is intended to investigate the teachers' opinions about encouraging interaction as a pedagogical strategy to enhance learners' speaking skill. Moreover, the student' questionnaire aims at finding out whether students give importance and value to the interactions that happen inside the classroom in activating their speaking skill through participating with their classmates or teachers. In addition, this chapter represents the field of the study which investigates whether students of English division at Biskra University give importance to the classroom interaction as a pedagogical strategy to enhance their speaking skill as well as whether teachers apply the classroom interaction as a way to improve their learners' speaking ability. Also, this chapter involves the analysis of the teachers' interview and the students' questionnaire. Finally, it is concluded with the discussion of the results that are obtained from both the data gathering tools.

3.1. Review of Research Methodology

3.1.1. Research Method

a descriptive method has been adopted because it can give the facts about the situation of using classroom interaction by teachers in their oral expression courses to improve their students' speaking skills. The case of the present research involves both EFL teachers and students of Mohamad Kheider University of Biskra helps to find more reliable and valid results.

3.1.2. Population and Sampling

To check the validity of the hypothesis and gather some information which help answering some research question, the researchers dealt with EFL teachers and students to collect their feedback to feed the study.

❖ For Teachers

From about (n=57) teachers of English Language at Mouhamed Kheider University of Biskra, the researcher dealt with four (n=4) oral expression teachers who were chosen randomly.

Those teachers teach different levels.

❖ For Students

The population of this study was third year LMD students of English (Science of the Language) at Mouhamed Kheider University of Biskra, academic year 2019-2020. There are many reasons behind choosing this population is that third year students are supposed to be future teacher and deal with a lot of oral activities a practice their speaking skills in the field.

Thus, from a population of about (n=333) students, the researcher discussed with the supervisor and decided to deal with forty-one (n=41) who have been chosen according to a random volunteering technique.

3.1.3. Data Gathering Tools

This research project relies on two data collection tools: A questionnaire and an interview. One semi-structured questionnaire has been designed for a sample of third year LMD students of English at Biskra University, academic year 2019-2020. On the other hand, a semi- structured interview has been conducted with a sample of four (04) EFL teachers (mainly oral expression teachers) at Mohamed Kheider University. The analysis of the collected data would aim at determining the interactive elements that will provide the basis for the development of the speaking skill through classroom interaction.

3.2. Analysis of Results

3.2.1. Teachers' Interview

The interview is a method of collecting data that is used by a number of social sciences researchers. To describe it, one can say that it is a number of questions (open-ended, closeended, or mixture between them) that shows its type (structured, semi-

structured, or unstructured). The researcher (interviewer) asks the interviewees (teachers, experts ...) to gain data; therefore, it should be face-to-face and recorded.

The main tool that the researcher used for this study was a semi-structured interview which was administrated to EFL teachers at the University of Biskra.

3.2.1.1. Aims of Teachers' Interview

The under-investigated study interview was designed for EFL oral expression teachers at the University of Biskra. It was used to collect data (feedback) from their opinions and attitudes towards the relationship between classroom interaction, motivation and the development of oral production in EFL classes.

3.2.1.2. Administration of Teachers' Interview

The interview was designed as a semi-structured interview administered to four (n=4) teachers of oral expression module in the division of English at Biskra University.

The interview was supposed to be done face-to-face with the concerned participants; however, it was hard to determine meetings with some teachers because of their busy schedule. Later, it became impossible to meet teachers because of the sudden interruption of courses and the closure of university due to the Corona Virus pandemic. Consequently, the interview questions were sent online via email or facebook to many teachers of oral expression module in the division of English at Biskra University. Only four gave their replies.

3.2.1.3. Description of the Interview

The teachers' interview consists of thirteen (13) questions (open-ended and close ended questions) where teachers were requested to give explanation or specifications. This interview was made with four teachers of oral expression module in the division of English at Biskra University. The interviewees were first asked about their academic degree as well as their experience in teaching the oral skills (Q 1-2). Also, they were asked to evaluate their (3rd year) students' level in speaking (Q 3) and to determine their satisfaction towards their students' amount of participation in class (Q 4). Teachers were then asked about whether they give enough opportunities to their students in class so as to improve their level (Q 5). Moreover, our interviewees had to give their opinion on the

major speaking difficulties that students face during Oral Expression sessions (Q 6). Their opinion was also required to state the reasons that prevent some students to interact in class (Q 7) and if they interact with their students during the Oral Expression sessions(Q 8). Besides, this interview has dealt with the reaction towards students' lack of speaking in class providing strategies to use that help them overcome their difficulties to speak (Q 9). Also, it has dealt with the student-student interaction encouragement in class as a way to reduce the students' mistakes and the possibility to make all the learners participate in the classroom during the oral expression sessions (Q 10). Teachers were asked in (Q 11) about the type of interaction that takes the higher amount in their classes. In (Q 12), teachers had to provide definitions/description of classroom interaction and how it can be made successfully. As a final point in the interview, teachers were asked in (Q 13) to explain the need to make students interact in the classroom in order to develop their oral proficiency and reduce their speaking mistakes.

3.2.1.4. Data Analysis of Teachers' Interview

Item 1. What degree do you currently hold?

Table 3. 1 Teachers' degree

Option	Participants	Percentage
a) MA (Master/Magister)	2	50%
b) b) PHD (Doctorate)	2	50%
Total	4	100%

Most of our interviewees (4 teachers) are highly experienced since they get the PHD degree and the MA degree. This lets us consider their answers and suggestions as very reliable to our research for the reason that it helps us to collect data from teachers with different high degrees.

Item 2. How many years have you been teaching Oral Expression?

Table 3. 2 Teachers' experience in teaching Oral Expression

Option	Participants	Percentage
a) Less than five years	2	50%
b) More than five years	2	50%
Total	4	100%

Teachers' responses indicate that their EFL teaching experience in the oral expression course are different and most of them are experienced teachers, so they know how to deal with the students' classroom interaction. The results indicate that two teachers (n=2) have been teaching oral expression for less than five years whereas two other teachers (n=2) have an experience of more than five years. The variety of teachers' periods in EFL teaching at university is positive for the researcher because it guarantees that the next responses will be gathered from teachers with different experiences in teaching EFL at university level.

Item 3. How would you evaluate your (3rd year) students' level in speaking?

Table 3. 3 Teachers' evaluation of their students' level in speaking

Option	Participants	Percentage
a) Outstanding	0	0%
b) Good	1	25%
c) Average	3	75%
d) Low	0	0%
Total	4	100%

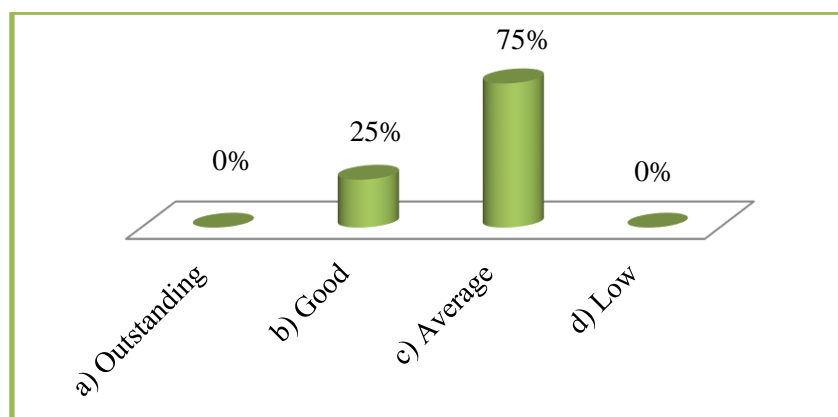


Figure 3. 1. Teachers' evaluation of their students' level in speaking

This question examines the teachers' evaluation of their students' oral proficiency. It aims at knowing whether students are able to conduct a correct conversation in English. According to Table 3.3, we notice that the majority of teachers (75%) evaluated their students' level as average while (25%) of them agreed that their students level in oral expression is good.

Item 4. Are you satisfied with your students' amount of participation in class?

Table 3. 4 Teachers' satisfaction with their students' amount of participation

Option	Participants	Percentage
a) Yes	1	25%
b) No	3	75%
Total	4	100%

This question examines teachers' satisfaction with their students' amount of participation in class. From the teachers' responses, we can deduce that the majority of participants (75%) are not satisfied with their students' amount of participation. They provided us with various justifications. According to them, many students keep silent and do not interact a lot because of their shyness, anxiety or low self- confidence to express themselves fully in English. Others may not have enough background knowledge about the topic of discussion or may be not interested/ motivated about it. They added that many students are reluctant and hesitant to participate especially in free discussions. Moreover, still students in EFL classes tend to consider the teacher

the only source of input. They face many speaking problems at various levels: shyness, demotivation, shortage within vocabulary repertoire, fear of negative feedback, etc.

However, (25%) of the sample reported their satisfaction and acknowledged that their students are positively responsive, interactional and motivated.

Item 5. Do you think you give enough opportunities to your students to speak in class so as to improve their level? Why or why not?

For this question, teachers were asked whether they consider that they give enough opportunities for their learners to interact in class. Their responses were as follow:

Teacher 1: Yes, I try to do by varying speaking activities, using different teaching strategies like peer/ group work as well as varying topics. Also, all students are encouraged to participate by providing a friendly atmosphere where mistakes and hesitations are tolerated, humor is used, cooperative work is used. The overall objective is to enhance students ' motivation so that they become more at their ease to speak in class.

Teacher 2: Yes, I try always to do because it is up to the teacher to provide students with opportunities to improve their speaking skills and learn how to communicate in a free and comfortable context so to meet authenticity.

Teacher 3 : Relatively yes.

Teacher 4: Yes. I suppose so! I often ask students to group themselves in teams and pairs to give them the chance to be involved in tasks. I also have private talks with shy students to know the reasons of their inhibition.

From the teachers' responses, we can deduce that all the teachers give opportunities to their students to speak in the classroom in order to make them more interactive in by using different speaking activities and teaching strategies in a relaxing atmosphere to motivate students because they are considered as the central part in the learning process.

Item 6. In your opinion, what are the major speaking difficulties that student face in Oral Expression course?

Table 3. 5 Students’ major speaking difficulties

Option	Participants	Percentage
a) They do not know what to say.	0	0%
b) They know what to say, but they do not know how.	1	25%
c) They know what to say and how to say it, but they cannot say it.	3	75%
d) They do not know how to use body language.	0	0%
Total	4	100%

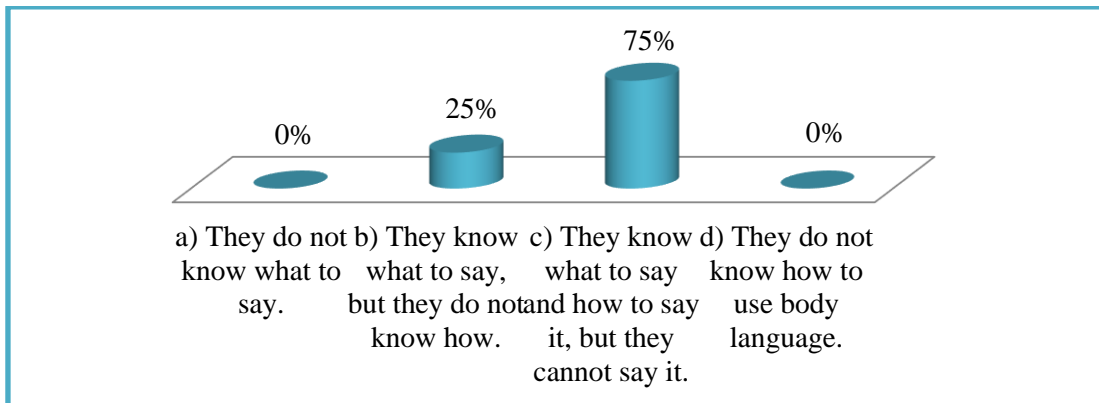


Figure 3. 2 Students’ major speaking difficulties

The table and figure show that 75% of the interviewees declared that the major students’ speaking difficulties are mainly related to the students’ inability to speak despite their knowledge of what to say and how to say it. The rest of responds (25%) acknowledged that students know what to say, but they do not know how.

In addition to the options implied in the question, the participants added other difficulties related to students’ speaking performance. For some, their students straggle with all these difficulties and their participation is up to the context or situation in addition to the subject presented for them and the activity used for the presentation. Moreover, the fear of mistakes, shyness, lack of motivation, and boredom seem to be other problems that cause learners’ inhibition.

Item 7. According to you, what can prevent some students to interact in class?

Teacher 1: Shyness- anxiety- fear to make mistakes- demotivation- low self-esteem - low self- confidence- weak background vocabulary.

Teacher 2: The teacher's feedback in terms of content and way of giving it, fear of making mistakes, peers' evaluation, lack of motivation,

Teacher 3: Fear of mistakes, shyness, lack of motivation, boredom.

Teacher 4: Psychological issues (shyness, low self-confidence and fear of peers' judgment) as well as Linguistic problems (some students lack competence and skills to Express themselves verbally (lack of vocabulary and poor grammar).

Through the above responses, teachers showed that students' linguistic and psychological problems (lack of vocabulary and poor grammar, shyness, anxiety, fear to make mistakes, negative feedback, low self-confidence and fear of peers' judgment) are the main reasons that may prevent some students to interact in class Moreover, some students seem not to be motivated as much as necessary.

Item 8. Do you interact with your students during the Oral Expression session? How would you evaluate this interaction?

Table 3. 6 Teacher-student interaction during the Oral Expression session

Option	Participants	Percentage
a) Yes	4	100%
b) No	0	0%
Total	4	100%

This question focused on one specific type of interaction which is teacher-student interaction. The aim was to know whether teachers have contact/communication with their students in class in terms of exchanging ideas, arguments, etc. All the interviewees replied that they interact with their students during the Oral Expression session. This indicates that the teachers are aware of the importance of classroom interaction in improving students speaking skills. Furthermore, their evaluated this interaction as

very helpful and fruitful and will make learners more comfortable because they are not neglected.

Item 9. How do you react towards students' lack of speaking in class? i.e. what strategies do you use to help them overcome their difficulties to speak?

Teacher 1: I use motivational strategies (e.g. Use group work to reduce anxiety-tolerate mistakes- use praise and encouragements- varying tasks and topics- letting students decide about the topics to deal with)

Teacher 2: I try to vary the activities. I base my choice on the following authenticity motivation activities that go with the learners' interest and level of language proficiency. Most importantly, I ensure a free and safe atmosphere for speaking to enable them overcome all the psychological barriers that they may encounter.

Teacher 3: No intervention, ask others to help, use body language to remind them, contribute some ideas.

Teacher 4: I often expose them to more practice with peers. I also try to find out the reasons of this issue through personal talks with them.

From the results obtained, it is clearly seen that most the participants tend to use pair work and group work activities inside classes and focus on students' motivation and encouragements by establishing a good relationship with them while other respondents focus on no-intervention strategy.

Item 10. How do you encourage student-student interaction in class? i.e. what strategies/activities do you use?

Teacher 1: Communicative oral activities- games- role plays- class discussion- story completion. These all are based on cooperative learning.

Teacher 2: Encouraging them through rewards, positive feedback, building that notion of self-esteem and confidence. Collaborative learning and let them share the task of teaching and learning.

Teacher 3: Dialogues and collective discussions- role plays- games.

Teacher 4: Teamwork, pair work, interactive activities.

For this question, another type of interaction was identified: Student- student interaction. The respondents were asked about the ways to encourage interaction

between the students in class. Findings reveal that teachers focus most on communicative oral activities based on cooperative learning to create a meaningful interaction between students. On the other hand, other teachers focus on encouraging students through rewards and positive feedback. Finally, some teachers chose group and pair works to encourage student-student interaction in class.

Item 11. What type of interaction that takes the higher amount in your class?

Table 3. 7 The type of interaction that takes the higher amount in class

Option	Participants	Percentage
a) Teacher-student interaction	2	50%
b) Student-student interaction	2	50%
Total	4	100%

This question asked teachers to select the type of interaction that takes the higher amount in their class. It aims to know whether students prefer to interact with their teacher or their classmates during class discussions. Two teachers (with a percentage of 50%) stated that their students enjoy teacher-student interaction. Students consider the teacher as the only source of knowledge in the classroom and that they benefit more when they interact with him/her. Students also feel comfortable when they discuss their ideas with their teachers. The other two teachers (50%) explained that student-student interaction is more preferable for students. Thus, Student-student interaction takes higher amount in the class. This strategy is particularly beneficial for shy students who feel afraid of asking their questions directly to the teacher, but they find it easy to do it with their classmates.

Item 12. What is your definition/description of classroom interaction? And how it can be made successfully?

Teacher 1: Class interaction refers to the communication and exchange of ideas/ thoughts/ opinions and question/ answer that happen in class between the teacher and his learners or between learners themselves. To be successful, everybody should be given the chance/opportunity to express him/herself and be listened/ considered by the rest of the class. There should be tolerance in accepting all opinions, and in making

mistakes or in giving a different point of view. Also, there should not be one type of interaction that controls all sessions; i.e., it is good to use teacher- students and student- student interaction.

Teacher 2: It is a key element in an efl class to ensure communication, the latter which is the ultimate goal of learning a foreign language. It is the swift and the easy going of sharing ideas, thought and experiences between the teacher and learners or among learners.

Teacher 3: It is successful communication that allows you to adapt to any situation

Teacher 4: Any type of active involvement and participation with peers or the teacher with an objective.

Through the answers given, the respondents view classroom interaction as a key element, and they explained this by arguing that classroom interaction plays a significant role in SLL and FLL since it helps learners to be active and involved. They added that classroom interaction refers to the communication and exchange of ideas, thoughts, opinions, etc that happen in class between the teacher and his learners or between learners themselves to express freely their opinions and to share others' ideas and views.

Item 13. As an Oral Expression teacher, do you think that asking students to interact in the classroom will help them develop their oral proficiency and reduce their speaking mistakes?

Table 3. 8 Teachers' attitude about the role of interaction in developing students' oral proficiency and reduce their speaking mistakes

Option	Participants	Percentage
a) Yes	3	75%
b) No	1	25%
Total	4	100%

According to Table 3.28, we notice that the majority of teachers (75%) agreed about the fact that asking students to interact in the classroom will help them develop their oral proficiency and reduce their speaking mistakes. They explained that interacting makes students use the language orally and express themselves in English

and learn how to communicate in different situations by gaining motivation and confidence. Moreover, teachers consider interaction practice in itself: Through interaction, students can learn how to ask questions, answer, argue, persuade, suggest, agree, disagree, use specific vocabulary, and discuss their opinions about different topics.

Only one teacher showed his/her disagreement and considered that interaction does not necessarily develop learners' speaking and reduce their mistakes. He/she sees that making less mistakes is only a matter of willingness and practice. He/she added that pushing students to interact/speak in class can expose students to pressure and lead to more anxiety and thus more mistakes.

3.2.1.5. Interpretation and discussion of results

The obtained results from the teachers' interview revealed that the oral expression teachers at Biskra University consider classroom interaction as an appropriate way for developing EFL students' speaking skill since it gives more attention to their practice of their speaking skill inside the classroom. The other results are interpreted in the following points:

- Teachers have different perceptions of their students' oral proficiency. The majority of teachers (75%) evaluated their students' level as average. This leads us to say that a great amount of students are not yet able to conduct a correct conversation and they need more practice in order to improve their speaking skill.
- The majority of the teachers (75%) are not satisfied with their students' amount of participation in class.
- Teachers affirmed to give opportunities to their students to speak in the classroom in order to make them more interactive. They rely on different speaking activities and teaching strategies all in a friendly atmosphere to motivate their students. This indicates that teachers really want their students to be involved in the teaching-learning process including classroom interaction since it affects their speaking ability. Teachers' awareness about the importance of classroom interaction and their responsibilities to promote it was clearly detected.

- 75% of interviewees related their students' speaking difficulties to their inability to speak despite their knowledge of what to say and how to say it. This indicates that students are not motivated to speak and to interact.
- Teachers identified students' linguistic and psychological problems to be the main reasons that prevent them to interact in class.
- All teachers asserted that they always give their students the chance to interact in the classroom. Here again, this shows their awareness about the benefits of class interaction in promoting learners' oral performance.
- Most the participants tend to use pair work and group work such as communicative oral activities to promote cooperative learning so as to enhance students' motivation and to create a meaningful interaction between students.
- Asking students to interact in the classroom will help them develop their oral proficiency and reduce their speaking mistakes under the condition of not exposing them to pressure.
- Classroom interaction has been judged by teachers as very beneficial in improving students' speaking skill since it gives them the chance to interact in real communication settings.

To sum up, the analysis of the teachers' interview revealed much information about teachers' perspectives towards the role of classroom interaction and its importance in enhancing students' speaking skill level since making students speak and interact in the classroom is considered the main objective of any oral expression teacher. So, the results showed that teachers are aware of the importance of classroom interaction as an educational strategy to improve learners' oral skill by raising students' motivation.

3.2.2. Students' Questionnaire

3.2.2.1. Aims of students' questionnaire

The students' questionnaire aims at finding out whether the learners give importance and value to interaction that happen inside the classroom in activating their speaking skill through participating with their classmates or teachers . Second, it also attempts to investigate the importance of both types of interaction (student- student interaction,

and teacher-student interaction) in activating the student's motivation to performe better orally with more fluency.

3.2.2.2. Administration of students' questionnaire

The questionnaire had been administered to EFL students in the division of English at Mohamed Kheider University of Biskra. It had been published on May 2nd, 2020 in the NET using facebook and messenger software applications to contact the target sample which consists of (41) students.

3.2.2.3. Description of students' questionnaire

The questionnaire consists of twenty-two (22) questions arranged in a logical order. They are either closed questions requiring from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices. There are also open-ended questions requiring from respondents to give their own answers and justify them. The questions are basically split into three main sections which cover the variables selected and each particular aspect of the present conducted research.

Section one: The Student's Profile (Q1-Q3)

The first section of the questionnaire looks for general information about the participants. Students were asked to specify their gender (Q1) then to indicate their evaluation of their level in English (Q2). In the last question (Q3), they were asked to identify the reasons behind their choice of having courses in English at university.

Section two: Speaking skills (Q4 - Q12)

This section investigates issues in the skill of speaking among EFL students. At first, the respondents in (Q 04) were requested to pick the most significant skill that they need to improve the most. In question (Q 05), they were asked about whether they like to speak English or not. In (Q 6), students were asked about how they find speaking in English. Next, in (Q 07), the respondents had to enumerate the difficulties they face in the oral expression sessions and to explain their cause in (Q 08). After that, in (Q 09) respondents had to tell how these difficulties (in case they have) prevent them from participating/ interacting in class. Later, in (Q 10), the respondents were asked to name the most implemented oral activities by their teachers in the classroom and to designate which one they think is more helpful to improve their speaking (Q

11). In the last question of this section (Q12), students were asked about which teaching technique they prefer to work with.

Section three: Classroom Interaction (Q13 – Q22)

The first question of this section (Q13) deals with the nature of the relationship that exists between the teacher and the student. The next question (Q14) seeks information about how often students interact with the teacher inside the classroom. Then question (Q15) deals with the nature of the relationship that exists between students in class. In (Q16), the respondents were requested to evaluate the frequency of the opportunity given by their teachers to interact with their classmates inside the classroom and whether this interaction is spontaneous and voluntary or obligated (Q17). Question (Q18) aims to know who does most of the talk during oral expression sessions. In question (Q19), students were asked about their preferred type of interaction in class as well as to identify the main reasons of their reluctance to interact with the teacher or their mates in the classroom (Q 20). Later, in (Q 21) the respondents were asked to give their opinion about the way interaction can be improved by their teacher in class. The last question (22) seeks to know students' opinion about the role of interaction in improving their oral performance.

3.2.2.4. Analysis of the Students' Questionnaire

Section One: The Students' Profile

Item 1. Specify your gender.

Table 3. 9 Students' gender distribution

Gender	Respondents	Percentage
a. Male	20	49%
b. Female	21	51%
Total	41	100%

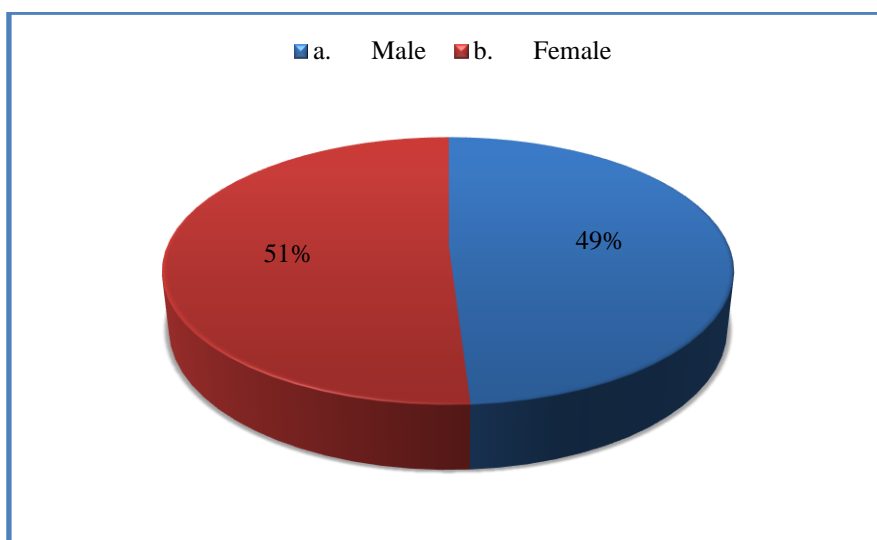


Figure 3. 3 Students' gender distribution

The results obtained show that the sample consists of 51% females and 49% males. The difference in gender may have an impact on some of the participants' responses such as those concerning the difficulties in speaking or the preferred type of interaction.

Item 2.How do you consider your level in English?

Table 3. 10: Students' evaluation of their level in English

Option	Respondents	Percentage
a. Very good	9	22%
b. Good	23	56%
c. Average	9	22%
d. Weak	0	0%
Total	41	100%

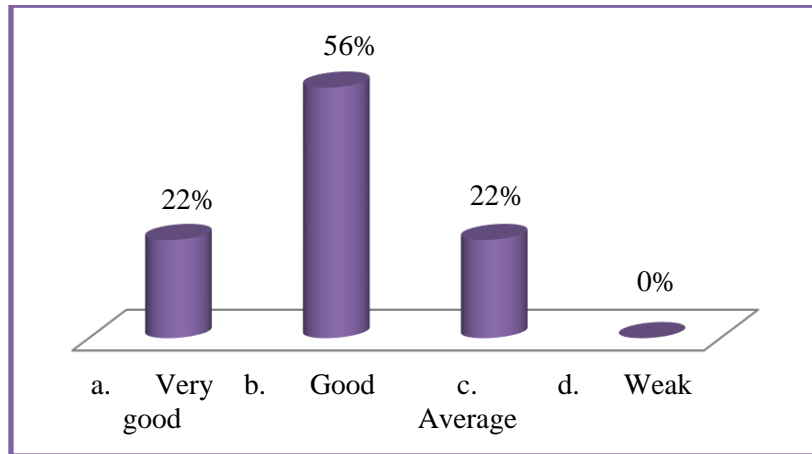


Figure 3. 4 :Students' level in English

The data displayed in the table and figure above show that the majority of respondents (56%) consider having a good level in English while 22% evaluated their level as very good. Moreover, 22% of the sample sees their English proficiency level as average and none believe to have a weak level.

The above proportions indicate that there are mixed abilities in the classroom and these learners share certain speaking difficulties that were the first lead behind the willingness to learn English.

In fact, this question aims mainly at determining students' motivation, interest as well as self-confidence to learn English. These factors have proved to impact on learners' involvement, interaction and progress in learning the target language. For example, a student who considers having a very good or good level tends to be highly motivated and confident. This, consequently, will impact positively on his/her participation/interaction, engagement and achievements comparing to someone who sees himself as a weak learner.

Item 3. Was your choice to study English at university personal or imposed?

Table 3. 11 Students' choice of studying English at university

Option	Respondents	Percentage
a. Personal	38	93%
b. Imposed	3	7%
Total	41	100%

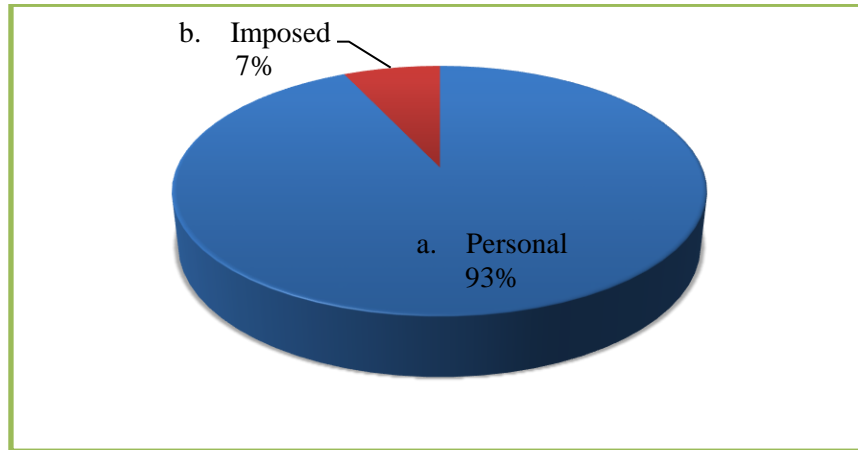


Figure 3. 5 : The choice of studying English at university

This question sought to know students' choice to study English as a branch at university. Here again, the aim is to determine their motivation which is a crucial factor influencing students' interaction in class.

The results obtained show that the majority of respondents (93%) claimed that studying English was their first choice while (07%) of the subjects declared that English was imposed on them.

Section Two: Speaking Skill

Item 4. Which of the following language learning skills you wish to master and need to develop most?

Table 3.12 Language learning skills students' wish to master and need to develop

Option	Respondents	Percentage
a. Listening	3	7%
b. Speaking	11	27%
c. Reading	1	2%
d. Writing	9	22%
e. Understanding	2	5%
f. All of them	3	7%
g. More than one choice	12	30%
Total	41	100%

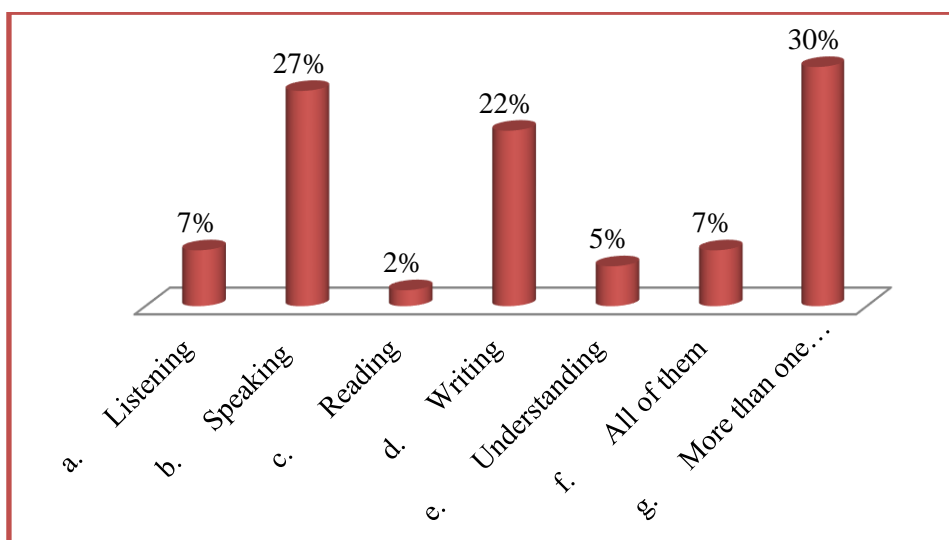


Figure 3. 6 Language learning skills students' wish to master and need to develop

From the above table, one may notice that the increased proportion is given to multiple skills with 30 % because respondents have picked more than one choice. It is clear from the graph that many students prefer to master the speaking skill (27%) while (22%) of the sample considers mastering the writing skill a priority. (07%) of the subjects, however, wish to develop their listening skill and (07%) out of the sample prefer to master all the skills. Other participants (05%) like to develop their understanding skill. The remaining percentage (02%) represents those who preferred to master the reading skill rather than the other skills.

Item 5. Do you like to speak English?

Table 3.13 Students' responses about whether they like speaking in English or not

Option	Respondents	Percentage
a. Yes	40	98%
b. No	1	2%
Total	41	100%

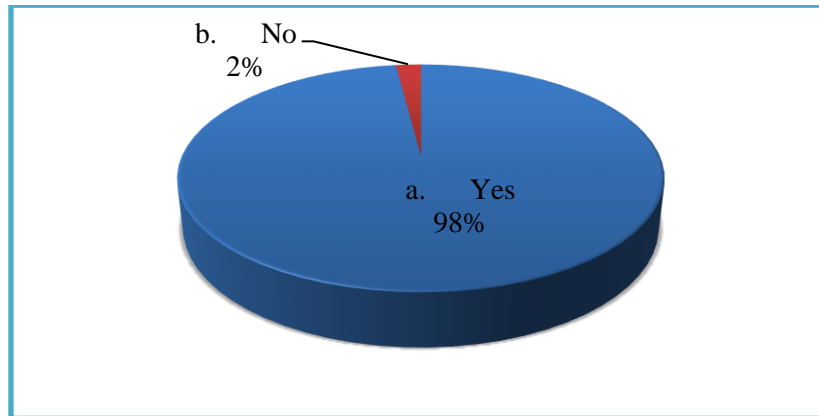


Figure 3. 7 Students’ responses about whether they like speaking in English or not

The selection of this question was for the sake of knowing whether the students like speaking in English or not. The majority of our sample (98%) declared that they like speaking the English language while (02%) confessed not to like speaking in English.

We can deduce that almost all students are motivated to use orally the target language. This would imply their involvement in the process of classroom interaction and their readiness to participate actively in oral tasks and activities.

Item 6.How do you find speaking in English?

Table 3. 14 Students’ attitude towards speaking in English

Option	Respondents	Percentage
a. Easy	29	71%
b. Very easy	4	10%
c. Difficult	8	19%
d. Very difficult	0	0%
Total	41	100%

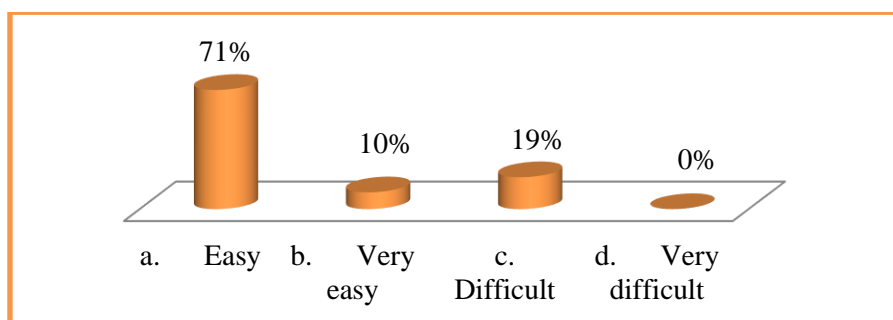


Figure 3. 8 :Students' attitude towards speaking in English

Results reveal that (71 %) of the respondents consider speaking English an easy task while (10 %) of them see very easy. These students seem to have sufficient knowledge about the nature of the language and its structure; therefore, they tend to be more self-confident about their capacities. This would, consequently, have a positive effect on their interaction and participation in class. However, for the rest of the sample (19 %), it is difficult to speak the language. This reveals that these students may have difficulties in producing the language or they lack self-confidence.

Item 7.What are the difficulties that you may face when speaking especially in the oral expression session?

Table 3. 15 :Students' difficulties when speaking especially in the oral session

Option	Respondents	Percentage
a. You do not know what to say	5	12%
b. You know what to say, but you do not know how	7	17%
c. You know what to say and how to say it, but you cannot say it	5	12%
d. You do not know how to use body language	5	12%
e. None of them	8	20%
f. More than one answer	11	27%
Total	41	100%

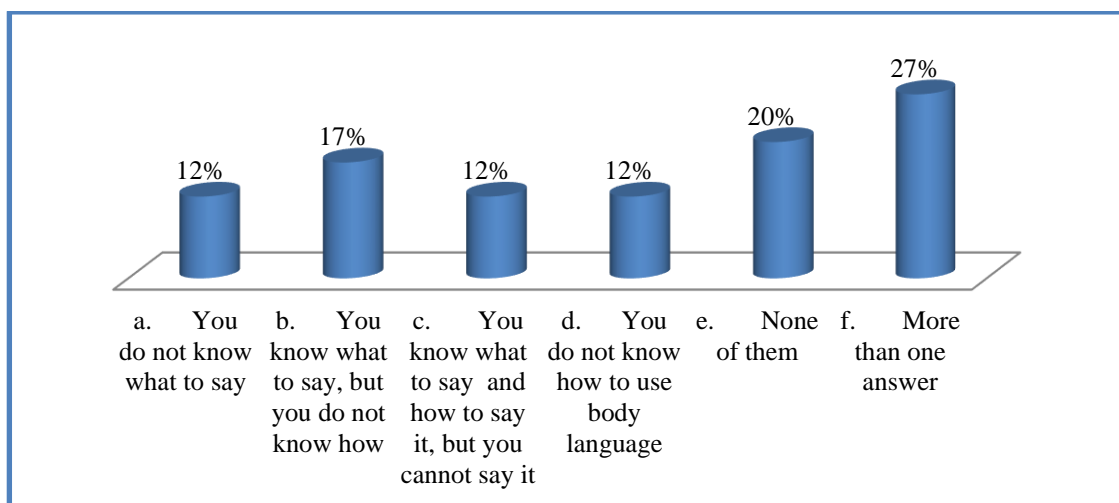


Figure 3. 9 :Students' difficulties when speaking especially in the oral session

This question would help us determine what kind of difficulties students may face when they come to express themselves orally in class.

Knowing what to say, but do not know how is the choice of a group of students representing 17%. In addition, 12% of students' problem is about not knowing what to say. Another group of 12% students revealed to possess the ideas and the proficiency but tend to keep silent because their teacher does not encourage them. On the other hand, 12% of respondents do not know how to use body language to express fully their ideas and opinions. Moreover, 27% of the students mentioned more than one answer about the difficulties when speaking in the oral session. Finally, 20% of students revealed not to face any of the difficulties mentioned in the question.

These findings show than many students face different and various difficulties to speak even if a great majority of them-in the previous question- found speaking the FL an easy job.

Item 8.What can be the cause of your difficulties to speak English in class?

Table 3. 16 :The cause of students’ difficulties to speak English in class

Option	Respondents	Percentage
a. Speaking anxiety	12	29%
b. Inhibition	1	2%
c. Lack of vocabulary	12	29%
d. Fear of making mistakes	6	15%
e. Unfamiliarity with the topic	7	17%
f. Negative attitude towards the language topic	3	7
g. All of them	0	0%
h. None of them	0	0%
Total	41	100%

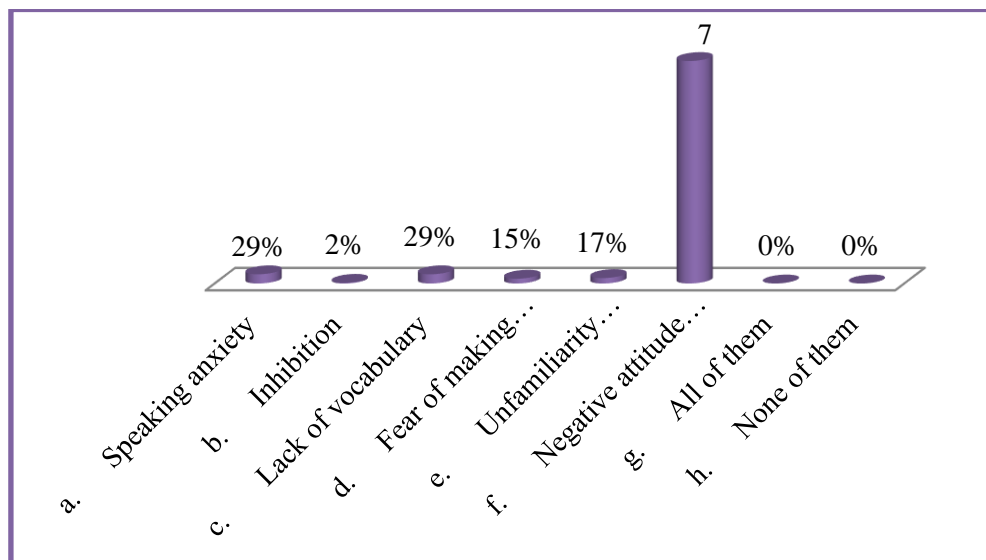


Figure 3. 10: The cause of students’ difficulties to speak English in class

After dealing with students difficulties to speak in English, this question aims to identify the causes behind them. The table and figure show that our participants chose the

lack of vocabulary (29%) and Speaking anxiety (29%) as the two biggest problems that they can face in oral expression. For (17%), however, the unfamiliarity with the topic resulted in their reluctance to participate. The fourth cause was the fear of making mistakes, selected by (15%) of the sample. In addition, (07%) of participants revealed to have a negative attitude towards the language topic; thus they tend not to interact in class and give their opinions. Finally, (02%) of students referred to inhibition as the main source of their difficulty to speak the target language.

In addition to the previously mentioned causes, many respondents added other points. For example, they see that the lack of practice, bad pronunciation, lack of time are some causes that affect negatively their willingness to speak in class. Furthermore, students referred to their classmates' negative comments and their lack of interest towards their peer's intervention. As a result, the student loses his/her flow of ideas and stop speaking. Another student reported that his/her British accent is not sometimes understood by his/her peers; thus, the speech is ruined.

Item 9.In case you face any of these difficulties, do you think they prevent you from participating/ interacting in class?

Table 3. 17 :Students' attitude towards the effect of the difficulties

Option	Respondents	Percentage
a. Yes	23	56%
b. No	18	44%
Total	41	100%

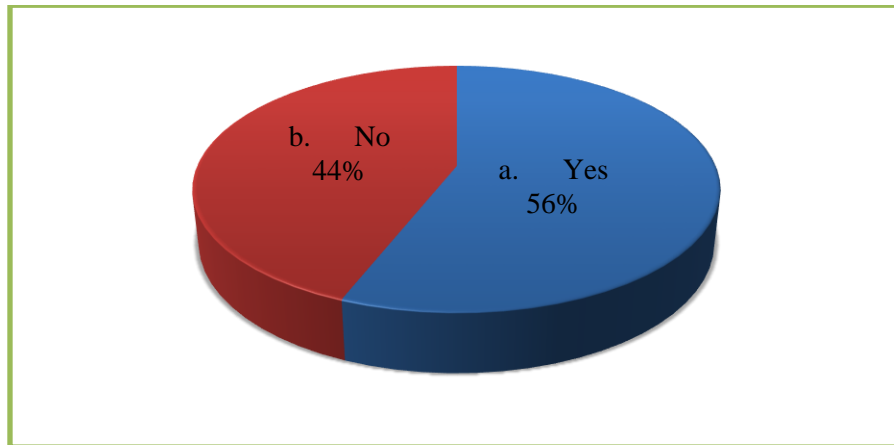


Figure 3. 11 :Students’ attitude towards the effect of the difficulties

This chart displays students’ attitude towards the effect of the encountered difficulties on participating/ interacting in class. In fact, this question came to emphasize the results obtained in the previous question about the impact of students’ difficulties to speak on their ability and willingness to interact in class.

(56%) of students think that the speaking difficulties prevent them from participating/ interacting in class whereas 44% of students had an opposite point of view revealing that these difficulties have no big effect on their participation and interaction in class.

A sub-question was then asked for those who believe that speaking difficulties affect their interaction in class. Students justified their answer in different ways. Some students feel scared, anxious, afraid or even shy and not ready to talk or to explain something even though they have a good knowledge about the topic of discussion. Others, however, lack a sufficient background about the topic. One students stated, “No answer; no marks”. Moreover, their self-confidence is affected the thing that pushes students’ to lose ideas and skills.

Some participants explained that the speaking difficulties can affect their ability during the learning process in general and their ability to communicate more particularly. They form a barrier to speaking and negatively impact learners’ performance in the classroom.

All in all, students focused more on psychological problems as the main difficulties that impact negatively on their oral performance. Obstacles like anxiety, shyness, fear,

lack of self-confidence were the most recurrent issues students referred to. They all agreed that these problems are obstacles that stand in front of their interaction with the teacher and peers.

Item 10.What kind of oral activities does your teacher implement the most in the classroom?

Table 3. 18 The Kind of activities that teachers implement the most

Option	Respondents	Percentage
a. Oral presentation	19	46%
b. Dialogue	1	2%
c. Role plays	3	7%
d. Class discussion	10	24%
e. All of them	8	20%
Total	41	100%

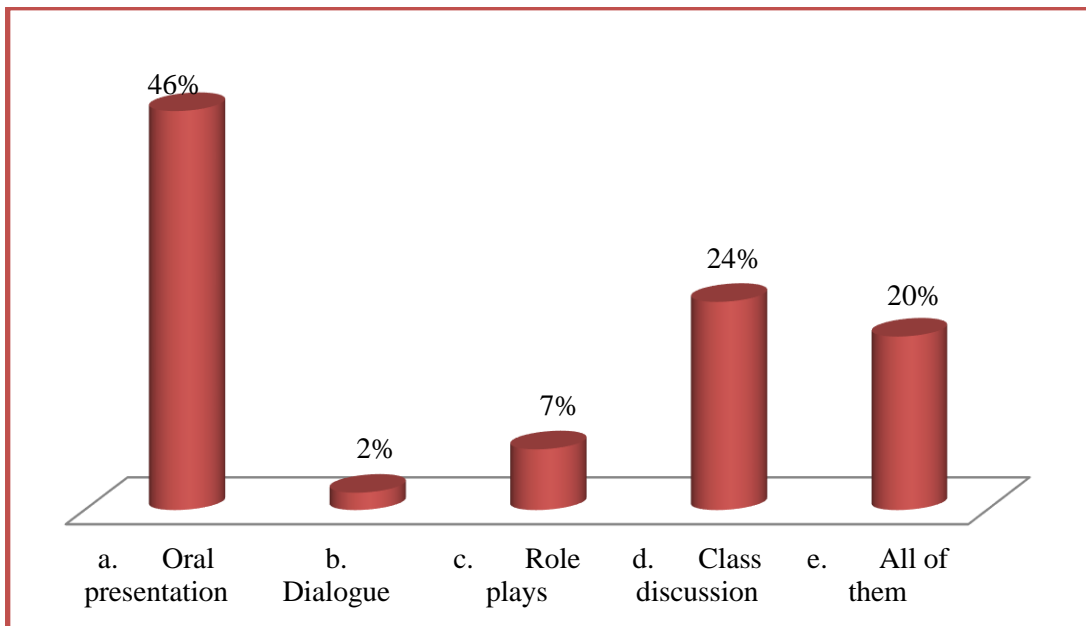


Figure 3. 12 The Kind of activities that teachers implement the most

The Figure 3.12 shows the oral activities that teachers implement the most in the classroom for oral expression sessions. Most of students (46%) said that their teachers ask them to prepare oral presentations, (24%) chose class discussion as a helpful activity

in improving the speaking skill that the teachers use to implement the most in class. Meanwhile, few students (07%) reported that simulation and role plays are very used activities in oral classes. (02%) of the sample said that their teachers use dialogues as an effective activity in oral expression sessions. Finally, (24%) of the target sample selected all the four suggested activities as the ones that their teacher implement the most in the classroom.

Item 11. Which activity (of the previous mentioned) you think is more helpful to improve your speaking skill? Please explain.

The purpose behind asking this question is to know which activity students think is more helpful to improve their speaking skill. According to students' answers, 23 prefer class discussion thinking that it is the most helpful activity to improve their speaking skills because it gives them the chance to gather and express their thoughts freely, learn from the mistakes they might make. Also, it helps them interact because it pushes them to use their English with an audience. At the same time, students can exchange ideas, perspectives, and opinions and learn new vocabulary from one another in an enjoyable way. Indeed, learners get a chance to give and take and not just recall where they basically memorize what we're going to say as in class presentations. Therefore, according to students' point of view, class discussion allows spontaneity as speaking is all about being spontaneous and not robotic.

Additionally, a number of 9 students prefer performing dialogues thinking that including them in oral classes accompanied with teacher interactions and corrections would be an effective way to develop their speaking skill. They explained that this kind of activities may reduce the nervous students as they can make a dialogue only sitting in their seats; thus, they gain more self-confidence.

Moreover, 05 students opted for oral presentation thinking that it is the most helpful activity to improve their speaking skills because it gives them the chance to express their ideas, perspectives, and opinions. It is very helpful in building self-esteem by removing stress. Furthermore, 3 students affirmed that role play activity is more helpful to improve their speaking skill because it helps them express ideas and motivates creativity which leads them to be effective speakers.

To end with, only one student chose all of the activities mentioned in the list because, in his/her opinion, one element cannot stand alone but all elements stand together as a whole. Each kind of activity is essential for the whole process and helps developing one's speaking skill in different ways and from different aspects.

Item 12. Which teaching technique from the following you prefer to work with?

Table 3. 19 Students' preferable teaching technique

Option	Respondents	Percentage
a. Individual work	16	39%
b. Pair work	13	32%
c. Group work	12	29%
Total	41	100%

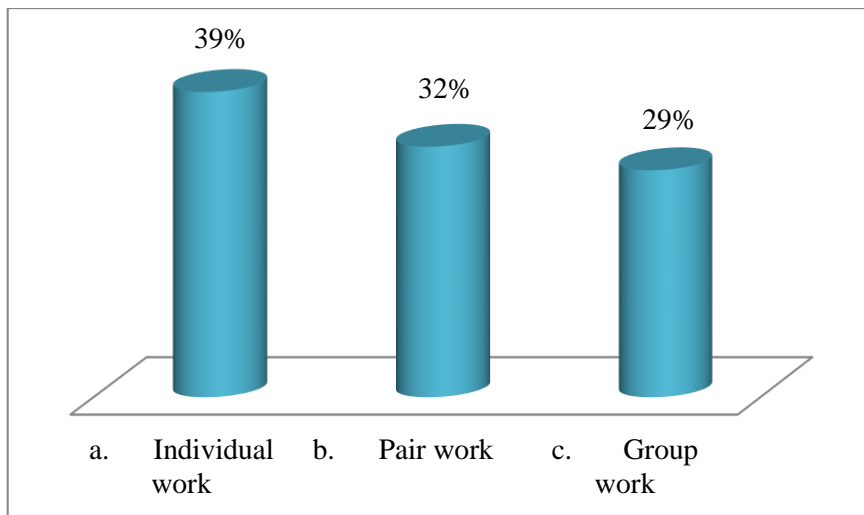


Figure 3. 13 :Students' preferable teaching technique

This question aims at investigating the nature of the learners and their interests, whether they like to work in collaboration or individually. According to the figure above, 39% of the target sample are motivated when they work individually because it is more productive than working in groups. Working with others can be a bit burdensome as they

would prefer to work differently than him. They think in peace no one disturb, judge or order them by avoiding argues with colleagues .Also, some students reply that they are not cooperative persons and doubt the others work because are not that serious as result they only depend on themselves. However, 32% of the sample like to work in pairs because they think it is less crowded , so it's unlikely to be noisy in order to focus more and share their opinion and ideas in easy way in addition to dividing the work and trying to present the idea better, moreover , some students reply that Pair work will increase Possibilities of understanding the topic and It allows more understanding and discussion and even sharing different details that one can find which another did not pay attention to. It also decreases stress and makes them feel more responsible, for the educational and evaluation of two people is related which makes them most of the time worry more and give it more attention. while 29% of the respondents prefer to work in groups justifying their choice with the importance of team work in helping them to discuss the task from many angles and different points of view and that Students in group work do their best because they feel at ease with no hesitation . likewise, group work helps students to exchange opinions and information Because team work may enhance their skills especially when spotting the light at sharing many points of view and which is represented in exchanging ideas and thoughts. In sum, students like to engage in group interaction .

Section Three: Classroom Interaction

Item 13.How can you describe your relationship with your (oral expression) teacher in class?

Table 3. 20 : Students’ description of the relationship with their oral expression teacher

Option	Respondents	Percentage
a. Good	18	44%
b. Bad	1	2%
c. Needs improvement	14	34%
d. No relation	8	20%
Total	41	100%

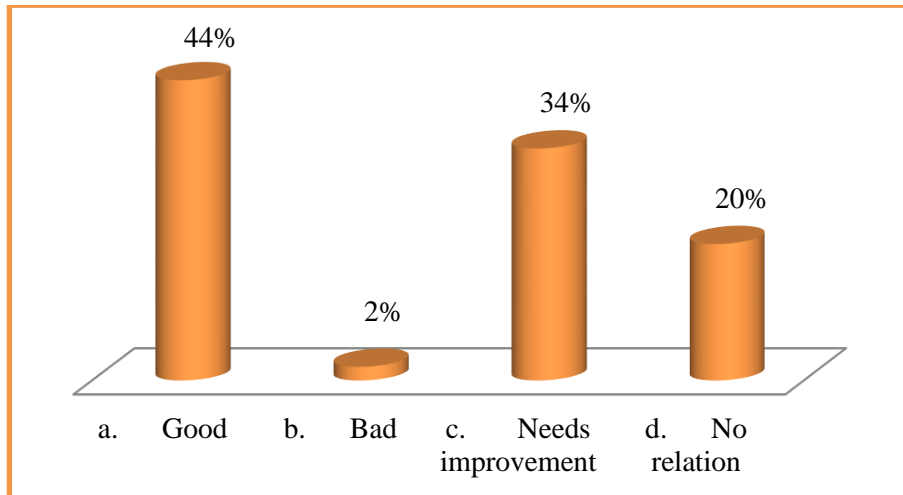


Figure 3. 14 Students’ description of the relationship with their oral expression teacher

The relationship between a teacher and his/her students plays a significant role in shaping the learning environment, and it gives students the voluntary to do their best and making their efforts which is much important in the interaction process. For this reason, this question was asked to students. So, the result obtained from this figure exposes that 44% of the participants proclaimed that there is a good relationship between them and their teacher. Furthermore, 34% of students stated that the relationship between them and their teacher needs improvement whereas 20% answered that no relationship exists between them and their teachers. However, 02% said that a bad relationship exists between them and their teacher of Oral Expression.

Item 14.How often do you interact with the teacher in class?

Table 3. 21 Frequency of teacher-student interaction in the classroom

Option	Respondents	Percentage
a. Always	14	34%
b. Sometimes	21	52%
c. Rarely	5	12%
d. Never	1	2%
Total	41	100%

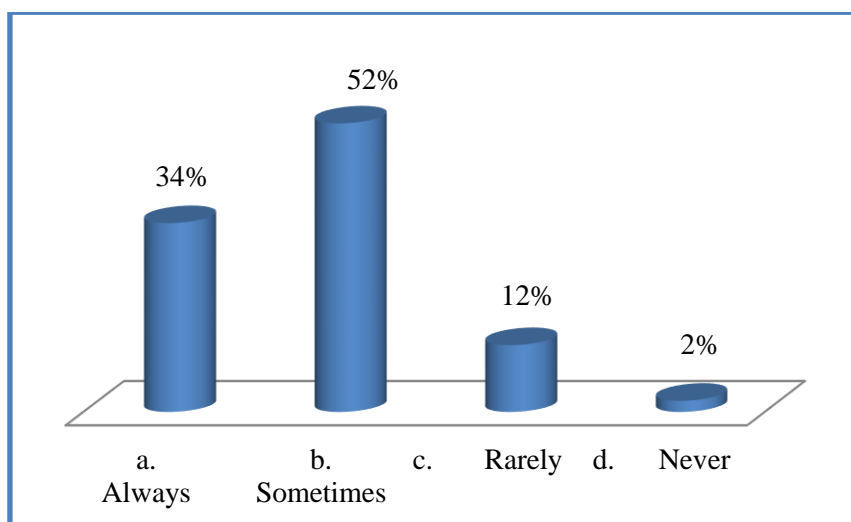


Figure 3. 15 Frequency of teacher-student interaction in the classroom

Figure 3.15 represents the students' frequency of interaction with their teachers inside oral classes using the English language. Most of the participants responses were "Sometimes" with 52%, then 34% of the participants revealed that they always interact with their teacher while 21% do it rarely. Meanwhile, 2% of the sample confessed that they never interact with their teacher in class.

These proportions reveal to a great extent that learners have the great opportunity to interact inside the classroom.

Item 15. How can you describe your relationship with your classmates in class?

Table 3. 22 : Students' relationship with their classmates

Option	Respondents	Percentage
a. Good	29	71%
b. Bad	2	5%
c. Need improvement	5	12%
d. No relation	5	12%
Total	41	100%

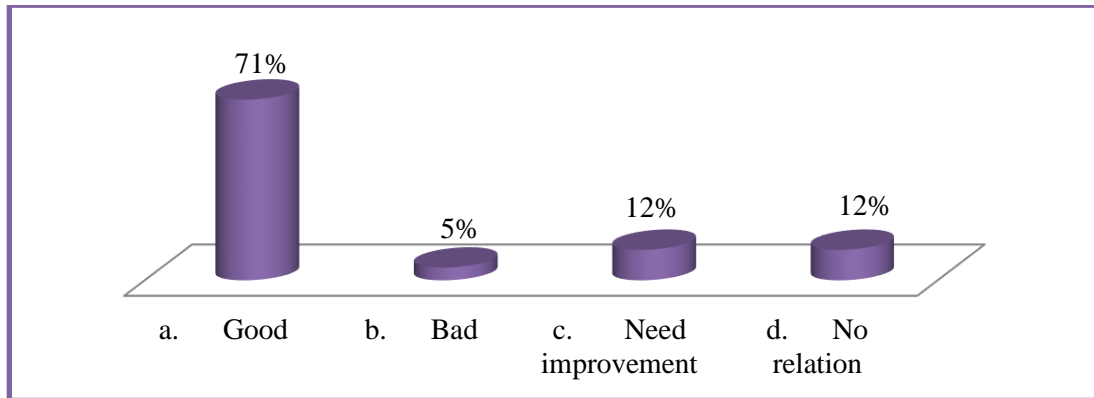


Figure 3. 16 Students' relationship with their classmates

This question was planned to explore the nature of the relationship between students (student-student interaction) in the classroom because it has the same importance as the relationship between the teacher and students (teacher- student interaction). In this question, different answers are mentioned.

Figure 3.14 illustrates that 71% of the students evaluated their relationship with their peers as good. Unfortunately, 12% of the students confirmed that their relationship with their mates needs improvement whereas 12% reported that they have no relation with their classmates. In addition, regrettably, 05% of participants stated that the relationship with their fellows is bad.

Item 16.How often you are given the opportunity to interact with your classmates inside the classroom?

Table 3. 23 Students' opportunity to interact with their classmates inside the class

Option	Respondents	Percentage
a. Always	5	12%
b. Sometimes	26	64%
c. Rarely	9	23%
d. Never	1	2%
Total	41	100%

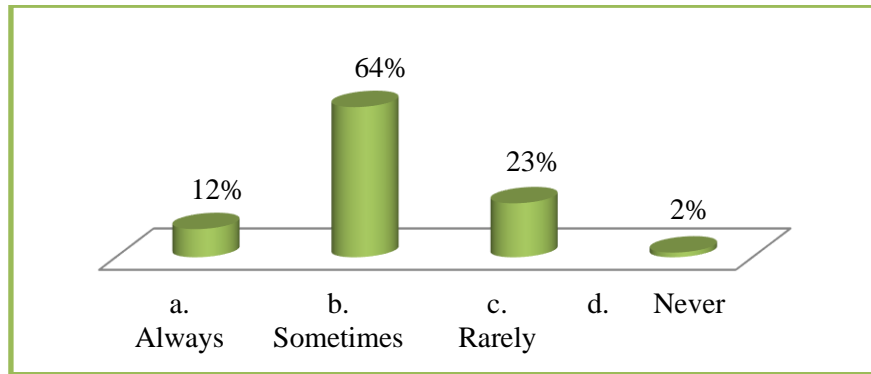


Figure 3. 17 Students’ opportunity to interact with their classmates inside the class

The aim of this question is to explore how often the teacher gives students the opportunity to interact with their classmates. The result of this question shows that 64% of the students declared that the teacher Sometimes gives them the opportunity to interact with their classmates. However, students representing 23% claim that the teacher Rarely creates chances for them to interact with their classmates. While, Others have answered ticking the first options of “Always “ with percentages of 12% .Only one student who stand for 2% state that their teachers Never provide them with opportunities for interaction. These results show that students of English do really have the opportunity to interact with their classmates.

Item 17.When you interact in the classroom, is it spontaneous or imposed?

Table 3. 24 Nature of students’ interaction in the classroom

Option	Respondents	Percentage
a. Spontaneous (you who wants)	34	83%
b. Imposed (the teacher who asks you)	7	17%
Total	41	100%

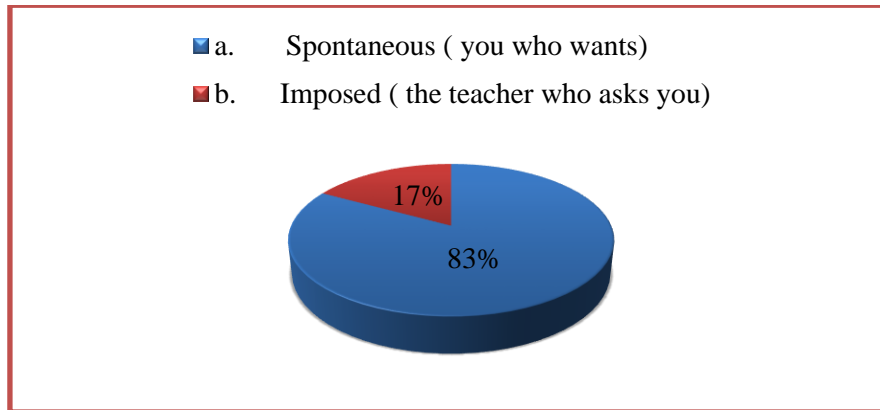


Figure 3. 18 Reasons behind students' interaction in the classroom

Students were questioned about whether they interact spontaneously (by their own) or it is their teachers who asks them to do so. Results show that a considerable number of respondents (representing a percentage of 83%) reported to have a spontaneous interaction in class; i.e., they want to participate and share their opinions with others. Nevertheless, (17%) of them admitted to be pushed and imposed by their teacher to interact in class.

Item 18.Who does most of the talk in the classroom during oral expression session?

Table 3. 25 :The one(s) who speak(s) most in the classroom during oral expression session

Option	Respondents	Percentage
a. Teacher	21	51%
b. Students	20	49%
Total	41	100%

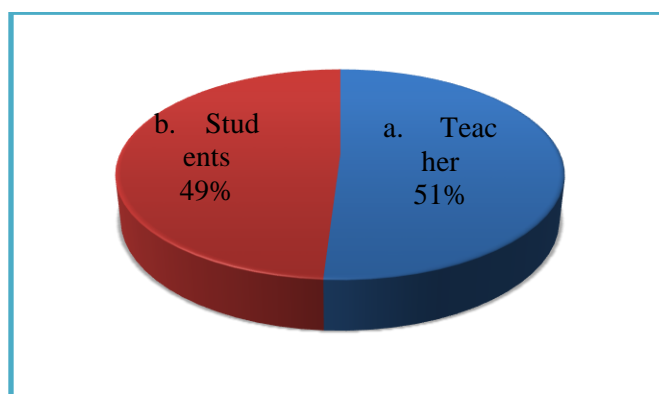


Figure 3. 19 The one(s) who speak(s) most in the classroom during oral expression session

The obtained findings reveal that teachers are the ones who dominate the amount of talking time in classrooms as 51% of the sample reported. On the other hand, 49% answered that they themselves who make the greater amount of talk in the classroom.

Therefore, teachers should find ways to increase students' talking time because more practice leads to better language learning and improvement. Moreover, teachers need to encourage their students to interact and speak by selecting appropriate speaking activities and reducing psychological problems such as anxiety and shyness.

Item 19.What type of interaction do you prefer most? Whatever your answer is, please justify.

Table 3. 26 Students' preferable type of interaction

Option	Respondents	Percentage
a. Student- student interaction	20	49%
b. Student- teacher interaction	21	51%
Total	41	100%

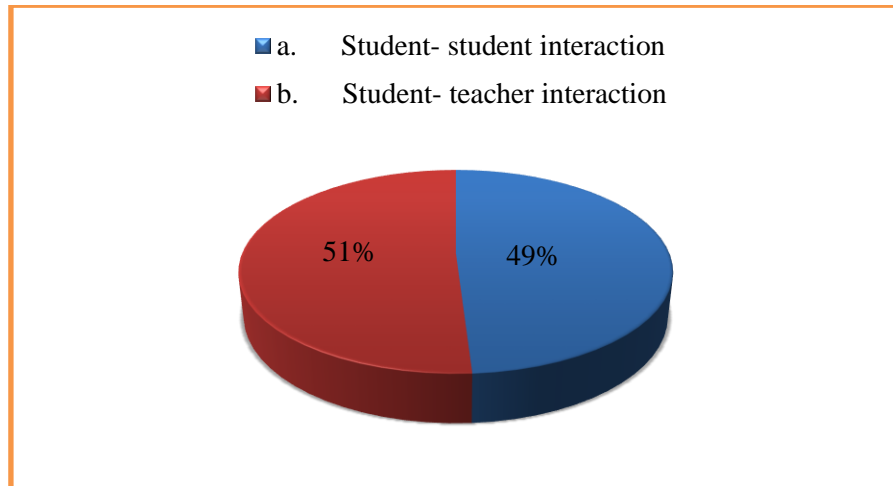


Figure 3. 20 Students' preferable type of interaction

The results obtained from Figure 3.20 show that 51% of students prefer student-teacher interaction type. They justified their answer stating that the teacher is the center of the class, and he/she is an experienced person who represents a trust source of information and feedback. In addition, he/she is a guide, prompter, controller, and experienced person from whom they gain a lot of tricks and techniques. Moreover, mistakes decrease during interaction with the teacher, and no one imposes his opinion, and there will be equal opportunities for each student to speak and to prove themselves. Also, some students do not like to be corrected or judged other than the by their teacher.

On the other hand, 49% of participants opted for student- student interaction type. They prefer this type of interaction because they will be able to help each other when it comes to pronunciation and intonation and they do not feel shy when talking to each other and they feel more comfortable than with their teachers because it is more spontaneous. Therefore, via this type, students may get rid of some anxiety issues by doing conversations.

Therefore, one may deduce that students in general appreciate the two types of interaction for different reasons, but little advantage was given to teacher-student interaction because it helps them most in improving their oral skills.

Item 20.What are the reasons that prevent you from interaction with the teacher or your mates in class?

Table 3. 27 :Reasons that prevent students from interaction

Option	Respondents	Percentage
a. Fear of making mistakes and being embarrassed	5	12%
b. You are not talkative	13	32%
c. You have no idea about the topic	3	7%
d. You are not motivated	11	27%
e. The teacher does not encourages you to exchange with the class	4	10%
f. Fear of negative evolution / feedback	5	12%
Total	41	100%

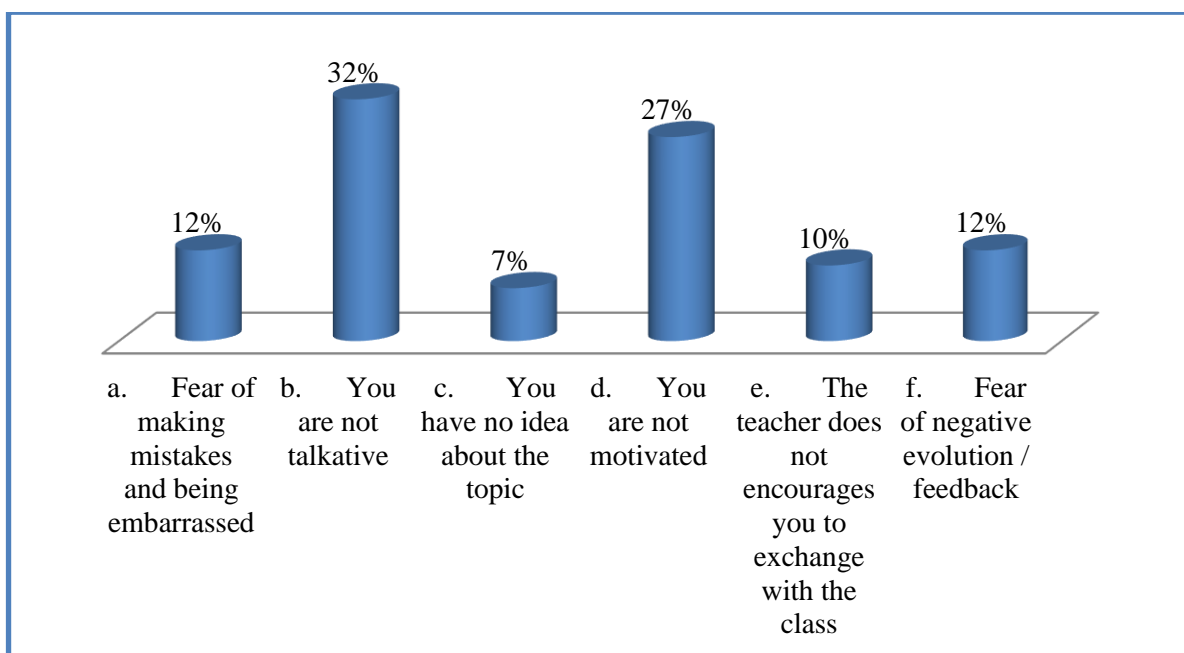


Figure 3. 21 :Reasons that prevent students from interaction

One can notice from the results shown that (32%) of the students do not interact because they are not talkative in nature. Others (27%) stated that they are not motivated while (12%) do not interact in the classroom simply because of their fear to make

mistakes and being embarrassed. Also, (12%) of the students indicated that fear of negative evolution / feedback is the obstacle that hinders their intervention and interaction in class. In addition, 10% of the students do not interact because the teacher does not encourage them to exchange with the class. Moreover, having no idea about the topic is what 07% of the sample pointed out.

It is clear that students do not share the same reasons that prevent them from interacting with their teacher or classmates. They varied from a lack of motivation, lack of encouragement, a fear of negative feedback, or a fear to make mistakes.

Item 21.In your opinion, how can the teacher improve interaction in class?

For this open-ended question, participants were asked about the role of the teacher in improving class interaction. This was particularly worth asking as students expressed many difficulties to speak in class and referred to many causes that result in a poor interaction. Therefore, an effective intervention from the part of the teacher is needed.

Participants expressed different opinions and gave various answers. According to them,

teachers can use a range of teaching activities to address a broad spectrum of students. Essentially, they can provide extra material or exercises for students who lack essential background knowledge or skills. They also have to choose interesting, debatable and funny topics by linking the topic to the learners' daily life via asking simple questions in various fields.

Moreover, respondents focused on the teachers' roles in class. For them, teachers have to identify students' learning styles, backgrounds at the beginning of the semester. Also, they have to play a very sociable role with their students to make them feel at ease by talking spontaneously, creating positive attitudes and an exciting atmosphere. More importantly, the role of the teacher here is to be aware of his/her students and how they interact during the classroom and whenever he/she remarks anything, he/she has to motivate and encourage them to interact either with him/her or the peers. Furthermore, giving a lot of questions and allowing interaction between students is effective in

improving interaction in class. To conclude with, the teacher can improve interaction in class by providing positive and encouraging feedback.

Item 22. Do you think that interacting with your teacher and/ or your classmates would help you improve your oral performance?

Table 3. 28 Students’ opinions about the effectiveness of interaction in improving students’ oral performance

Option	Respondents	Percentage
a. Yes	37	90%
b. No	4	10%
Total	41	100%

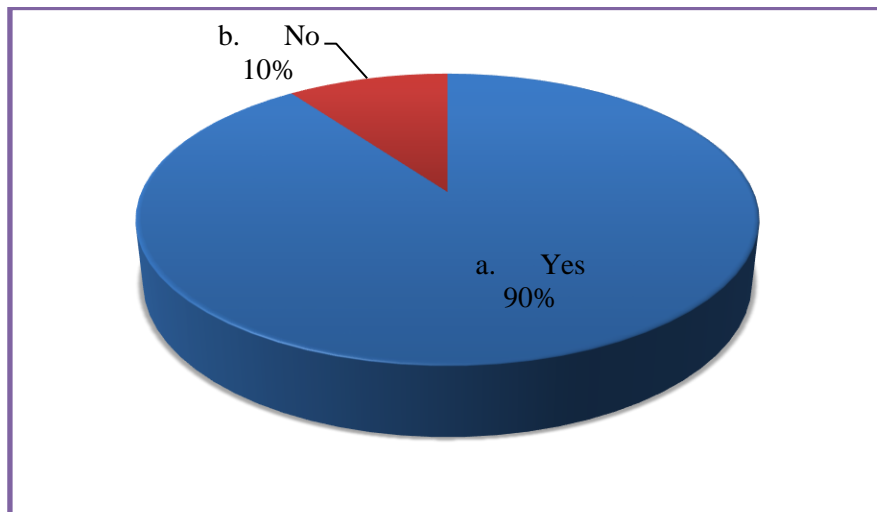


Figure 3. 22 Students’ opinions about the effectiveness of interaction in improving students’ oral performance

Here again, this question came to emphasize the effect of class interaction (with its both types) to develop students’ speaking skill. The aim was also to make sure of the participants’ awareness about the role of interaction in improving their oral performance.

Findings reveal that the great majority of the sample (90%) thinks that interacting with their teacher and/or classmates would help them improve their oral performance. However, only (10%) of the sample sees no effectiveness of interaction in improving students’ oral performance.

Participants had then to justify their answers. For the majority who are conscious of the positive role of interaction explained that the teacher and students are two faces for

the same coin achieving the same role which is dealing with English as a foreign language. So, their interaction in class can undoubtedly enhance students' oral productivity by positioning their abilities, shaping their pronunciation and way of communicating. Moreover, interaction within the classroom will generate a challenging and competitive behaviour among students to produce the best and fruitful results. Also, speaking skill is regarded as the most important ability that learners must focus on since it is a crucial means to communicate with others expressing about their needs. When students talk with others, they will feel more flexible, confident and familiar with the situation and fear will go naturally. In addition, students can learn new words that they can use again in different situations. This activity might give students the chance to get rid of their shyness in the classroom. Eventually, there is no practice for a language without using it.

3.2.2.5. Interpretation and discussion of results

Based on the data gathered and analyzed from the students' questionnaire, some facts were revealed concerning the students' attitudes towards implementing classroom interaction to improve EFL students' speaking skill.

- The questionnaire began with the student's profile. The chosen sample revealed a dominance of females (51%) over males (49%). This may be due to the fact that females are more interested to study foreign languages and English language particularly than males who often choose to carry on scientific studies.
- Students' evaluation of their level in English revealed that more than half of them consider having a good level while the rest estimated to have a very good or an average level. Moreover, for the majority, studying English was their first choice whereas the minority had been imposed this branch.
- In the second section of the questionnaire, many participants revealed their wish to master their speaking skill because of its great importance and because they like speaking English. For the majority, they find it an easy language to speak. This demonstrates that these students have sufficient knowledge about the nature of the language and its structure.
- Findings also showed students' difficulties in oral expression tasks. Most of these are psychological such as confusion, anxiety, inhibition and fear of making

mistakes. They, then, referred to the lack of vocabulary and the unfamiliarity with the topic as the main causes of these difficulties. As a result students' participation and interaction are affected.

- Interaction techniques are very influential in fostering interaction in classes and developing learners' speaking. The results mentioned in the present study illustrated that teachers use different techniques and activities that raise interaction in the EFL classroom. They vary from individual, pair work, group work or whole class discussion.

In the last section of the students' questionnaire, the main focus was shedding light on classroom interaction and its importance in EFL classes. Therefore, interaction in the classroom requires certain friendly relationship between teachers and students. Indeed, teacher-learner interaction could be more successful if learners feel at ease with their teachers, i.e. a good relationship must exist between the students and the teacher. Most of respondents reported to have a good relationship with their teacher of Oral Expression and this may be due to the personality of both of them. However, some of participants confessed that they only sometimes interact with their teacher in class even though they prefer teacher- student interaction because whenever they interact, teachers correct their mistakes and provides reliable information.

- Student-student interaction was the other type that was investigated. Some students asserted that they sometimes interact with their classmates, but the majority asserted to have a good relationship with their peers and affirmed that the relationship between students has the same importance as the relationship between the teacher and students.

One of the main characteristics of classroom interaction is that it is learner centered; that is, the teacher's amount of talk should be less than of the learners'. However, according to a great deal of respondent, this is not the case in their classes. Anyway, most respondents affirmed their desire and willingness to interact in class and are not pushed by their teacher. This clearly shows that the teacher is aware of the learners' time of talk during classroom interaction. This is confirmed in Q16 where students admitted that their teacher of Oral Expression gives them the opportunity to interact with them. This also indicates that the teacher really wants his/her students to be involved with him/her in such type of interaction which has an impact on the students' performance in speaking.

- Despite a sincere wish to participate and interaction in class, many students remain reluctant and hesitant. They mentioned some reasons such as the fact that they are not talkative in nature or because of their lack of motivation, or a fear to make mistakes and being embarrassed. This may indicate a low self-esteem with these students. Other reasons like the fear of negative evaluation/feedback or a lack of a teacher's encouragement are also obstacles that hinder students' interaction. Students also mentioned that they frequently have no idea about the topic. This shows clearly that the chosen topic is crucial for a successful interaction.
- At the end, the great majority of the sample thinks that interacting with their teacher and/ or classmates would help them improve their oral performance.

On the whole, learners showed some interest to the value of classroom interaction as their answers revealed that it can successfully lead them to enhance their speaking skill. This can happen only if they frequently interact with their teacher to draw on his/her experience or with some other learners because avoiding classroom interaction and showing no participation will naturally affect their speaking capacities.

Conclusion

In this chapter, the researcher tried to shed light on the qualitative and quantitative and qualitative analysis of the data collected through the use of two different research instruments which are teachers' interview and students' questionnaire. In short, the collected data from both tools showed that classroom interaction (both teacher-student and student-student interaction) is an effective method to improve EFL students' oral production. Furthermore, the analysis of results revealed that classroom interaction has a positive impact on the students' speaking skill: It encourages students' participation, promotes confidence, and prepares them for real-life communication.

To conclude, classroom interaction gives the opportunity to use the target language and to receive comprehensible input and feedback. So, through a regular interaction with others, learners can try new hypothesis about how English works and then increase their speaking time.

General Conclusion

The current study investigated the importance of classroom interaction in improving EFL students' speaking skill. The research case study was third year LMD students at Mohamed Kheider Biskra University selected randomly in the academic year 2019/2020. It comprised 41 EFL students. Moreover, the research followed a descriptive method using a students' questionnaire and a teachers' interview as data gathering tools.

The research was divided into a theoretical part and a practical one. The first part was made up of two chapters. Chapter one was devoted to the speaking skill and Chapter two tackled the main issues related to classroom interaction. The last chapter illustrated the practical part of this research and included the analysis of the data collected of both students' questionnaire and teachers' interview. The findings showed that EFL students need their teachers to be motivators as well as correctors in order to encourage them to speak the target language. Also, teachers need to vary their teaching methods by using the cooperative work where learners interact in pair and groups. They also need to provide their students with opportunities to express their ideas in class in order to improve their oral performance. So, the ultimate aim of this study was to show whether it is possible to develop the speaking skill of learners through classroom interaction. We have shown that during regular interactions in the classroom, learners can reduce their speaking mistakes, produce new grammatical forms and words, thus strengthening their language ability. The results obtained from the students' questionnaire and the teachers' interview revealed that student - student interaction and teacher – student interaction are considered as key factors in improving learners' speaking skill and both teachers and students are aware of its importance. The analysis also revealed that learners must be forced to interact in order to master the art of talk which is difficult since learners who keep always silent in the classroom will feel at a loss for words when they find themselves in situations that require talk for interaction.

In short, the present study revealed that both learners and teachers know about classroom interaction; they consider that promoting it can have a positive impact on learners' speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback.

Suggestions and Recommendations

The present conducted study attempted to shed the light on the importance of classroom interaction in improving EFL student's speaking skill. The results obtained from this research findings have strongly confirmed that student's oral skills (speaking) can be improved through the implementation of classroom interaction the fact that makes it very important, which in turn confirms the current research's hypothesis. On the basis of these findings, it will be better if we enrich our research by providing some recommendations for both teachers and students on how can interaction develop the learners knowledge, and how teachers can deal with their learners to make them interact and communicate successfully.

Suggestions for Learners

- Students should know the significance of classroom interaction in order to interact effectively with others, which leads to construct their own communicative competence, and understand others. Moreover they should learn how to solve problems, listen to each other, and they should be responsible of the improvement of their own knowledge.
- the students should do their best to acquire a high oral competence through the interaction inside the classroom; in order to be good speakers in the future.
- Students should have the courage to express their opinions and they should consider the classroom as a comfortable place in which they should speak, and express their ideas freely. Because interaction with peers or teachers will enhance their knowledge.
- Students should be involved in the classroom tasks and activities in order to enhance their learning.
- Students need to interact and share the classroom time with their teachers and classmate so that they can create a mutual way of teaching, which in turn will overcome their speaking difficulties.
- the students should speak and interact in classroom regularly as an attempt to get rid of their shyness and hesitation.
- Students should bear in mind that making mistakes while speaking English is of a benefit to them since the teacher's feedback is of a much help.

Suggestions for Teachers

- The academic environments should be a safe place of experimentation and self-discovery. So, Teachers should create a comfortable atmosphere in their classrooms in order to facilitate the learning process.
- Teachers need to play various roles in the classroom.
- Teachers should consider their students' difficulties and adopt effective strategies and techniques to overcome them like the use of cooperative work.
- Teachers should encourage interaction among students by asking relevant questions. However, they should choose interested topics to engage the students' learning process and motivate them to speak.
- Teachers should focus on both types of classroom interaction
- EFL Teachers should vary their tasks by preparing activities and teaching methods that appeal to the learners' level. This will increase the learners' participation, interaction in classroom and get them motivated to speak.
- Teachers should give time and opportunity to their students to express their ideas inside the classroom and share it with others to make them feel comfortable in the classroom tasks; it means that they should be the center of the class.
- Teachers should give positive feedbacks to students.
- Teachers need to take into consideration the importance of classroom interaction while teaching foreign languages especially oral skill (speaking),
- Teachers need to evaluate and assess their learners in order to know whether they are progressing in the learning process, and the effective communication skills.
- EFL Teachers should know how to deal with their students, because they are considered as models for their students.

Limitations of the study

This research work aimed mainly at investigating the effectiveness of classroom interaction as a motivational factor that would enhance EFL learners' speaking skill. Therefore, this study was limited at showing the effect of class interaction on only one specific skill: speaking.

Limitations concerned also the use of the data gathering tools. Indeed, the submission of the students' questionnaire and teachers' interview was not done in normal circumstances. In fact, due to the covid-19 pandemic, the university has been closed; thus, we were not able to have access to the learners representing our population. The questionnaire was submitted online (via facebook) and we received only 41 replies.

The same problem occurred when about to conduct the teachers' interview. Unfortunately, it could not be done face-to-face. Instead, it was sent online (via email and facebook) to the concerned teachers. Only four (4) teachers accepted the request and sent their answers; however, we believe that their responses are quite representative of all the population of oral expression teachers.

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Appendices

Appendix A: Teachers' Interview

Dear teacher,

This interview is an attempt to collect data for the accomplishment of a master dissertation on:

**“INVESTIGATING THE USEFULNESS OF CLASSROOM INTERACTION AS
A MOTIVATIONAL FACTOR TO ENHANCE EFL LEARNERS SPEAKING SKILLS”**

Therefore, we would be so grateful if you provide us with precise, clear, and complete responses. Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration

Q1. What degree do you currently hold?

a) MA (Master/Magister)

b) PHD (Doctorate)

Item 2. How many years have you been teaching Oral Expression?

a) Less than five years

b) More than five years

Item 3. How would you evaluate your (3rd year) students' level in speaking?

a) Outstanding

b) Good

c) Average

d) Low

Item 4. Are you satisfied with your students' amount of participation in class?

a) Yes

b) No

Justify your answer please

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Item 5. Do you think you give enough opportunities to your students to speak in class so as to improve their level? Why or why not?

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Item 6. In your opinion, what are the major speaking difficulties that student face in Oral Expression course?

- a) They do not know what to say.
- b) They know what to say, but they do not know how.
- c) They know what to say and how to say it, but they cannot say it.
- d) They do not know how to use body language.

Others

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Item 7. According to you, what can prevent some students to interact in class?

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Item 8. Do you interact with your students during the Oral Expression session?

a) Yes

b) No

How would you evaluate this interaction?

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Item 9. How do you react towards students' lack of speaking in class? i.e. what strategies do you use to help them overcome their difficulties to speak?

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Item 10. How do you encourage student-student interaction in class? i.e. what strategies/activities do you use?

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Item 11. What type of interaction that takes the higher amount in your class?

- a) Teacher-student interaction
- b) Student-student interaction

Item 12. What is your definition/description of classroom interaction? And how it can be made successfully ?

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Item 13. As an Oral Expression teacher, do you think that asking students to interact in the classroom will help them develop their oral proficiency and reduce their speaking mistakes?

- a) Yes
- b) No

Justify your answer please .

Appendix B: Student's Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. It is done in order to know the importance of classroom interaction in enhancing the EFL student's speaking skill . We would be grateful if you answer the following questions to help us to fulfill this research.

Please, choose the appropriate answer according to your opinion by using a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed.

Thank you in advance for your cooperation

Section one : The student's profile

Q 1 : Specify your gender :

- a) male
- b) female

Q 2: How do you consider your level in English?

- a) Very good
- b) Good
- c) average
- d) weak

Q 3: Was your choice to study English at university?

- a) Personal
- b) imposed on you

Section two: speaking skill

Q4: Which of the four language skills you wish to master and need to develop most?

- a) Listening
- b) Speaking
- c) Reading

- d) Writing
- e) Understanding
- f) All of them

Q5 : Do you like to speak English??

- a) Yes
- b) No

Q6: Do you find speaking in English?

- a) Easy
- b) Very easy
- c) Difficult
- d) Very difficult

Q7: What are the difficulties that you face in the oral expression sessions?

- a) You do not know what to say
- b) You know what to say, but you do not know how
- c) You know what to say and how to say it, but you cannot say it
- d) You do not know how to use body language
- e) None of them

Q8: What can be the cause of your difficulties to speak English in class?

- a) Speaking anxiety
- b) Inhibition
- c) Lack of vocabulary
- d) Fear of making mistakes
- e) Unfamiliarity with the topic
- f) Negative attitude towards the language topic
- g) All of them
- h) None of them

Q9: In case you face any of these difficulties, do you think they prevent you from participating/ interacting in class?

- a) Yes
- b) No

If “yes”, please explain

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Q10: What are the oral activities that your teacher implements the most in the classroom?

- a) Oral presentation
- b) Dialogue
- c) Role plays
- d) Class discussion
- e) All of them

Q11: Which activity (of the previous mentioned) you think is more helpful to improve your speaking skill? Please explain?

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Q12: Which teaching technique from the following you prefer to work with?

- a) Individual work
- b) Pair work
- c) Group work.

please explain no matter what your answer is

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Section three: classroom interaction

Q13: How can you describe your relationship with your (oral expression) teacher in class?

- a) Good
- b) Bad
- c) need improvement
- d) no relation

Q14:How often do you interact with the teacher inside the classroom?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Q15: How can you describe your relationship with your classmates in class?

- a) Good
- b) Bad
- c) need improvement
- d) no relation

Q16: How often you are given the opportunity to interact with your classmates inside the classroom?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Q17 : When you interact in the classroom, is it spontaneous or imposed?

- a) Spontaneous (You who wants)
- b) Imposed The (teacher who asks you)

Q18 :Who does most of the talk in the classroom during oral expression sessions?

- a) Teacher
- b) Students

Q19: What type of interaction do you prefer most?

- a) Student- student interaction
- b) Student – teacher interaction

Whatever your answer is, please justify.

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Q20 : what are the reasons that prevent you from interacting with the teacher or your mates in class?

- a) fear of making mistakes and being embarrassed
- b) You are not talkative
- c) have no idea about the topic
- d) You are not motivated
- e) The teacher does not encourages you to exchange with the class
- f) Fear of negative evolution / feedback

Q21: In your opinion, how can the teacher improve interaction in class?

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Q22 : Do you think that interacting with your teacher and/ or your classmates would help you improve your oral performance?

- a) Yes
- b) No

Whatever your answer is, please justify.

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الملخص

تهدف الدراسة الحالية إلى التحقق من دور تفاعل الفصل في تحسين مهارة التحدث لدى طلاب اللغة الانجليزية باعتبارها لغة أجنبية بالتركيز على أهمية التفاعل بكل أنواعه (التفاعل بين المدرس و الطالب و التفاعل بين الطالب و الطالب) في زيادة الإنتاج الشفهي و تطويره . لذلك، يفترض انه إذا شجع الأساتذة التفاعل النشط في فصولهم الدراسية فقد يتحسن الأداء الشفهي للطلاب.

إن الهدف من البحث في هذا الموضوع هو توضيح العلاقة بين عناصر المثلث الديدكتيكي (معلم متعلم محتوى) و تحقيق التفاعل بين هذه العناصر مما يؤدي إلى تحسين مهارة الكلام لدى طلاب اللغة الانجليزية . فكلما كان التفاعل نشطا داخل القسم، كلما زادت قدرة الطلاب على الاستيعاب أكثر و تخزين أكبر كم من المفردات اللغوية ثم إعادة استخدامها كإنتاج شفهي أو كتابي . فالممارسات الكلامية اليومية ترسخ المفردات اللغوية عن طريق التكرار مما يؤدي إلى تحسين الأداء الشفهي لدى الطالب .

اتبعت هذه الدراسة المنهج الوصفي و تم استخدام أداتين لجمع البيانات حيث تم إجراء استبيان للطلاب على عينة عشوائية من طلاب السنة الثالثة و عددهم (41) قسم اللغة الانجليزية بجامعة محمد خيذر بسكرة خلال العام الدراسي 2020/2019 بالإضافة إلى ذلك، تم إجراء مقابلة مع أربعة (4) مدرسين للتعبير الشفهي من نفس القسم و الجامعة.

تتكون الدراسة من ثلاث فصول . فصلين نظريين يحتويان لمحة عامة عن مهارة التحدث في الفصل الأول و عن التفاعل في الصف بالنسبة للفصل الثاني و تم من خلالهما محاولة اظهار العلاقة بينهما مروراً بالتحفيز في القسم . إضافة إلى ذلك ، تم تخصيص جزئ عملي في الفصل الثالث لوصف و تحليل البيانات و النتائج المستخلصة من استبيان الطلبة و مقابلة الأساتذة.

أظهرت النتائج صعوبات الطلاب في المشاركة و التفاعل في الفصل كما أعرب الطلاب عن أسفهم لحقيقة أن كمية التحدث و الانخراط اقل مقارنة بالأساتذة سواء كان من طرف الطالب بعدم المبادرة أو من طرف الأستاذ لعدم تحفيز طلبته على التفاعل و الاندماج على الرغم من وعي كلتا الطرفين من أهمية التفاعل و ضروريته في الفصل الدراسي كأداة تربوية فعالة لزيادة استخدام الطلاب للغة بتعزيز المشاركة في الصف الدراسي مما يؤدي إلى تحسين مهارة التحدث لدى الطلاب .

تعزيز المهارات الشفهية للكلام يجب أن يكون مصحوبا بالتفاعل من اجل عملية تواصل صحيحة و تقليل مشاكل التحدث و تطوير الكفاءات اللغوية . ففي ضوء هذه النتائج تم تأكيد الفرضية المذكورة أعلاه بنجاح و إن تعزيز المهارات الشفهية اللغوية يجب أن يكون مصحوبا بالتفاعل البناء و التحفيزي لتقليل مشاكل لتقليل مشاكل التحدث.