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***The Importance of Interaction in Enhancing Students'
Speaking Skill in EFL Oral Expression Classroom***

A Case of Third Year LMD Students of English at Abdelhafid Boussouf
University centre- Mila

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Dedications

Khelil Souhila

In the Name of Allah the Most Merciful and the Most Compassionate

I dedicate this modest work to:

The two candles who always enlightened my life: my parents

My shining diamonds who gave birth and scarified for my happiness

The ones who are always present in my life: in joyful and tough time

To my father Youcef, and my mother Djamila

My dear brother, Hamza

My lovely sisters, Hayet, Wahiba, Rachida, and Ahlam.

My little lovely nieces, Aridj and Aya

My little lovely nephews, Adam and AbdEsamad

My little sitters' coming babies

My sisters' husbands, AbdElhak, Toufik, and Riad

My best and unforgettable friends, Wafa and Manal

All people I love

Memory of my grandfathers, Abdurrahma, Said, and My grandmother

Touness

My lovely grandmother, Fulla

All my relatives

Belmehboul Manal

In the Name of Allah the Most Merciful and the Most Compassionate

I dedicate this modest work to:

The two candles who always enlightened my life; my parents

My shining diamonds who gave birth and scarified for my happiness

The ones who are always present in my life; in joyful and tough time

To my father Ahmed, and my mother Fatiha

My dear lovely sister, Imen

My beloved future husband Ammar

*My lovely aunts, Dahbia, Laila, Samira, Wahiba, Saida, Monya, Sassia and
Chahrazed.*

My dear uncles, NourEddine and Kamel

My Lovely cousins, Nasser Eddine, Rayan and Ayoub

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Ranim, Rahaf, Takwa, Mohammed and the coming baby girl

My best and unforgettable friend, Souhila

All people I love

Memory of my grandfathers, Salah and Mohammed

All my relatives

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Abstract

The adopted hypothesis states that students are likely to enhance their speaking ability if the degree of interaction inside the classroom is raised. Thus, the current study attempts at investigating the importance of classroom interaction with its both types (teacher- student interaction and student- student interaction), in the improvement of the learner's oral production, since the fundamental aim of learning any foreign language is to use it in communication. Moreover, this piece of work introduces the concept of the speaking skill and its importance in teaching English as a foreign language. Then, it sheds light on the existing relationship between teaching speaking and classroom interaction. The paper's main focus is on the effectiveness of classroom interaction as a pedagogical strategy in developing the learners' speaking skill. The earlier stated hypothesis has been investigated through the analysis of the required data gathered from the classroom observation as well as the students' questionnaire that have been conducted with third year LMD students of English at Mila University center, and the teachers' interview which has been conducted with the oral expression teachers. The obtained findings have shown that the enhancement of the speaking skill should be accompanied with classroom interaction because it is really an effective pedagogical tool for increasing and fostering learners' participation. On the basis of these findings, some recommendations have been proposed to help students overcome their difficulties in the speaking skill, and others to help teachers in their way of teaching the oral skills.

List of Abbreviations

CA	Communicative Approach
CI	Classroom Interaction
CLT	Communicative Language Teaching
CO	Comprehensible Output
CSs	Communicative Strategies
EFL	English as a Foreign Language
FB	Feedback
FL	Foreign Language
L1	First Language
L2	Second Language
NNS	Non Native Speaker
NS	Native Speaker
OE	Oral Expression
Q	Question
SL	Second Language
SLA	Second Language Acquisition
TL	Target Language
TEFL	Teaching English as a Foreign Language
%	Percentage

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General Introduction

There is a time when the traditional approach of teaching is adopted by most teachers, where students are used to learn relying only on the teacher as the main source of information. They are not given enough chance to practice speaking on their own; hence, interaction among students in the classroom is almost absent. Nowadays, teacher-centered instructions are no longer acceptable in the language teaching classrooms, and the education system has changed to have more learner-centered approaches and methods. Educational institutions now demand more communication among students rather than being just passive learners.

Accordingly, interaction, as a teaching/learning strategy, is thought to be a fundamental tool for improving learners' speaking skill. Recently, most second and foreign language classrooms require learners to be more engaged in the classroom through interaction with their teacher or between each other via producing the output after receiving a comprehensible input that suits their level.

During an attempt to speak, the majority of English as a foreign language (EFL) learners face problems such as fear of making mistakes, anxiety, inhibition, lack of vocabulary, and first language (L1) interference. Consequently, learners may lose motivation to speak, participate, and interact effectively in the classroom. Moreover, insufficient interaction in EFL classes, and lack of the teachers' encouragement and support for learners to interact in the learning environment, may lead to student's poor oral production. Therefore, Classroom interaction is considered as an effective tool in the learning process which may, in turn, help those students in overcoming their speaking problems and enhancing their oral proficiency and language use.

As a solution to learners' problems in the language classroom, teachers may use different techniques under the umbrella term 'interaction' such as group work to get the learners engaged in conversations. Classroom interaction means a practice that enhances the development of a

very important language skill which is speaking. This tool helps students not only to become more competent in speaking, but also to develop their critical thinking and share their views with their peers as well.

During classroom interaction, students have the opportunity to learn English in a meaningful and constructive way. As a result, they will be more active, feel free to express their opinions and choose their favorite topics, benefit from their teacher's and peers' feedback, and negotiate meaning; hence, they will promote their oral productive, communicative, and interactive skill; the result that lead researchers, educators, and teachers to use such strategy and broaden it.

1. Statement of the Problem

The field of second and foreign language (FL) teaching has undergone many shifts and trends over the last few decades. It is believed that moving from teaching language with a focus on its grammatical structures towards a focus on communication may lead to a better achievement regarding oral proficiency. As an example, through informal conversations we we noticed that many EFL students at the University center of Mila face difficulties that hinder their capacities in producing their spoken language along with their abilities to engage in conversations with their teachers and classmates. Probably, the main reason behind such situation is the less exposure to classroom interaction and few opportunities provided to learners in order to express their minds. Noticeably, students who interact in the classroom have better achievements. Thus, this may lead us to raise the following question:

- How can classroom interaction foster learners' speaking skill, and how learners are able to develop their performance through interaction?

2. Aims of the Study

The current study aims at seeking whether classroom interaction is applied in our EFL oral expression classrooms. Another aim is to investigate the existing relationship between classroom interaction and the enhancement of the speaking skill among EFL learners. Therefore, it examines to what extent classroom interaction with its both types (teacher-student, student-student) may lead to the development of students' oral skills; thus, what are the interactive tools that can be applied by teachers to encourage their students for more engagement and participation in the class? The latter may foster knowledge exchange and create some sort of belonging when students work in pairs or groups.

3. Research Questions

In order to figure out the great importance of classroom interaction in enhancing students' oral skills, it would be better to ask the following questions:

- To what extent can the teachers of oral expression help their learners to overcome their weaknesses in speaking?
- How should interaction take place within oral expression in EFL classroom?
- Does classroom interaction with its both types really help EFL students in enhancing their speaking skill?

4. Research Assumptions and Hypotheses

Through this study, we hypothesize that:

- If the teacher raises the degree of classroom interaction among his students, their speaking skill will be enhanced and developed.

5. Research Methodology

In order to investigate the importance of classroom interaction in promoting EFL learners' speaking skill, a number of qualitative and quantitative tools have been chosen for data collection. We selected classroom observation, the teacher's interview, and the students' questionnaire to be relied on. All of these tools help us to figure out the expected results about the effectiveness of classroom interaction in the development of students' oral skills.

For the sake of knowing to what extent our hypothesis is true, on one hand, two groups of third year LMD students who study English at the University center of Mila representing the whole population have been selected to be our case of study in both observation and questionnaire. The interview, on the other hand, has been prepared for a number of oral expression (OE) teachers who have been chosen randomly among the total number of this module; our interviewees answered the questions that serve our study relying on their own experience.

6. Research Structure

The present dissertation consists of two main parts; the theoretical part and the practical part. On the one hand, the former explores some aspects of both variables "classroom interaction & speaking skill". It consists of two chapters, while the first chapter deals with speaking skill, the second emphasizes the connection between speaking and classroom interaction. The latter, on the other hand, contains one chapter; this chapter is devoted to the description, analysis, and discussion of both observation, teachers' interview, and students' questionnaire along with some limitations of the study and pedagogical recommendations for both teachers and students in order to raise the degree of their awareness about the importance of applying such strategy for better achievement in proficiency regarding learners' oral production.

***THEORETICAL
PART***

Chapter One: Speaking Skill

Introduction

Nowadays, there is an overwhelming evidence holding the fact that teaching and learning English as a second (SL) or foreign language has the goal of focusing students' interests on communicative competence so that they would be able to use English for communication and as a tool for furthering their studies. Accordingly, in the process of English teaching and learning, the primary aim is to achieve a high level of proficiency on both receptive (reading and listening) and productive (writing and speaking) skills, in general, and speaking, in particular. As far as the latter is concerned, it is argued to be the most important skill, since it is the basic for communication enabling us to express ideas and opinions, helping us in expressing a wish or a desire to do something, negotiating and/or solving a particular problem, or establishing and maintaining social relationships with others.

This chapter puts speaking skill under discussion aiming at portraying some of its fundamental features. It starts, first, by providing the definition and importance of such concept. Also, elements, characteristics, types, and aspects of speaking are provided along with techniques for developing fluency, as well as a discussion concerning the relationship between speaking and listening skills. Additionally, the difficulties that EFL students may face during learning speaking are discussed. Furthermore, light is shed on types of speaking errors and correction strategies along with the teacher's and learner's role in the classroom. Finally, the activities used in oral expression classes are stated and discussed, and assessing speaking is tackled.

1. Definition of Speaking

It is largely argued that the primary aim of learning a second or foreign language is to communicate effectively. In order to achieve this goal, learners are required to learn the four skills: receptive (reading & listening) and productive (speaking & writing). For its role in communication, speaking is regarded by many learners as the most important skill to learn, since it aims at developing their oral productive abilities. This skill is defined differently depending on each researcher's point of view. Speaking is viewed as a complex process of sending and receiving messages via verbal forms and expressions, as well as non-verbal forms such as gestures and facial expressions. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purpose of speaking (Burns & Joyce, 1997, as cited in Duong, 2015, p.1).

Hedge (2000, p. 261) defines speaking as “a skill by which people are judged while first impressions are being formed”. That is to say, speaking is a skill which reflects people's thoughts and ideas, and demands more attention from both speaker and listener while producing utterances in both first and foreign language.

Speaking is also defined as “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999; as cited in Baily, 2005, p. 2). According to Bygate (1987), oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning (p. 5).

2. The Importance of Speaking Skill

Recently, communicative competence is given more attention among EFL teachers and learners. Moreover, learners are widely encouraged to build confidence for the sake of making them-selves understood while they communicate orally. Teachers of English at the University center of Mila believe that speaking is the most difficult skill to be developed due to little exposure to the target language (TL) as well as the limited number of vocabulary items that learners possess. These problems may not allow learners to produce their oral language effectively without which effective communication cannot take place.

Speaking, therefore, is the most important skill that should be developed among learners for learning a second or foreign language successfully. Nunan (1991) states, “to most people, mastering the art of speaking is the single most important factor of learning a second or a foreign language and success is a measure item of ability to carry out a conversation in the language” (p. 39).

Ur (2000) also referred to the importance of this skill when she stated:

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 includes all other kinds of knowing ; and many if not most foreign language learners are primarily interested in learning to speak. (p.120)

There are many students who are able to read, comprehend, and write the language effectively. However, when they come into oral performance, they face problems concerning fluency; they often find it difficult to convey messages, thoughts, ideas, and emotions during interaction with others, which may lead listeners to judge their communicative competence negatively. For this reason, learners are in need to develop their speaking skill. In the same vein, Hedge (2000, p. 261) claims that for many students, learning to speak competently in English is a priority. They may need this skill for a variety of reasons. For example to keep up a rapport in relationships, influence people, and win or lose negotiations.

As far as EFL teachers and learners are concerned, Baker and Westrup (2003) add that, it is important for both teachers and learners to speak English because more and more educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want a staff who can speak English in order to communicate within the international marketplace. Students who speak English well may have a greater chance of further education, of finding employment and gaining promotion.

3. Elements of Speaking

In order to speak fluently, learners should have knowledge of language features, as well as the ability to process information and language. As Harmer (2001, pp. 269-271) refers to, elements of speaking include both language features and mental/social processing:

3.1. Language Features

Among the elements necessary for producing spoken language, we mention the following:

3.1.1. Connected Speech

Harmer (2001) claims that effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent ‘connected speech’ (as in I’d’ve gone). These sounds may be modified (assimilation), omitted (elision), added (linking), or weakened (through constructions and stress patterning).

3.1.2. Expressive Devices

Native speakers of English use certain devices to show their ability to convey meaning. Among these devices we have : changing the pitch and stress of particular parts of utterances, varying volume and speed, and showing feelings by using other physical and non-verbal (paralinguistic) means (especially in face-to-face interaction). Thus, learners should have

some knowledge about these features, and know how to use them to show their communicative competence.

3.1.3. Lexis and Grammar

There are particular lexical phrases that learners should be able to use while they speak, especially in the performance of certain language functions. Teachers should therefore teach their students a variety of phrases for different functions, such as agreeing or disagreeing, expressing surprise, shock, or approval, which are used by students when engaged in different situations.

3.1.4. Negotiation Language

When using the negotiatory language, learners tend to seek for clarification and show the structure being said. Teachers may offer their students phrases, such as (I'm sorry I didn't catch that) or (what exactly does x mean?) to use when asking for clarification. Students also need to '*structure their discourse*' if they want to be understood. They use the negotiation language to show the structure of their thoughts, or reformulate what they are saying when they see that they are not understood. They may use some phrases like (the important thing to grasp is) or (what I mean is ...).

3.2. Mental /Social Processing

Speaker's oral productive ability also involves processing skills that goes along with language knowledge that speakers possess:

3.2.1. Language Processing

In order to produce a language that is comprehensible allowing the speaker to convey meaning in coherent order, speakers need to process the language in their own minds through

retrieving words and phrases from memory and putting them in appropriate sequences that are clear and comprehensible for listeners.

3.2.2. Interacting with Others

Most of the talk occurs during interaction with others. This means that interaction also involves a good deal of listening, understanding of how participants are feeling, and how turns during conversations are constrained and allowed between participants.

3.2.3. Information Processing

In addition to our response to others' feelings, we need to be able to process information they tell us the moment we get it without necessarily taking a long period of time for processing them, because the more we are slow the more we are less effective communicators.

4. Types of Speaking

Speaking is said to be as one of the language productive skills. Brown (2004, pp.141-142) in his book *'Language Assessment: Principles and Classroom Practices'* classifies five basic types of speaking which reflect people's thoughts and intentions. These are:

4.1. Imitative Speaking

Imitative oral performance is based on the ability to imitate the others' speech; a word, a phrase, or even a sentence. Such imitation focuses on some particular elements of language form as grammar and lexis. It can be helpful when conveying meanings or practice pronunciation.

4.2. Intensive Speaking

This type of speaking relies on the production of some stretches of discourse on the phonological or the grammatical level of language, such as intonation, stress and rhythm.

4.3. Responsive Speaking

Responsive speaking involves interaction; in the sense of brief conversations, generating from small talks, comments and requests. Thus, the answers in this kind of interaction should not exceed the pattern of two follow-ups, in order to preserve authenticity and comprehensibility as shown in the following example:

Jeff: Hey, Stef, how's it going?

Stef: Not, bad, and yourself?

Jeff: I'm good.

Stef: Cool, okay, gotta go.

4.4. Interactive Speaking

Interactive and responsive speaking differs in terms of length and complexity of the interaction. This type of interaction is of two forms: transactional language and interpersonal exchanges. While the former has the purpose of exchanging specific information, the latter aims at maintaining social relationships. Oral production in interpersonal exchanges becomes more complex when using colloquial language, ellipsis, slang, humor and so on.

4.5. Extensive (monologue) Speaking

The last type of speaking is the extensive one. It includes speeches, oral presentations, and story-telling where interaction on the part of the listeners is highly limited. This form of speaking is characterized by a formal language style for extensive tasks.

5. Aspects of Speaking

The ability to communicate effectively can be realized as the most common goal among EFL teachers and learners. Teachers, therefore, should provide learners with opportunities to develop their communicative competence through the development of both accuracy and fluency. In the same context, Richards and Rodgers (2001) argue that communicative language teaching (CLT) considers fluency as the primary goal of learning any language when they said, “fluency and acceptable language is the primary goal ; accuracy is judged not in the abstract but in context” (p. 157). In other words, CLT supports the idea that learning a target language (TL) is more concerned with communication and meaning rather than language forms. However, learners are supposed to produce correct sentences to be understood.

While accuracy is the extent to which speakers are producing grammatically correct forms of language, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations and unnatural pauses. In language lessons, learners must be given opportunities to develop both their fluency and accuracy. They cannot promote fluency if the teacher is constantly interrupting them to correct their errors. Teachers should realize that making mistakes a natural part of learning any new language.

5.1.Fluency

Both teachers and learners of second or foreign language tend to improve fluency, since it reflects the learners' level when they produce spoken language. According to Baily (2005, p. 5), fluency is the ability "to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community". Hughes (2002, p. 80) also defines fluency as "the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose interest". Another alternative definition provided by Hedge (2000, p. 54) is, "the term fluency relates to the production and it is normally reserved for speech. It is the ability to link the units of speech together with the facility and without strain or inappropriate showiness or undue hesitation".

It is believed by many EFL learners that being fluent means the ability to speak quickly without pauses. However, Thornbury (2005) assumes that though speed is very important in fluency, pauses cannot be neglected because speakers need to take breath. Native speakers also take pauses to let the listeners follow and do not lose attention.

5.2.Accuracy

It is almost known that part of the effective communication involves fluency, whereas the second part involves accuracy. To put it differently, without accuracy, the speaker will produce incorrect utterances so that they will not be understood by the listener who will lose attention and interest.

In the same vein, Skehan (1996, as cited in Ellis and Barkhuizen, 2005, p. 139) refers to accuracy as "to how well the target language is produced in relation to the rule system of the target language". Baily (2005, p. 5) adds that accuracy is the ability to use "correct words and expressions to convey the intended meaning". That is to say, accuracy is the ability of producing grammatically correct sentences so that listeners will understand us.

6. Integration between Speaking and Listening

It's important to know that the four skills (speaking, listening, reading and writing) are complementary skills because "in meaningful communication, people employ incremental language skills not in isolation, but in tandem" (Hinkel, 2006, as cited in Harmer, 2007, p.265).

However, inside the classroom speaking and listening are given much attention because of their essential role in building communicative competence among learners.

Harmer (2007, p. 265) points out that "when we are engaged in conversations, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to". This confirms the significance of combining both speaking and listening skills. That's why teachers should devote much more time for practicing these two basic aural/oral skills because they prepare students for real communication. In this context Nunan (1989, p.23) states that "we do not simply take language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our background knowledge".

Thornbury (2005, p.118), as well, argued that speaking rarely exists in isolation because "few speech events in the real world exist independently of other language skills". So, speaking "need to be practiced in conjunction with other skills", since the speaker needs a listener that understands his meaning.

Harmer (2007, p.267), within the same context, advocated that any speaking activity is bound to involve listening, because "it is usually impossible to complete a task successfully in one skill" without integrating other skills. Thus, "receptive skills and productive skills feed off each other" (p.266).

7. Speaking Difficulties in Foreign Language Learning

The main aim of learning a language is to use it fluently in communication. Most EFL learners encounter various classroom difficulties with classroom activities, though they master the language rules. Ur (2000, p.121) proposed four main problems that explain students' incapacity to speak in the foreign language.

7.1. Inhibition

The problem of inhibition happens when the learners try to say something, but their psychological states hinder them to do this in a good way. Littlewood (1981, p.93) mentioned that "it is too easy for a foreign language classroom to create inhibitions and anxiety".

Usually, there are common factors that open up the door for inhibition to take place in the foreign language contexts. Learners fail in developing positive attitudes towards the learning environment and prefer to keep '*low profile*' because of fear of participating openly, especially if they will speak with a competent audience who may criticize them. Such fear of making mistakes and criticism increase when students are asked to participate in front of their classmates because they experience '*stress*' which can stop the speaking process.

7.2. Nothing to Say

This problem comes from students' lack of vocabulary. For instance when the teacher asks his students to participate in speaking task or activity, they immediately say: "I don't know", "I have nothing to say", or simply "No comment". Learners who lack motivation and interests in the chosen topic are likely to face "*nothing to say*" problem. Teachers need to choose familiar topics that go with the learners' desires in learning so that to avoid the "nothing to say expressions".

7.3. Low or Uneven Participation

The amount of talking time is a defining characteristic. In EFL classes, while some students dominate talking time, others prefer to participate only when they have the correct answer. However, others just keep silent. It depends on the learner's personality. According to Browman et al. (1989, p.40), "traditional classroom seating arrangements often work against you in your interactive teaching". Here come the responsibility of teachers in pushing and motivating their students, because teachers' motivation plays a crucial role in reducing the problem of low participation in the classroom.

7.4. Mother Tongue Use

Most of the time, EFL learners tend to use their mother tongue inside the classroom contexts because they feel at ease when using it and it is unnatural for them to speak in a foreign language to each other. Consequently, they experience less exposure to the target language. As Baker and Westrup (2003, p. 12) acknowledge, "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". This may lead them to be unable to use it correctly.

Students usually tend to use language transfer. That is to say, borrowing words from their native language when they lack vocabulary in the target language, or when teachers themselves use L1 frequently in the teaching process. Students then, feel comfortable in doing the same.

8. Speaking Errors and Correction Strategies

As it may seem, two classifications of speaking errors' types have been highlighted by researchers along with the suggestion of some correction strategies for these errors.

8.1.Types of Speaking Errors

There are several errors that learners might commit during their oral performance. Hedge (2000, p. 289) distinguishes between two types of these errors.

8.1.1. Systematic Errors versus Mistakes

Systematic errors are evidence of learner's lack of foreign language knowledge, whereas mistakes are caused by the inability to perform that knowledge because of factors relating to careless tiredness and so forth.

8.1.2. Global Errors versus Local Errors

This type deals with errors that lead to communication breakdown. While global errors result from the listener's misunderstanding, local errors have to do with what the listener understands from what is said. For instance, an utterance like 'There are long trees on each side of my street' can be easily received in the mind of the hearer to 'Tall trees'.

8.2. Speaking Errors Correction Strategies

Hedge (2000, pp. 290-291) provided a list of strategies for error correction observed during controlled practice of different teachers.

- 1- The teacher frowns and says 'No, you don't say that. What do you say? Can anybody hold Juan?'
- 2- The teacher repeats a sentence the student has just said, with rising intonation up to the point of the mistake, and waits for the student to self-correct.

- 3- The student has just produced present tense answer to past-tense question from the teacher. The teacher repeats the question, stressing the past tense form, and waits for the student to self-correct.
- 4- The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks the class for choral repetition, an individual repetition, and finally returns to the original student.
- 5- The teacher looks puzzled and requests clarification by asking ‘what did you say?’ which the students recognize as indication of an error. Then the teacher waits for the students to self-correct.
- 6- The teacher moves his/her hand to indicate error, gives correct version, and asks the student to repeat it.

9. Types of Speaking Activities

In creating a classroom where speaking can be taught effectively, we may find that the prerequisite is for the students to be more comfortable making mistakes that can be considered as a single of progress in the learning process. During the development of speaking skill, learners will pass through three stages. As Thornbury (2005, p.40) assumes, these stages are: awareness, appropriation, and autonomy. While the first stage refers to the learner’s awareness of the target language features, the second stage is the integration of these features into the existing knowledge base. However, the third is characterized by the learner’s ability to use the language and develop the capacity to mobilize these features under real time conditions.

In relation to the activities used in order to develop speaking skill so that learners may participate without over helming fear of making mistakes, there are many ways to promote oral production skills. As such:

9.1. Discussion and Debate

Discussions are probably the most commonly used activity in oral expression classrooms. A selected topic given to the students through reading a passage, watching a video, or listening to a recorder, and then they are asked to discuss the chosen topic by giving opinions and ideas, asking and answering questions, or showing agreement or disagreement in order to come up with a solution. In the same context, Littlewood (1981) believes that discussion “provides learners with opportunities to express their own personality and experience through foreign language” (p. 47).

As Ur (1981, p.2) illustrates, “[T]he most natural and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal interchange of ideas or simpler terms to discuss”. Hence, students will be more involved and motivated to participate in discussions if they are allowed to choose the topic in relation to their likes and dislikes.

9.2. Information-gap Activities

As described by Harmer (1998, p.88), this type of activities occurs where two speakers have different types of information making up a whole when linking them together. One popular information-gap activity is called ‘*Describe and Draw*’. In this activity one student has a picture which s/he must not show his or her partner. So one of the partners will give instructions and descriptions, and the other will ask questions and draw the intended picture.

Bygate (1987, p. 70) provides an example for more clarification when he suggested that in such activity, students in pairs each have a card bearing complementary information. Each student asks the other for their missing pieces of information:

Store list A

Store list B

Apples 15kilos	Apples
Bananas	Bananas 5 kilos
Pears 10 kilos	Pears
Cheese	Cheese 3 kilos

A: How many bananas are there?

B: Five kilos (A writes five kilos on his list) ... how much cheese is there?

A: Three kilos...

9.3.Speaking Games

This type of activity is designed to provoke fluent communication between students relying on information-gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and organize), and find similarities and differences between pictures (Harmer, 2001, p. 272).

Teachers also may bring television and radio games into the classroom in order to help learners engage in communicative situations and speak more fluently and confidently. This may go through different steps. For example, after watching a movie, students are invited to write down what they have heard and understood, repeating what they have written, and then creating a situation where they can perform them.

9.4.Simulation and Role Play

These two types of activities are almost known as the most beneficial and funniest activities. As Harmer (2001, p. 274) assumes, while in simulation students simulate a real life

encounter (such as business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in real world, in role play, they write a scenario and perform it through taking the role of character each student his own character.

Simulation and role play can be used to encourage general oral fluency; or to train students for communication in real-life situations. It is also believed that role plays are particularly suitable for practicing socio-cultural variations through playing a role of being a guest at a party, travel agents answering customer questions, or participants in a public meeting about a road-building project for example. Apart from introducing fun into the classroom, role plays and simulation offer chances for rehearsal and engagement for introverted students that some other activities fail to give.

9.5. Prepared Talks

In this kind of speaking activities, students prepare some written versions about a particular topic which they choose and then present it orally in front of their teacher and classmates. Students may work individually, in pairs, or in groups. According to Harmer (2001, p. 174), prepared talk is a popular activity where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared, and they are more 'writing-like'. However, it is possible for the student to speak from notes rather than from a script.

In addition to helping students developing both their productive skills (spoken and written), prepared talk or presentations allow learners to develop their interaction skills since students can present in front of audience, ask and answer questions, and agree and disagree.

10. Teachers' and Learners' Role

10.1. Teachers' Role

Aiming at providing learners with an environment where they can act and perform with confidence, tutors play various roles which change according to goals, tasks, and activities being dealt with. For this reason, Harmer (2001, p. 275) suggested three different roles that teachers should adopt when trying to make students speak fluently:

10.1.1. Prompter

Students sometimes get lost, cannot think of what to say next, or in some other way lose fluency. By being a prompter, teacher should push their students to find solutions and struggle out situations on their own through supplying them with key words or ideas without necessarily giving them a direct solution. Teachers should encourage their students to keep speaking and promoting their proficiency.

10.1.2. Participant

Teachers should be good animators when asking students to produce the language. Sometimes, they tend to participate in a discussion with students or provide them with input to help the activity along, ensure continuing students engagement, and maintain a creative atmosphere. However, in such circumstances, they have to be careful that they do not participate too much without giving many opportunities for his students to speak.

10.1.3. Feedback Provider

By adopting this role, teacher should be aware of when and how to give feedback for his students so that he would not affect them negatively. On one hand, when students are in the middle of speaking activity, over-correction may inhibit them and take communication out of

the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitation. In any given task, teachers respond to the content as well as the language used.

10.2. Learners' Role

For better achievement in oral expression classroom, as suggested by Brown (2007), there are six main roles that learners are opt for in order to enhance their speaking skill. Accordingly, students should be:

10.2.1. Imitative

When students are always exposed to listening material, a dialogue between native speakers for example; they should imitate those native speakers and pay attention to both phonology and grammatical structures in order to promote their accuracy.

10.2.2. Intensive

As the name suggests, students should intensively practice the TL for the sake of developing their oral production skills. Perhaps, the appropriate way is to engage in conversations with an attempt to speak freely and confidently which leads to the development of students' fluency.

10.2.3. Responsive

In the sense that students should respond to tasks provided by the teacher through answering and asking questions, giving opinions, and solving problems that occur in real-like contexts, thus; developing their communicative and interactive skills.

10.2.4. Transactional

From its name, we can infer that students should make efforts to overtake the form of responsive language to the transactional one. That is, they should make efforts to negotiate, agree or disagree about a given idea provided by the teacher or classmates.

10.2.5. Interpersonal

A part from engaging in conversations and dialogues with others in order to build relationships, students should adopt such strategy for improving their comprehension and interactive skills.

10.2.6. Extensive

Meaning that, students should go beyond comprehension and interaction through developing their communicative abilities by giving oral reports and public speaking.

11. Assessing Speaking

In EFL oral expression classrooms, teachers tend to evaluate their students in order to check their progress and performance. Accordingly, Haley and Austin (2004, p. 117) state that “[It] involves development of materials, process, activities, and criteria to be used as a tool for determining how well and how much learning is taking place”. The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. For this reason, Hughes (1989) believes that assessment should elicit behavior (performance) which truly represents the candidate’s ability and which can score validity and reliability (p. 101).

As claimed by Linse (2005), two concepts are important when discussing assessment. They are validity and reliability (p. 140). When trying to see if an assessment activity is valid,

we need to look at what the activity is and what is supposed to measure; “[V]alidity refers to the meaningfulness of the scores, which defines a broad scope of concerns” (Luama, 2004, p. 184). An assessment tool can be considered reliable, if the results are consistent over a period of time. This means that for a test to have reliability, the results should be consistent when different teachers administer the test. The test results should also be consistent if they are given in different days; “[R]eliability is usually defined as score consistency” (Luama, 2004, p. 176).

Assessment is sometimes a misunderstood term in current educational practice. Since many believe that test and assessment are synonymous terms, Brown (2004, p. 4) made clear distinction between these two terms when he stated that tests, on the one hand, are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out new word or structure, the teacher subconsciously makes an assessment of the student’s performance.

According to Thornbury (2005, p. 124), assessing speaking can take two forms, either formal or informal. While informal assessment takes place at the beginning and at the end of language courses as well as at various occasions during the course by asking the learners questions in order to check their understanding, formal occurs through test-using performance, diagnostic, progress or development tests, and examinations.

Speaking skills can be assessed by asking learners questions and engaging them in conversations. When assessing learners’ oral skills, the teacher may want to use an analytical or holistic scoring. Thornbury (2005, p. 127) referred to these two concepts by asking the

question (how does one go about assessing the learner's speaking ability?) and then answering it by providing two ways: either giving it a single score on the basis of an overall impression (called holistic scoring), or giving a separate score for different aspects of the task (analytical scoring). The former (e.g. giving an overall mark out of, say, 20) has an advantage of being quicker, and is probably adequate for informal testing progress. Whereas, the latter takes a long time, by giving separate scores for different aspects of the task, and taking into account many factors.

In speaking assessment, teachers opt for criteria which involve a variety of categories. According to Thornbury (2005, p. 127), there are four categories: grammar and vocabulary (the use of syntactic forms and vocabulary to meet the task requirements), discourse management (the ability to express ideas in coherent, connected speech), pronunciation (the ability to produce comprehensible utterances to fulfill the task requirements), and interactive communication (the ability to interact and respond appropriately). When assessing students, it is important to put in mind that assessment should measure what students know and what can do, rather than what they don't know and what they are unable to do.

Conclusion

As productive skill, speaking is regarded to as an important process since it helps teachers in evaluating students' proficiency in the target language because it can be the major criterion, along with other skills, towards better academic position and greater educational success in EFL teaching and learning.

It has been claimed by many researchers in the field of applied linguistics that teachers should direct their students' attention towards speaking, so that they would be aware about the importance of such skill in learning the target language. With the help of their teachers, students will try to work harder and engage in different speaking activities to improve their

speaking skill and oral proficiency. In short, speaking play an important role in EFL teaching and learning since it enables learners to communicate; it also reflects the students' ability to send and receive messages as well as maintain sociocultural relationships with others.

Chapter Two: Connecting Teaching Speaking with Classroom Interaction

Introduction

In the process of English language teaching and learning, classroom interaction has been considered as an important factor enabling the learners to experience real communicative situations in which they can learn how to express their ideas and opinions. Moreover, they will promote both fluency and accuracy which determine success or failure in learning the target language.

Classroom interaction then, I thought to be a useful strategy to enhance learning since it creates opportunities for learners to interact (give and take), participate, develop their knowledge, and promote their oral productive skills. Therefore, much of the focus of the second chapter is devoted to highlight issues related to the role of interaction in promoting second or foreign language acquisition, more specifically oral proficiency, since the latter is the central them of the research in hand. The present chapter starts with a general overview about communicative language teaching (CLT) including communicative competence and

ability as well as communicative strategies. Also, the definitions of interaction along with its importance, types, aspects, principles, techniques, and influencing factors have been dealt with. Furthermore, light will be shed on some imperative theories provided on the topic of second language acquisition (SLA) involving, input, interaction, and output hypotheses.

1. Communicative Language Teaching (CLT)

As it may seem, the English language runs like blood through the veins of nations worldwide. The increasing demand for good communication in English has increased significantly new teaching approaches emphasize the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical rules. The communicative approach (CA) is considered as the best approach for such purpose. The communicative language teaching (CLT) has been a popular research area since the 1970s. It has many interpretations and definitions; CLT means different things to different people who practice it. Richards (2006) defines CLT as “a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning, and the roles of teachers and learners in the classroom” (p. 2).

CLT developed because of the limitations of the previous methods; since it is based on the idea that learning language successfully comes through having to communicate real meaning. That is, when learners are involved in real communication, their natural use of language will be allowed, and this will help them to acquire the language easily. Harmer (2001) illustrates that learners are always in need to be exposed to language and be given opportunities to use this language in order to develop their knowledge and skills. Accordingly, in regard to CLT, fluency is not stressed as much as successful communication. Willems (1987) believes that teachers need to train students to just communicate in the L2, not to be perfect in it.

Since CLT is based on the premise of '*communication*', learners are given the chance to be active participants in the classroom. Richards and Rodgers (2001, p. 166) state assume that "the emphasis in communicative language teaching is on the process of communication rather than the mastery of language forms, leads to different role for learners from those found in more traditional second language classrooms". By giving learners opportunities to participate in the classroom, they would be encouraged and confident to communicate in the TL during conversations with their teacher and classmates. Teachers also will be given a sense of satisfaction, because their students are in a better psychological state that allows them to make a successful conversation. Akram and Mehmoud (2007, p. 175) support this claim by saying that "CLT enhances the learners' confidence and it gives a sense of satisfaction to the teacher as well as in the sense that s/he is successful in making the students use the foreign language in their conversation".

In addition to emphasizing communication and learner-centered teaching, CLT considers interaction which occurs either between the teacher and his students or among the students themselves as an important part of the teaching/learning process. As Brown (2007) claims, CLT is "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real world, meaningful purposes" (p.378).

1.1. Understanding the Process of Communication

Kelly and Watson in their book '*Speaking with Confidence and Skill*' discussed the concept of communication. Accordingly, communication is one of the most used words in the society. For many people communication simply means talk.

Indeed, to decide when we need more, less, or better communication, we must understand the process of communication and its importance. There is no exact definition of

communication since scholars have defined it each according to his/her perspective. Kelly and Watson (1989) defined communication as “a process through which people create meaning by exchanging verbal and nonverbal symbols” (p.5).

In order for this definition to be useful, both authors provided a detailed explanation of its terms:

Firstly, communication is considered as a *‘process’* because people talk to each other and affect each other through interaction. Thus, they change their way in perceiving the person, whether they like him/her or not. Secondly, the act of communication changes our perceptions of the other person; in the sense of what to say and how to say it. For instance, when you start feeling closer to someone as you keep communicating with him/her, you may decide to tell him/her some personal things. Thirdly, the process of communication changes our perceptions to ourselves. For example, you may feel better about yourself only because your teacher praised you. Hence, this will influence how you communicate and how you see yourself. Finally, communication can change our feeling, mood, attitudes, how we see the world and how we view people in general. A good example that illustrates this situation is when you feel sad because of someone’s words or when you decide to engage in a new experience only because of someone’s persuasion. The last component of the definition is that communication is considered as ‘a process through which people create meaning by exchanging verbal and nonverbal symbols’. This reveals that what is being said expresses a particular idea or impression, either via words or by using gestures and facial expressions.

1.2.Communicative Competence and Communicative Ability

Having good communication skills is a burning desire for most people. For this reason, CLT appeared to demonstrate this goal relying on the idea that learners must be taught how to use the language to achieve a better communication outside the classroom rather than the

mastery language structures. The depth consideration of such claim brought into surface communicative competence and communicative ability which are two faces of the same coin, which is '*communication*'.

1.2.1. Communicative Competence

The main goal of CLT is to develop a stronger communicative competence among L2 learners. Savignon (2002) writes, "CLT refers to both processes and goals in classroom learning" and that "the central theoretical concept in communicative language teaching is communicative competence" (p. 1). Hymes (1972) introduced '*communicative competence*' on the bases of Chomsky's notion '*competence*' and '*performance*'. According to Yule (2006), communicative competence is "the general ability to use the language accurately, appropriately, and flexibly" (p. 169). Additionally, it is the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the TL (Hymes, 1972). Communicative competence is comprised of four components which were originally identified by Canale and Swain (1980):

1.2.1.1. Grammatical Competence. It encompasses students' ability to produce accurately structured comprehensible utterances and sentences.

1.2.1.2. Sociolinguistic Competence. It refers to the ability to use the language appropriately in the write sociocultural context.

1.2.1.3. Discourse Competence. It means the ability to understand meaning and use rules accurately using cohesion and coherence. As Brown (2007) illustrates, discourse competence is "the ability to connect sentences ... and to form meaningful whole out of the series utterances" (p. 220).

1.2.1.4. Strategic Competence. It is the learner's ability to arrange a given message and enhance the effectiveness of communication.

1.2.2. Communicative Ability

Relying on what Littlewood (1981) suggested, communicative ability lies in understanding:

1.2.2.1. Structural and functional views of language. While the structural view of language concentrates on the grammatical system describing ways in which linguistic items can be combined; in addition to the description of word order rules that makes us interpret the grammatical structures differently, in the functional view of language, as a single linguistic form can express a number of functions, single communicative function can be expressed by a number of linguistic forms. In other words, whereas sentence's structure is stable and straightforward, its communicative function is variable depending on specific situations and social factors.

1.2.2.2. Understanding and expressing functional and social meanings. According to Littlewood (1981, pp. 2-5), to achieve communicative ability, understanding and expressing functional meanings; in addition to understanding and expressing social meanings should be taken into consideration.

In understanding functional meanings, three aspects are involved: the ability to understand linguistic structures and vocabulary; knowledge of the communicative functions of the linguistic forms; and the linguistic forms to relevant non-linguistic knowledge. However, in expressing functional meanings, the learners ought to be able process the complete situation involving themselves and their interlocutors taking into account shared knowledge. In understanding and expressing social meanings, the learner should be aware of different social meanings of the language forms so that they would be able to use them in the appropriate social context.

1.3.Communicative Strategies

In a CLT classroom, students strive to get their meaning across, and in order to perform this task, communicative strategies (CSs) are a useful way to overcome communicative difficulties. CSs supply students with the tools necessary to fill TL gaps while communicating with partners. Ellis and Barkhuizen (2005) define CSs as “speakers-oriented; that is, they are used by learners to compensate for lack of L2 knowledge or their ability to access the L2 knowledge they have” (p. 170).

Bygate (1987) classified two major types of CSs: first, achievement strategies which include: guessing strategies, paraphrase strategies, and cooperative strategies. Second, reduction strategies which involve: avoidance strategies.

1.3.1. Achievement Strategies

As Bygate (1987) suggests, learners use such kind of strategies to compensate for a problem of expression. Furthermore, whenever the speaker faces a difficulty in expressing the intended meaning, they use such strategy to compensate for language gap by using a substitute; s/he tries to find a way to convey the message without losing or changing it. Achievement strategies involve three sub strategies which are:

1.3.1.1. Guessing strategies. In this type the learner may think that something is true or probable without necessarily being sure about it. There different types of guessing strategies that the speaker might use starting from foreignizing a mother-tongue word, to borrowing a word from the mother tongue-tongue without changing it, to providing a literal translation of the mother-tongue word, or inventing a target language word or expression.

1.3.1.2. Paraphrase strategies. This occurs when the speaker looks for an alternative to the word or the expression that the speaker needs in the target language.

1.3.1.3. Cooperative strategies. It means that the speaker asks for help from the other interlocutors.

1.3.2. Reduction Strategies

Sometimes, learners may not be able to communicate the full message; thus, they might abandon the message or go on to communicate something they can manage. Reduction strategies involve the following sub type of strategies:

1.3.2.1. Avoidance Strategies. The learner may use such strategies to avoid certain difficulties they can face. This happens through avoiding some particular sound sequences, the conditional in English, and others like words whose gender is unknown. Students also avoid troubles in expressing opinions, too, due to the lack of vocabulary. Consequently, they may sacrifice part of the message content or change the topic rather than keeping silent.

In one word, for the sake of promoting interaction and encouraging students to develop their oral proficiency, they may use such communicative strategies.

2. Classroom Interaction

2.1. Definition of Classroom Interaction

“In the era of communicative language teaching, interaction is , in fact, the heart of communication; it is what communication is all about”(Brown, 2001, p.165). This quote emphasizes and confirms the significance of interaction in language teaching. So, in order to define classroom interaction, we need first to define each concept separately. Hence, the word classroom refers to the primary space where both teaching and learning processes take place, whereas the word interaction, as defined in the online Cambridge dictionary, refers to “an association where two or more people or things communicate with or react to each other”.

Many researchers and scholars attempt to define the concept '*classroom interaction*' and emphasized its significance, especially in improving skills and building knowledge. In this sense, Hadfield and Hadfield (2008,) state that:

Interaction involves more than just putting a message together; it involves responding to other people. This means choosing the language that is appropriate for the person you are talking to. It means responding to what they say, taking turns in a conversation, encouraging them to speak, expressing interests, changing the topic, asking them to repeat or explain what they are saying, and so on.(p.105)

Wagner (1994, p.8) hold that “interactions are reciprocal events that require at least two objects and two actions”. It occurs whenever there is a mutual influence on each other through exchanging message successfully.

Robinson (1994, p.7), on his part, believes that “interaction refers to reciprocal face-to-face action. This can be verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye-contact, facial expressions, gestures, appearance, environmental factors and chromatics (use of time)”. Robinson then, in his definition, explained that interaction is a face to face process between students and their teacher or among the learners themselves.

Being on the same path, Allwright (1984, p.156) considers interaction in the classroom not just as an aspect of 'modern' language teaching methods, but as the fundamental fact of classroom pedagogy.

It is important to know that interaction is the best way through which we learn to interact. In this context, Brown (2001, p.165) advocated that “interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other”.

Malamah-Thomas (1987) as cited in Mingzhi's (2005) article points out that «classroom interaction is a one-way action and reaction but a reciprocal process'' (p.57).

He also proposed a diagram through which he illustrates the relationship between the teacher and the student.

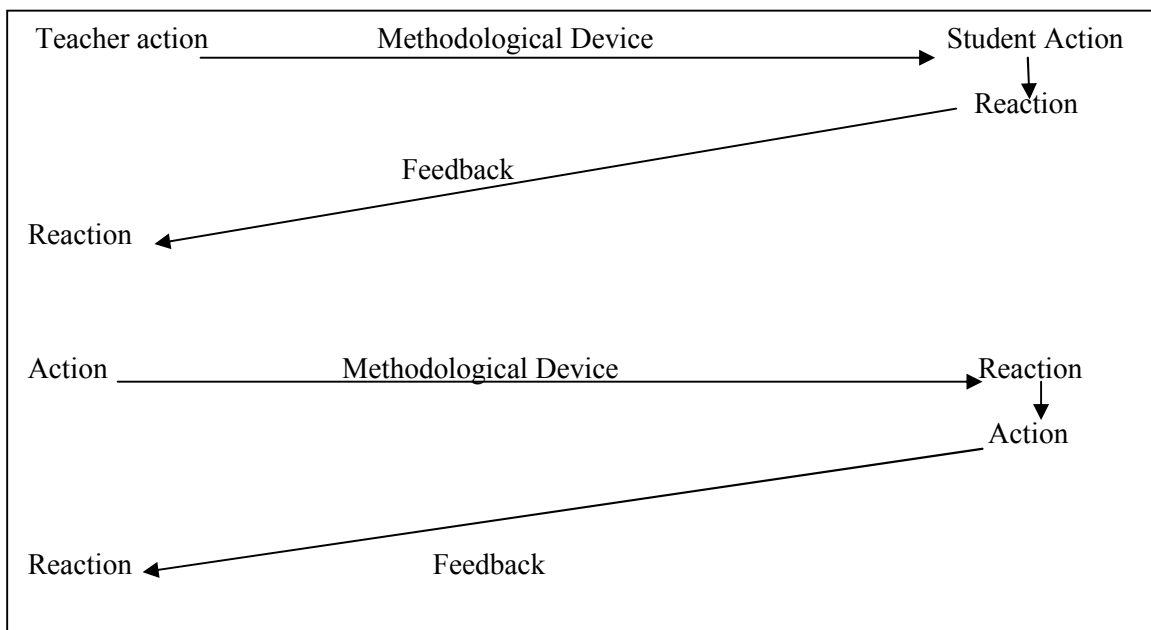


Figure 2.1: Classroom Interaction. (Malamah-Thomas 1987, as cited in Mingzhi, 2005, p.57)

2.2.The Importance of Classroom Interaction

Recently, interaction is given much attention in the classroom since it allows students to practice the language and exchange ideas that are regarded as negotiation of meaning. Therefore, students will have the opportunity to receive feedback from their teacher or their

peers. Littlewood (1981, p.16) advocated that “the learner’s focus was on language form to be learnt than on meanings to be communicated”.

Alternatively, there is a progression from pre-communicative to communicative activities in which the learner is expected to use the linguistic repertoire he has learnt in order to communicate specific meanings for specific purposes. That is to say, through designing communicative activities, learners would have the opportunity to practice the target language. Allwright (1984, p.158) considered interaction as “something inherent in the very notion of classroom pedagogy itself”. According to Long (1996) revised theory as stated by Lyster (2007, p.102), “interaction plays a key role in driving second language development forward”.

He also claims that “interaction provides learners with opportunities to control the input to some extent, as they ask their interlocutors to modify their speech in ways that make the input more accessible” (pp.120-103).

In addition, interaction informs learners about their communicative success as it enables them to test hypotheses. In the same sense, Allwright and Breen (1989, as cited in Chaudron, 1998, p.10) assumed that interaction is considered important for the following reasons:

- a- Only through interaction can the learner decompose the target language structure.
- b- Interaction gives learners the opportunities to incorporate target language structure into their own speech.
- c- The meaningfulness for learners of classroom event of any kind, whether thought as an interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learner.

Classroom interaction then contributes heavily in the success of the foreign language learning process and it is the means through which the language development can be realized.

2.3.Types of Classroom Interaction

Classroom interaction became an important feature of second language classrooms, since it serves communicative purposes between the teacher and the students or among the students themselves. Classroom interaction then, has two main types which are:

2.3.1. Teacher - Student Interaction

A large amount of interaction inside the class goes from the teacher to his/her students and vice versa. This type of interaction occurs in the form of questions and answers between the teacher and the class, or small groups in the class, or individuals. The traditional way of teaching was highly dependent on the teacher (teacher-centered). Teachers do most of the talk giving lectures inside the classroom, whereas students' role is sitting, listening and taking notes passively. According to Harmer (1998, p.3), the way in which the teacher interacts with his students is an essential skill that requires the teachers to focus on the students they are talking to. Harmer discussed the concept of '*rough-tuning*'; the language which is an unconscious simplification of the language done by the teacher. Teachers' goal then, is to provide their students with a comprehensible input because it enables the learners to respond to their teacher and interact with him easily. Also, Harmer argued that newer teachers focus on their students' comprehension; meanwhile, experienced teachers besides comprehension they also use physical movements: gestures, facial expressions and mime, which have become part of the teachers' language use in order to meet students needs at low levels.

Scrivener (2005, p.85), therefore, proposed a diagram for teacher- student interaction by showing the way teachers interact with their learners.

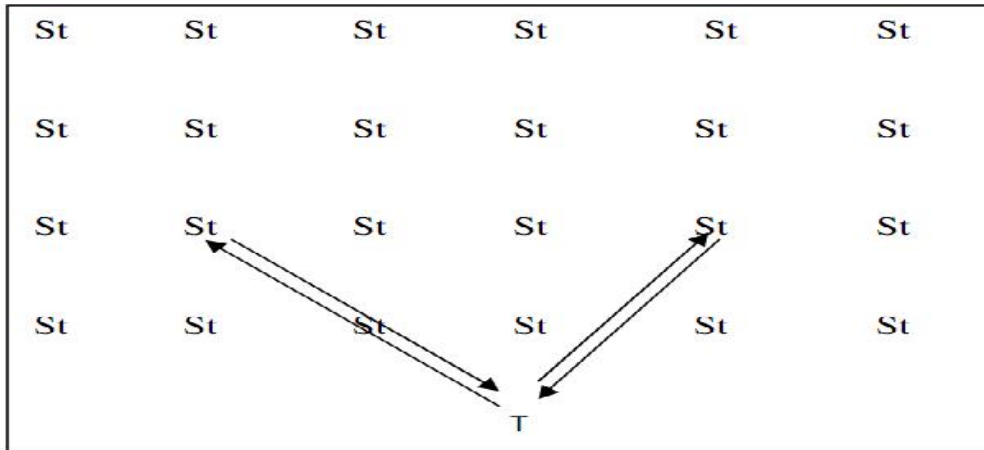


Figure 2.2: Interaction between teacher and students (Scrivener, 2005, p.85)

According to Chaudron (1988) as cited in Tuan’s and Nhu’s article, (2010, p.31), “teacher talk takes up the largest proportion of classroom talk”.

Clearly, the teaching process should be a shared job between the teacher and his students as Brown mentioned in the same article of Tuan and Nhu (2010, p.31), “Teacher talk should not occupy the major proportion of a class hour, otherwise, you are probably not giving g students opportunities to talk”.

Teacher-student interaction is a crucial element in language teaching because it facilitates teaching/learning processes through students’ contributions with their teacher.

2.3.2. Student- Student Interaction

Harmer (1998, p.4) points out that “a good teacher maximizes Student Talking Time and minimizes Teacher Talking Time”. Recently, understanding communication is done by looking at interaction that occurs among learners themselves, its impact on the learning process, and how it promotes language use. The teacher then plays the role of a monitor while learners are the active participants. Learner-learner interaction appears in groups called

learner-learner interaction, in pairs called peer interaction. Based on Johnson's (1995) point of view:

Student-student interaction in second language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self select when to participate control the topic of discussion , and , most important , draw on their own prior knowledge and interactional competencies to actively communicate with others. (p.116)

Johnson (1981, as cited in Johnson 1995,pp.111-112) assumes that “faults much of this research as being ‘adult centrism’, which implies that real learning occurs only between teachers and students and that student-student interaction represents off –task behavior, discourages achievement, and leads to classroom disruptions”. He also argues that “student-student interaction may actually be more important for educational success than teacher-student interaction” (p.112).

In fact, he claims that “constructive student-student interaction influences students’ educational aspirations and achievement, develop social competences, and encourage taking on the perspectives of others” (p.112).

Johnson was not the only one who assessed the value of classroom student-student interaction. Salvin (1980), Sharan (1980), and Webb (1982), on their parts, each came to agree that “cooperative learning tasks in small groups enhances students’ academic achievement, self-esteem, relationships among students of different ethnic backgrounds, and positive attitudes toward school”(p.112). So, when students work cooperatively, they are more likely to promote their achievements and build positive attitudes.

Scrivener (2005, p.86) again proposed a diagram for student- student classroom interaction by showing the way students interact with each other.

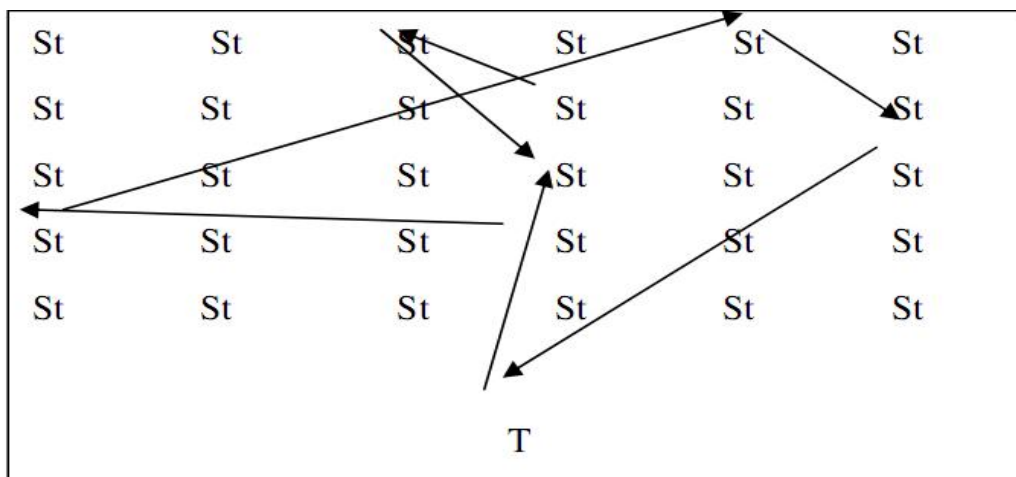


Figure 2.3: Interaction between students (Scrivener, 2005, p. 86)

Obviously, student-student interaction shapes the communication patterns and creates opportunities for students to use language for classroom learning.

2.4. Input, Interaction, and Output in Language Acquisition

The role of three closely related factors, namely, input, interaction, and output has been widely discussed in the field of second language acquisition (SLA). Input is recognized as an essential element for language acquisition. In addition to the input, it is also accepted that interaction plays a crucial role in the process of L2 learning. Output is one pedagogical goal that L2 learners tend to achieve. So, input, interaction, and output are three essential elements in L2 acquisition.

2.4.1. Comprehensible Input Hypothesis

Input, as a term, is defined in language learning as the language that learners hear or receive and from which they can learn (Richards & Schmidt, 1992, p. 261). Krashen (1985) is an important figure whose '*comprehensible input hypothesis*' had a great influence on SLA.

As he maintains, language acquisition can be achieved when learners are exposed to language input whose structure is beyond their current level of language competence. He recognized that during classroom interaction (CI), “we move from (I), our current level to (I+1), the next level along the natural order, by understanding input containing (I+1)” (Krashen, 1985, p.2).

Teachers’ main role, then, is to ensure that learners are receiving comprehensible input, and create opportunities for them to interact verbally and communicate more to understand and assimilate the input they are exposed to; thus, this is the appropriate explanation concerning the link between input and interaction. Krashen believes that the more students interact, the more they grasp the input. Hence, he argues that exposure to comprehensible input in the TL is sufficient for SLA to take place (Richards & Renandya, 2002).

However, many researchers criticized Krashen’s input hypothesis by describing it as vague. That is to say, this theory lacks a clear definition of comprehensible input; Krashen never sufficiently explained the values of (I) or (I+1) (Mitchell & Myles, 2004). More importantly, though focusing solely on comprehensible input is necessary, it is insufficient for SLA to neglect the importance of output (Swain, 1995).

2.4.2. Interaction Hypothesis

We must not lose sight of the fact that ‘*interaction hypothesis*’ is closely related to ‘*input hypothesis*’ in the sense that Long has taken the concept of Krashen about the value of input comprehension in enhancing SLA ; in addition to the value of modifications to discourse structure for learner comprehension. He claims that modifications to discourse structure (e.g., negotiated interaction and modified input) indirectly facilitate SLA. Long (1996) in his hypothesis sought a way to bring together two major approaches in SLA: Hatch (1978) recognized the importance of conversation on the development of grammar, in addition to Krashen’s input hypothesis. In other words, he believes that what makes input to

be comprehensible is modified interaction, or negotiation of meaning. His work (1981, 1983) was based on the idea that in (native speaker-non native speaker) NS-NNS interactions, NSs modified their interaction so that NNSs would be able to understand the input and interact. Long (1996) wrote, “negotiation for meaning, and especially negotiation work that triggers interaction adjustments by Ns or more competent interlocutors, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention and output in productive ways” (pp. 451-452). Negotiation raises learner’s awareness of those language features which do not match the standard of the target language, and the parts beyond them (Gass, 1997, p. 157). That is, learners obtain feedback from interlocutors through negotiation in the form of conversational adjustments. This feedback serves as an indication for learners to modify output.

Consequently, interaction hypothesis accounts for learning through input (exposure to language), production of language (output), and feedback that comes as a result of interaction (Gass & Selinker, 2001, P. 317).

2.4.3. Output Hypothesis

Output is generally understood to be the language that the learner produces (Mackey & Abbul, 2005, p. 215). This view is supported by Swain (1985) who argues that comprehensible output also plays a part in L2 acquisition. She pointed out that learners have to produce comprehensible output (CO); otherwise, comprehensible input alone is insufficient in the L2 learning process. CO “extends the linguistic repertoire of the learner as he or she attempts to create precisely and appropriately the meaning desired” (Swain, 1985, p. 252).

Additionally, she believes that when trying to produce CO, SL learners develop their fluency as well as linguistic abilities during the process of interaction. Also, as she assumes, output has a function of enhancing noticing as it has a triggering function. i.e., while language

learners try to produce TL, they may simultaneously notice that they have a problem of not knowing how to say the idea or the meaning they want to convey due to lack of vocabulary items or the ignorance of syntactic structures ...etc. as a result, learners become conscious of their linguistic knowledge.

2.5. Aspects of Classroom Interaction

When making a research about CI, one should take into account two complementary aspects, namely negotiation of meaning and feedback which determine success or failure of the oral production. Moreover, the absence of these two essential aspects in the classroom may cause failure in learning through interaction. Ellis and Fotos (1999) suggest, “Interaction contributes to acquisition through opportunities for modified output” (p. 9). To put it differently, whenever learners are receiving feedback, interaction is rich of meaning negotiation.

2.5.1. Negotiation of Meaning

It has been claimed that by checking and clarifying problematic utterances; i.e., by negotiation of meaning in communication tasks, learners obtain comprehensible input which is seen as fundamental to SLA (Stevens, 1999, p. 539). Similarly, Bygate (1987) holds that negotiation of meaning in CI refers to the skill of communicating ideas clearly which includes the way participants signal understanding during an exchange (p. 67). Learners, therefore, should make their linguistic output clear and comprehensible so that interlocutors who are engaged with them in the conversation would understand them.

In some cases, students may face difficulties in understanding what others say. Thus, they ask questions or seek for clarifications, and this is what is meant by meaning negotiation. Gass (1997) spoke about the importance of negotiation in learning process when he said, “the claim is not that negotiation causes learning or that there is a theory of learning based on

interaction, rather, is a facilitator of learning; ... 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). Mackey (2007, p. 312), on the other hand, illustrates that through the process of repetition, segmentation, and rewording, interaction can serve to draw learners’ attention form-meaning relationship and provide them with additional time to focus on encoding. According to him, while repetition involves repeating the student’s exact speech when it is not understood, in segmentation, students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation ; however, in rewording , students rephrase the original utterance by using other simple words.

2.5.2. Feedback

If meaning negotiation plays a vital role in CI, success in oral production is also dependent on the second aspect which is feedback. As a term, feedback (FB) has been differently differently according to different researchers. As Tower (1999, as cited in Akhuzu, 2014, p.38) writes, “feedback in the context of education has been defined as information that is presented to an individual following a performance that reflects upon the adequacy, quantity, and quality teaching performance”.Ur (2000, p.53) defines FB as those responses which are given by teachers to learners to know if their performance is good or not.

Mackey (2007, p.30) has provided another suggestion based on the idea that “through interaction that involves feedback, the attention of the learners is paid to the form of errors and is pushed to create modification”. In other words, in order for the learners to develop their speaking skill through interaction, they should pay attention to their oral performance, either by noticing errors and then giving correction, or by concentrating to avoid such errors in order to get positive FB from the teacher which may motivate them.

In any language classroom, learners are often curious about their performance in relation to their peers. However, teachers should know when and how to give feedback so that learner would benefit in their learning process. So, feedback has a great importance in language learning. As Brophy (1981, p. 18) maintains, “feedback is an essential aspect of any language learning and it is important that students get feedback about their classroom conduct”. London (2003, p. 21) gives the importance of feedback in general by claiming that feedback directs, motivates, and rewards. It is the bases for development and career planning. Moreover, it contributes to the building of effective interpersonal relationship.

Mackey (2007) classifies two types of feedback:

2.5.2.1. Explicit Feedback. In this type of FB, teachers tend to correct the form the learner’s response when committing some linguistic mistakes in their oral performance. As Dabaghi (2008, p. 3) illustrates, “as soon as the learner made error, the teacher... stepped in to correct them by providing the learners with the correct form as well as metalinguistic explanation of rules related to this form”.

2.5.2.2. Implicit Feedback. In implicit feedback, the teacher rephrases the learner’s utterance by changing one or more sentence components, or makes requests for clarification so that the learner would correct the erroneous utterance. Dabaghi (2008, p. 3) states, “Implicit correction refers to the process of providing the learner with indirect forms of feedback... in the form of recast- the correct reformulation of learner’s erroneous utterance”. Ellis, Loewen, & Erham (2006) make a distinction between these two types of FB by saying, “in the case of implicit feedback there is no overt indicator that an error has been committed, whereas in explicit feedback, there is. Implicit feedback often takes the form of recasts” (pp. 340-341).

Concerning the relation between negotiation and feedback, as Mackey (2007, p. 79) asserts, interaction includes negotiation as well as recasts, and importantly, includes feedback,

or some indication that there has been a problem with the message. An indication of a problem, in turn, focuses attention on the problem area and allows learners to notice the problem, with ideal conditions, learning being the result.

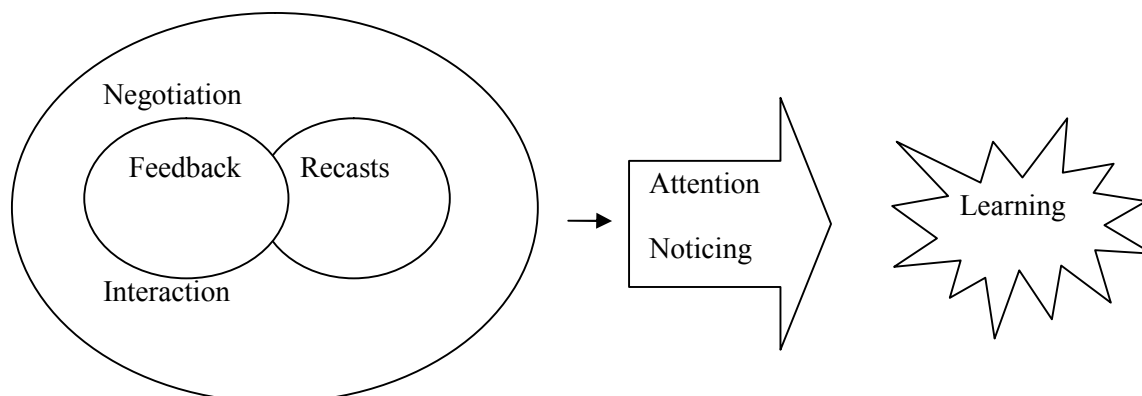


Figure 2.4: A model of interaction (Mackey, 2007, p. 79)

2.6.Principles of Verbal Interaction

In foreign language learning classroom, interaction plays an important role in the learning process since it allows the learners to use the target language and practice the speaking skill inside the class. Thus, classroom interaction talk involves some essential perspectives and principles involved in interaction that learners should learn. We will deal with some of these principles provides by McCarthy (1991) as follows:

2.6.1. Adjacency Pairs

McCarthy (1991, p.119) defined them when he referred to pairs of utterances in a speech as being mutually dependent. Obviously, a question needs an answer, and an answer proposes a question. Pairs of utterances, such as ‘greeting-greeting’ and ‘apology-acceptance’ are called adjacency pairs. They include two types of utterances; the first pair-parts may have the same second pair-part (Hello-Hello, Happy new year-Happy new year). Other first pair-parts generate further possibilities; for example, offers, thanks, apologies, congratulations and so forth.

2.6.2. Exchanges

In MacCarthy's words (1991, p.122), exchanges are "independently observable entities; adjacency pair may be found within their boundaries".

That is to say, they are the fundamental units involved in any interaction. In traditional classrooms, the pattern of the moves of the exchanges is characterized by the responding moves on the part of the student, while the teacher made the initiation and the follow-up moves. In many language classes this is still the pattern. In such cases, learners rarely get the chance to take other roles than the responding one. So, learners get little or no practice of utterance function. Even if they are encouraged to initiate, the follow-up move is controlled by the teacher. Nowadays, learners are given the opportunity to initiate, respond, and end the interaction talk, so as to prepare them to use the target language outside the classroom where they will not only respond to teachers' questions. Thus, teachers need to encourage learners to practice common follow-up strategies by designing some crucial speaking activities like getting students to interview one another or implement subjects that contain question-answer sequences in order to meet the underlined goals.

2.6.3. Turn Taking

Turn taking is a fact that governs any conversation and demonstrates the distribution of turns. According to Thornbury (2005, p.8), the essential role of turn taking is to hold conversations. Therefore, McCarthy (1991, p.127-) advocated that "turns will occur smoothly, with only little overlap and interruption, and only very brief silences between turns (on average, less than a second)".

Accordingly, there is a set of rules that govern turn taking system; i.e., the current speaker selects or nominates the next speaker, but if there is no one selected, there will be

self-selection. If neither of the participants becomes the next speaker, the current speaker may continue.

There are some linguistic devices the participants may use when they are unable to enter the normal flow of the turn-taking as, “If I may, I wonder if I might say something”. McCarthy added that there are also some linguistic means that can be used to avoid taking the turn when one has the opportunity to do so. These are called ‘*back-channel responses*’. It consists of a set of vocalizations, such as ‘mm, ah-ha’, and short words and phrases like ‘yeah, no, right, sure’. These back-channel vocalizations change from one culture to another. Another feature of turn-taking is predicting others’ utterances and seeking for completing them. Also, turn-taking is characterized by how turns are given. It includes body language like head movement and eye contact.

To conclude, turn taking is not something that really can be taught, but to be practiced.

2.6.4. Transactions and Topics

2.6.4.1. Transactions

According to McCarthy (199, p.130), they “are concerned with how speakers manage longer stretches of talk”. He also considered to what extent speakers realize markers in a talk in different languages. Transaction markers are found in conversations, especially marking on openings and closings. The teacher illustrates a set of useful transaction markers as ‘right, now, so, okay’ by letting his students notice how he uses these markers in the lesson. It is important to draw students’ attention to see whether these transactions markers can be directly translated into their L1 through providing them with activities that need to be opened and closed within a specified time limit.

2.6.4.2. Topics

Many questions have been raised about this concept. So, what is a topic?

McCarthy was concerned about how topics are opened, developed, changed and closed. He points out that topics can be defined in a formal level as “stretches of talk bounded by certain topic and/or transactional markers, such as lexical ones (by the way to change the subject), or phonological ones (changes in pitch)” (pp.131-132). Or by expressing “the content of different segments of talk according to single-word or phrasal titles (e.g. ‘holiday’, ‘buying a house’) on the basis of an interactive criteria” (p.132). So, we can say that something is a topic if more than one speaker produces utterances relevant to the other speaker ones.

Pragmatically speaking, topics “are strings of utterances perceived as relevant to one another by participants in talk” (p.132). However, the dominant definition in language teaching materials is that topics are “titles for the ‘subject matter’ of speech events” (p.132).

In general, topics are raised because of many reasons; most of the time, it is for the sake of talking. The emphasis of language teachers is on vocabulary since it is impossible to talk about a topic if students lack vocabulary. Besides, interactive features of topics should be taught like the use of both opening markers (by the way, incidentally, talking of) and closing ones (still, anyway, so).

2.7. Techniques of Classroom Interaction

For a successful classroom interaction to take place, a number of techniques should be relied on. In his article, El-Koumy (1997) claims that, for EFL teachers to compliment CI in their classes, three important techniques should be taken into consideration, namely, the scaffolding technique, the questioning technique, and the cooperative technique.

2.7.1. The Scaffolding Technique

In every teacher-student interaction, teachers are more knowledgeable and have the authority in the classroom. To put it differently, when compared with students, teachers know more than their students; they have experience; they know how to manage interaction, and how to guide the learners, and thus they are in a superior position. However, such superiority does not prohibit such teacher-learner interaction. In fact, for teachers to create a supportive learning environment that encourages interaction, they may use the scaffolding technique. This technique removes the teacher from the position of the dominant content expert to a mentor and facilitator of knowledge. It makes learners feel free to ask questions, help each other, and take more active role in their learning.

Teachers, therefore, may use a range of activities in implementing such technique, including reciprocal teaching, provision of contextual cues, and the use of half finished examples. These activities are temporary supports that help the teacher to interact with his and help the students to become gradually more independent.

2.7.2. The Questioning Technique

This technique has been widely used in most classrooms for promoting CI. Both teachers and students questions constitute most of classroom interactions. Daly et al.(1994, as cited in El-Koumy, 1997, p. 3) point out, “in classrooms, questioning on the part of the teacher and students takes up a significant portion of the day. Across all grade levels, approximately 70% of average school day interaction is occupied with this activity...”

Mainly, students have little prior knowledge of the target language. Their capacity for taking and retaining words, structures, and concepts is limited. Thus, teachers should ask their students questions that encourage them to take part in classroom interaction rather than taking the role of powerless members in the classroom.

Questioning technique can also foster cooperation, promotes critical thinking, allows learners to become creative and innovative, and enhances their sense of competence and self-worth (Aliponga, 2003, p.83).

2.7.2. The Cooperative Learning Technique

The cooperative learning technique refers to a set of instructional activities in which students work in groups and dyads (El-Koumy, 1997, p.7). Generally speaking, cooperative learning involves making learners work in groups or pairs so that learners will build social relationships with each other in order to facilitate the process of learning.

This type of techniques encourages student-student interaction and pushes them to engage in more classroom activities and tasks. Harmer (2001) asserts that group and pair work increases the amount of each student's speaking time. It allows students to interact and work independently without being stick to the teacher's permanent guidance. Hence, promoting learner's independence and autonomy. Richards and Lockart (1996) also argue that group work promotes collaboration among students; it creates learning in community and reduces learner's isolation and introversion.

2.8.Factors Influencing Classroom Interaction

There are various factors that influence oral interaction in the classroom. Researchers divided these factors each according to his/her perspective.

Al-Seyabi (2005, p.25) in her study concerning '*Factors Affecting Students Oral Participation*', divided them into three major categories: student factors, social factors, and pedagogical/educational factors. While, student factors involve perceptions, attitudes, language factors, learning styles, background of students and personal affective factors, social factors contain students' gender in class and nature of community feelings in a group.

However, the lecturer the course in general, including the topic and the nature of inquiry or point are all related to pedagogical/educational factors.

Fassinger (1995) as quoted by Gomez, Arai, and Lowe (1995) and cited in Aidinlou1 and Ghobadi (2012, p.133) categorizes the factors into three major traits involving: class traits, student traits, and teacher traits. While class traits include interaction norms and emotional climate, student traits are divided into three elements: confidence, preparation, and intimidation. The student feels stressed due to his peers or his teacher. He may face fear of offending, communication apprehension, and lack of organization skills. However, teacher traits refer to supportiveness, attention, as well as whether the teacher welcomes discussion or not.

Other scholars like Fassinger have investigated other factors from students' perspectives because it provides their perceptions from their own experience in the classroom participation. They identified a variety of reasons that influence their oral performance. Accordingly, these factors are gender differences, age, willingness and motivation to talk, course level, students' preparation and students' emotions like confidence or fear, and class size. Thus, students' perceptions indicated that teachers' communication style and gender play a significance role. Furthermore, students' opinions about differences in treatment of males and females teachers showed that women teachers encourage more classroom interaction and call their students by name, unlike male teachers who are thought to use more offensive humor and comments.

Hence, teachers' verbal behaviors play an important role in increasing learners' level of participation, such as providing them with feedback, using appropriate language, and giving them much time to answer. However, interrupting them each time prohibits them and results in communication breakdown; thus, making learners losing their ideas.

Conclusion

To conclude with, the focal target behind this chapter was to put in the picture some of the fundamental features in addition to the basic theories that studied the concept of classroom interaction and its affiliation with SL or FL learning process.

Classroom interaction with its both types plays a crucial role in promoting the speaking skill among EFL learners due to its characteristics which come to the point that is based on the idea that learners are the heart of oral expression classes, along with teaching language for communication rather than teaching learners the grammatical structures. Teachers, therefore, should take into account the role of group work in providing the learners with opportunities to participate, negotiate meaning, receive feedback, take turns in conversations, initiate and close topics, and produce the output. Moreover, tutors should reduce the amount of their talk which may increase students' talking time so that they would be more involved in the learning process with more self-confidence.



Introduction

In order to put into practice the theoretical information stated in the previous chapters, and in order to have a concrete idea about the relationship between classroom interaction and speaking skill among EFL students at the University center of Mila, we used number of research instruments, including observation, teachers' interview, and students' questionnaire. At the beginning of this chapter, a detailed description of classroom observation dealing with its design, population and sample, analysis, and the discussion of its results has been provided. Since teachers and learners are the main variables in the classroom, their opinions and views are important to test the stated hypothesis. For that, the most significant tool to collect data about teachers' and learners' perspectives is through addressing an interview to the teachers and a questionnaire to the students. While classroom interaction suits the aim of our dissertation in the sense that it allow us to analyze the teachers' and learners' behaviors when engaged in classroom activities, the teachers' interview is intended to investigate the teachers' opinions about using interaction as a pedagogical strategy to enhance the learners' speaking skill. However, the students' questionnaire aims at finding out whether the learners give importance to interactions that happen inside the classroom in activating their speaking skill through participating with their classmates or teachers. We have also dealt with a number of limitations as well as some recommendations for further research.

1. Classroom Observation

1.1. Aim of Classroom Observation

Aiming at investigating whether both teachers and learners give importance to classroom interaction in promoting students' speaking skill, we carried out the current observation in order to observe and collect data about the interaction that occurs in the classroom, either between the teachers and their learners or among the students themselves.

The gathered information will be matched with theoretical information presented in the previous chapters through analysis and discussion.

1.2. The Sample

In conducting the present observation, the two groups of third year LMD students have been chosen to represent the sample to be observed for the second semester. The selection of such sample was mainly based on the assumption that third year are more experienced and knowledgeable regarding the ability to speak and interact in the classroom.

1.3. Description of Classroom Observation

The observation was carried out during the second semester of the academic year 2016-2017 within third year LMD students at the University Center of Mila. This observation involves two groups (1 &2) representing the whole population. The observation was made by observing each group in three different sessions with the same teacher of oral expression. Each session consists of one hour and half to explore to which extent the teacher get involved with his students in conversations, as well as the extent to which the learners are allowed to interact between each other.

During the three sessions devoted for each group, light has been shed on physical setting, teacher-student interaction, student-student interaction, group work, students' participation, and teachers' feedback. The observation is presented in the form of checklist including a set of items under three sections. While the first section is designed for observing the management of the learning environment, the second section is devoted for the observation of the student-student interaction inside the classroom; however, the last section is designed for observing the teacher-student interaction by focusing on the teachers in classroom in classroom setting.

Section one: Observation of classroom management

Within the observation, the first section deals with classroom management in terms of getting real data about the classroom environment where interaction takes place. The present section involves six items including physical setting, time management, starting the lesson with warm-up, maintaining discipline in the classroom, setting objectives, and teacher's actions.

Section two: Observation of student-teacher interaction

This section was devoted to issues related to student-teacher interaction. It includes eight items involving the nature of the existing relationship between the teacher and his students, as well as the amount of talk provided by the teacher to his students. This section also attempts to explore the various roles and responsibilities played by the teacher in the classroom in order to raise the degree of student-teacher interaction. Furthermore, it investigates the teacher's awareness about the importance of encouraging his students to speak along with providing them with a comprehensible input that suitable to their level. In this section also, we wanted to know whether the teacher plays the role of a prompter rather than the only one who talks in the classroom, whether he give his students the topics under discussion or gives them the chance to choose, whether he provides them with feedback and error correction which play a vital role in motivating students and raising the degree of their awareness about their level in English, and the strategies he uses in evaluating his learners' performance.

Section three: Observation of student-student interaction

This section consists of six items; it was devoted to investigate the students' participation in the classroom as well as their actions and ways of involvement in discussions. That is, during this section, we wanted to know whether students participate through giving their opinions and ideas and show agreements and disagreements about others' ideas, whether

they interact between each other and correct each other’s mistakes/errors, whether they face some speaking difficulties such as; hesitation, lack of vocabulary, pronunciation and so on, and whether they enjoy group work and develop their speaking skill as a result of classroom interaction.

1.4. Analysis of Classroom Observation

Group one

Section one: Observation of classroom management

This section investigates the effect of classroom environment on classroom interaction that occurs between the teacher and his students and among the learners themselves.

Item one: Classroom is structured to enhance learning: seating arrangement, clean and comfortable physical setting, light, etc

Rating scales	Always	Sometimes	Rarely	Never
Sessions	1	2	0	0
Percentage	30%	70%	0%	0%

Table 3.1.1: The organization of the classroom setting

In the first session we have attended with this group, the physical setting took place in a clean, organized, and lighting room. This session was programmed at 11:00 o’clock with the majority of female students; it consists of 30 students or less because of there were a lot of absences especially in the last two sessions, because the topics did not attract their attention as the teacher admitted. Generally, in the first session the students felt less active at the beginning of the session when comparing them with the other group. However, the coming two sessions they showed readiness to discuss and exchange points of view.

Item two: Teacher is flexible in his/her time management

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.2: Teacher's time management

During our observation with this group in the three sessions, we have noticed that the teacher was really severe concerning respecting the time of entering the class. She was present inside the class on time and she fired those who came late. During the oral expression course, the teacher tended to divide the session time; she gave 40 minutes for the two groups to present their topics. Whereas, the rest 10 minutes were for calling names, and listen to the students 'comments.

Item three: Teacher starts his/her session with warm-up.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	1	2	0	0
Percentage	30%	70%	0%	0%

Table 3.1.3: Teacher's warm-up

The teacher provided her students with proverbs and famous sayings that are related to the sense of chosen topic. For instance, in the first session with the first group when dealing with the topic of "*Unsolved Mysteries*", she provided them with the following saying: "*One may say the eternal mystery of the world is its comprehensibility.*" *By Albert Einstein.*

Then, she asked them to give their own understanding of what the proverb says in order to pave the way for the topic discussion. However, in the rest two sessions she provided them only with some background of the topics which they were going to discuss: '*Brexit*' and '*Generation Gap*'.

Item four: maintained order and discipline in the classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	1	0	0
Percentage	70%	30%	0%	0%

Table 3.1.4: The teacher’s control of students’ behavior

The data obtained from the table above denotes that during the first two sessions we have attended with the first group, student always interrupted their classmates who were presenting the topics. Also, some students did some irrelevant behaviors such chatting with each other without paying attention to what was being said; this lead the teacher to asks some students to change their places along with asking the whole class not to interrupt the presenters unless they ask finish their utterances. In the third session, we have observed that some students have used some Arabic expressions, when interacting with their teacher and classmates. As a result, the teacher advised his learners to avoid using L1 because it will negatively affect their progress in learning TL. This reveals that the teacher was always careful about maintaining order and discipline in the classroom so that student will respect her, and they will find themselves in an environment that is suitable to their learning.

Item five: teacher clearly formulates the objectives of the lesson

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	0	2
Percentage	0%	30%	0%	70%

Table 3.1.5: The teacher’s course objectives

During the first session we have attended with group (1), the teacher, at the beginning of the session, listed some objectives that students will reach at the end of the course so that they will be aware about what they are going to do during the session, as well as they will be aware about the reason behind performing any given task. However, in the next two sessions, the teacher started directly by writing a saying on the board and then asking the presenters to

start presenting and discussing the topic the teacher gave them the session before without dealing with the objectives of each session.

Item six: teacher moves around his learners to get closer to them

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	0	2
Percentage	0%	30%	0%	70%

Table 3.1.6: teacher’s actions in the classroom

From the obtained results, it is clear that the teacher does not move too much in the classroom. During the first session we have attended with this group, the teacher kept seating on the desk without moving around students. However, in the next session the teacher was moving around the students asking them questions, asking them about their names, and checking if they have understood what has been said because there where much absences that lead the teacher feel at ease with his students and find time to give each student a chance to contribute and interact with him. In the third session with this group, the teacher kept seating on the desk and guiding them.

Section two: Observation of student-teacher interaction

The current section highlights the nature of classroom interaction among teacher and his students.

Item one: There is a friendly relationship between the teacher and his students

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.7: Teacher-learners relationship

The teacher really has a close relationship with her students even if some students really misbehaved from time to time. The teacher tried to create an enjoyable atmosphere with

her class by discussing personal views, telling jokes and whenever she called on them and asked them about their names, she kept smiling for her students.

Item two: The highest amount of talk is given to the students.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.8: Learners' amount of talk

Apparently, learners spoke most of the time, while the teacher kept silent and interfere only when necessary in order to guide them or for asking questions. The group who presented the given topic provides the class with some information about what the topic is, and gave the opportunity for the rest of the class to start the discussion.

Item three: The teacher gives her learners opportunities to interact with her, and encourages them speak.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	1	0
Percentage	70%	0%	30%	0%

Table 3.1.9: Teachers' encouragement to speak

The teacher in the first two sessions that we have attended gave her students opportunities to interact with her either by asking questions or by giving their opinions in the classroom. Also, during these sessions, we have observed that the teacher always tries to make his students speak and interact in classroom, by letting them give suggestions and new ideas in order to feel free and comfortable, and sometimes the teacher obliged his learners to speak in classroom by calling from the list. However, during the last session she prevented some students from speaking because they didn't respect turn-taking and interrupted their peers' talk.

Item four: The teacher demonstrates awareness of individual learners learning needs, and provides them with a comprehensible input that suitable to their level

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	0	2
Percentage	0%	30%	0%	70%

Table 3.1.10: The teacher’s comprehensible input

The data obtained from observing the students of this group denotes that the teacher did not provide his students all the time with a comprehensible input. In the first session she gave them a clear view about the topics. Whereas in the next two sessions, she relied more on the students output when presenting their work. However, the teacher tried to do her best to be understood by her students to make them interact actively and successfully. ***Item five: the teacher plays the role of a prompter***

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.11: The teacher’s role and the classroom

During the three sessions we have attended with group (1), the teacher always played the role of a prompter through guiding his students, asking them questions when the discussion goes out of the subject, giving them the chance to complete each other’s ideas and help each other when necessary, and helps them to find solutions without giving a direct solution.

Item six: the teacher provides his students with feedback and error correction

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	1	0
Percentage	0%	70%	30%	0%

Table 3.1.12: The teacher’s feedback and correction of students’ mistakes

In relation to the teacher’s feedback and error correction provided by the teacher during the sessions we have attended with this group, during the first session the teacher preferred not to correct his students mistakes not to interrupt them so that they will not lose the idea they want to get across; she just gave a positive feedback through facial expressions which means ‘right’ or ‘carry on’. However, in the next two sessions the presenters committed lots of mistakes and errors that were necessary to be corrected. So, the teacher, from time to time, gave a negative feedback through recasts or explicit correction so that her learners would benefit from such correction.

Item seven: the teacher provides his/her learners with topics

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.13: The teacher’s suggestion of the topic

Generally speaking, from the beginning of the first session we have attended with this group, the teacher declared to follow one to be followed during the whole semester which is suggesting a topic at the end of every session to be prepared for the coming session. Therefore, during the three sessions the teacher kept suggesting the topic which seems to be interesting at the end of every session; all the students were asked to prepare the topic at home and then discuss it in the classroom. When students come to the classroom, the teacher randomly selects three members among the total number of the whole group to present the topic for (40 minutes) and then she selects the second group which consists of three members to present for the rest (40 minutes). During the presentation of each group, the audience was enabled to contribute, discuss, and show agreements and disagreements when necessary.

Item eight: The teacher evaluates his/her students' performance

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.14: The teacher's evaluation of students' oral performance

In the oral expression sessions we have attended with the students in the classroom, we observed that the teacher in every session kept taking notes about the students' oral performance whenever they contribute. The focus was on the students who present. However, the more their classmates participate and give opinions fluently and accurately the more they get extra marks.

Section three: Observation of student-student interaction

The primary aim behind the present section is to get more data about the way students interact between each other.

Item one: Learners participate in the classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	1	0
Percentage	70%	0%	30%	0%

Table 3.1.15: Learners participation in the classroom

When we were observing students' participation in classroom, we have noticed that the students rarely participate during the first session. However, in the second and the third sessions, the learners had shown some readiness and motivation to participate and interact during the oral expression session because they prepared their work at home in order to build thoughts about the topic discussion. So, their lack of participation was usually related to the lack of knowledge.

Item two: Students interact between each other, express their ideas and opinions, and raise agreements and disagreements.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.16: Students' classroom interaction

During our observation with this group, we have noticed that during all the sessions, students raised heavy disagreement among each others' opinions. Furthermore, they insisted on imposing their opinions and make their ideas acceptable in the class. This denotes how much they are aware of the importance of raising debates to express their attitudes towards the discussed topics either by asking and answering sequence, or by providing new information. This aims at developing their oral performance through more interaction inside the classroom.

Item three: Students correct each other's errors/mistakes

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	1	2
Percentage	0%	0%	30%	70%

Table 3.1.17: The student' correction of each others' errors

During the sessions we have attended, we have noticed that students rarely corrected each other's errors because they rely more on the teacher's correction. In addition, their mistakes were few and if there were any, it was because of the pressure.

Item four: Learners enjoy group work

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.18: Students' perception about group work

In the three sessions we have attended with this group, we have noticed that students always show a positive attitude towards working in groups. That is, they shown relaxation towards working with each other towards providing convincing ideas and defending their points of view about certain points under discussion.

Item five: Learners face speaking difficulties (hesitation, lack of vocabulary, pronunciation...)

Rating scales	Always	Sometimes	Rarely	Never
Sessions	1	1	1	0
Percentage	30%	30%	30%	0%

Table 3.1.19: Students' speaking difficulties

From the results tabulated above, one may deduce that students faced speaking difficulties with different scales during the sessions of the observation. Approximately, during the first session with this group there were some learners who always show hesitation and problems with pronunciation, vocabulary, and grammatical structures, especially those who were presenting in front of audience because they face their classmates, as well as not being able to express themselves fluently due to the limited ideas they have in their minds which was a result of poor preparation. In the second session, learners there have been some members who show hesitation and L1 interference during the attempt to participate and express their ideas. That is to say, there have been some students who have ideas in their minds, but face difficulties when they come to put into utterances; they speak in English, but think in Arabic. However, during the last session, there has been much discussion with less mistakes/errors because the learners started to get familiar with the followed procedures during OE session.

Item six: learners develop their speaking skill as a result of classroom interaction

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.20: The students' development of their speaking skill

During the three sessions we have attended with group (1), we have observed that the students who always participate, express their ideas and opinions during conversations, and interact with their classmates and teacher, develop their oral productive skills through reducing the earlier stated speaking problem, especially hesitation. Through time they started to build self-confidence and feel comfortable to speak without being afraid of committing mistakes/errors. So, it was noticeable that classroom interaction with its both types really helped students to promote their speaking skill.

Group Two

Section one: Observation of Classroom Management

This section aims at demonstrating the effect of the classroom management on learners' interaction during the oral expression session.

Item one: Classroom is structured to enhance learning: seating arrangement, clean and comfortable physical setting, light, etc

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.21: The organization of the classroom setting

In the three sessions we have attended with this class, the physical setting was well organized since the learning process takes place in a laboratory provided by new materials, and consisted of a considerable number of students about 30 students with the majority of females. The students in this group were interactive in classroom and showed willingness to

speak since they felt comfortable to interact with each other as a whole class during the oral expression course. Also, during the sessions, we have observed that females prefer to sit in the front places; however, males enjoy more sitting at the back.

Item two: Teacher is flexible in his/her time management

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.22: Teacher’s time management

During our observation with group 02, in the three sessions, we noticed how much the teacher appreciates the given time. She was present inside the class on time and she insisted on their students to do the same otherwise they won’t be able to enter after her. During the oral expression course, the teacher tended to divide the session time. Each session there will be two groups each consisted of three students to present a specific topic in 40 minutes, whereas the left 10 minutes were specified for calling for names, and listening to the students’ concerns and so forth.

Item three: Teacher starts his/her session with warm-up

Rating scales	Always	Sometimes	Rarely	Never
Sessions	1	2	0	0
Percentage	30%	70%	0%	0%

Table 3.1.23: Teacher’s warm-up

The teacher has attempted to provide her students with proverbs and famous sayings that are relevant to the chosen topic. For instance, in the first session with the second group when dealing with the topic of “*Unsolved Mysteries*”, she provided them with the following saying: “*The most beautiful thing we can experience is the mysterious. It is the source of all art and science.*” *By Albert Einstein.* Moreover, she asked each member to provide her with a full

explanation of the proverb according to his/her understanding in order to pave the way for the presentation of the topic. However, the rest two sessions she provided them directly with a general overview about the topics which they were discussing 'Brexit' and 'Generation Gap'.

Item four: maintained order and discipline in the classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	1	0
Percentage	0%	70%	30%	0%

Table 3.1.24: The teacher's control of students' behavior

During the sessions we have attended with this group, we have observed that during the first session the students were calm and respectful without making much noise or contributing without asking for permission. Also, they were using the language carefully and could convey messages without using any L1 expressions. Although few students have been laughing and chatting with each other, the teacher tried to invite them to interact with their classmates rather than chatting. However, in the next two sessions, the students sometimes interrupted their classmates who were presenting and used some L1 expressions and pronounced some English words in French. The teacher kept advising to use L2 and pronounce the words correctly without being afraid of making mistakes because whenever they are using L1 they can never progress in their language use.

Item five: teacher clearly formulates the objectives of the lesson

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	0	2
Percentage	0%	30%	0%	70%

Table 3.1.25: The teacher's course objectives

As happened in the first group, with group (02) also the teacher informed his students about the objectives that would be reached at the end of any OE session if they follow the

procedures that have been stated at the beginning of the second semester. However, in the next two sessions the teacher started directly with writing a quote on the board, and then selecting the members who would present without setting out the objectives of each course.

Item six: teacher moves around his learners to get closer to them

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	0	1
Percentage	0%	70%	0%	30%

Table 3.1.26: teacher’s actions in the classroom

During the first two sessions, we have attended with the second group, we have noticed that teacher from time to time moved around his learners to check their understanding and ask them about their names in order to get closer to them, and ask questions in order to motivate and push them to speak and get involved in conversations. However, the last session the teacher kept seating on the desk and guiding his students.

Section two: Observation of student-teacher interaction

This section is devoted to issues related to student- teacher interaction.

Item one: There is a friendly relationship between the teacher and his students.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.27: Teacher-learners relationship

Apparently, the teacher really has a close relationship with her students. For example, whenever she calls their names, she smiles, sometimes she told them about her personal experiences, and even asked them to speak about theirs. Generally, there have been funny moments.

Item two: The highest amount of talk is given to the students.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.28: Learners' amount of talk

We have observed that the teacher of this class relied more on the students' group works inside the classroom. Hence, students do most of the talk during the oral expression course. The presenters of the topic gave a clear explanation about the topic they were going to discuss, and then they started asking their classmates and raise debates. In such case, the teacher kept silent and played the role of a guide only.

Item three: The teacher gives her learners opportunities to interact with her, and encourages them speak.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.29: Teachers' encouragement to speak

During the observation of the classroom interaction, especially in the second and the third sessions, we have noticed that the teacher always gave opportunities to students in order to speak and interact inside the classroom either with her or with each other, since the students are considered as the central part in the learning process. Besides, if the students did not show readiness to speak the teacher tried to encourage them by calling them by names, smiling for them, or making a joke just to make them feel at ease toward speaking in front of their classmates. Also, by the end of the sessions the teacher welcomed her students concerns, comments, and tried to solve their speaking problems.

Item four: The teacher demonstrates awareness of individual learners learning needs, and provides them with a comprehensible input that suitable to their level.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.30: The teacher’s comprehensible input

During the observation of this group, we have noticed that the teacher always provided her learners with a comprehensible input that is suitable to their level and that goes with their needs. Since classroom interaction is based on the comprehensible input, the teacher did her best to be understood by her students in order to convey her messages successfully and reinforce them to participate and interact with her, because if the teacher doesn’t provide her students with a comprehensible input, teacher-learner interaction will fail.

Item five: the teacher plays the role of a prompter

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.31: The teacher’s role and the classroom

It is obvious from the obtained results that the teacher, during the three sessions we have observed this group, always kept playing the role of a prompter in the classroom. That is, we may notice that the teacher wanted his sessions to be learner-centered were students work by themselves via his guidance.

Item six: the teacher provides his students with feedback and error correction

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	2	0
Percentage	0%	30%	30%	0%

Table 3.1.32: The teacher’s feedback and correction of students’ mistakes

As it may seem, the teacher does not extensively provide feedback and error correction to his students' responses and contributions. During the first two sessions we have attended with group (2), the teacher rarely corrected his students, he preferred to let them convey meaning as well as find and correct their mistakes by themselves. However, from time to time, she was smiling and making some head movements so that they would be encouraged to keep talking. In the last session, we have observed that the presenters committed some mistakes concerning grammar and pronunciation. The teacher, therefore, corrected their mistakes/errors through recasts, and asked them to be careful about the pronunciation of certain words.

Item seven: the teacher provides his/her learners with topics

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.33: The teacher's suggestion of the topic

Following the same system as with the first group, the teacher stated at the beginning of the second semester that she will propose the topic at the end of each OE session to be prepared at home for the next session. So, during the three sessions we have attended with this group we have noticed that the teacher always provided his students with topics they prepare at home to be discussed in the coming session.

Item eight: The teacher evaluates his/her students' performance

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.34: The teacher's evaluation of students' oral performance

As usual, the teacher followed the same method as with the first group. During the three sessions we have attended with the second group, we have observed that the teacher

always evaluated his students while they discuss and give opinions about certain points under discussion.

Section three: Observation of student-student interaction

The primary aim behind the present section is to get more data about the way students interact between each other.

Item one: Learners participate in the classroom

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	1	0	0
Percentage	70%	30%	0%	0%

Table 3.1.35: Learners participation in the classroom

When we were observing students in the classroom, we have noticed that the learners participated in the classroom either by their own choice, or the teacher’s choice; for instance, the teacher sometimes made her students participate in the classroom by pointing out to them or calling them randomly from the list. We have noticed also that some students used their background knowledge while others tried to express their own perceptions. Furthermore, we noticed that, in general, the learners participate more when they bring pre-prepared works, that’s why the teacher asked them each time to read about the topics in advance to be able to interact well inside the classroom.

Item two: Students interact between each other, express their ideas and opinions, and raise agreements and disagreements.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.36: Students’ classroom interaction

We were impressed by the relationships existed between the students; they were interacting with each other in an effective way. We noticed their willingness to ask questions

and provide the right answers. This reveals their awareness of the importance of raising discussions and debates to express their own points of view and share information with their teacher or among each other, because their teacher usually asked them to give their own perceptions about the chosen topics. This has the purpose of improving their speaking ability through interaction in the classroom.

Item three: Students correct each other's errors/mistakes

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	1	0	0
Percentage	70%	30%	0%	0%

Table 3.1.37: The student' correction of each others' errors

During the sessions we attended, we have noticed that when a learner has made a mistake, the other students corrected him directly especially when they commit grammatical mistakes or slips of the tongue because of stress and hesitation. For instance during the second session a learner said 'racism' to indicate the adjective her classmate said 'no racist'. So, generally peer correction appeared most of the time during the sessions because learners were aware that they learn better from each other corrections to make the group work successful.

Item five: Learners enjoy group work

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.38: Students' perception about group work

As usual, during the three sessions we have attended with the present group, we have noticed that students always show satisfaction about working with each other. Since all the sessions were programmed to get learners work on groups, they found themselves obliged to work on groups. So, they have shown readiness and motivation to work in groups and provide a perfect presentation.

Item six: Learners face speaking difficulties (hesitation, lack of vocabulary, pronunciation...)

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	2	0
Percentage	0%	30%	70%	0%

Table 3.1.39: Students' speaking difficulties

Concerning the students' speaking difficulties, we have observed that during the first session we have attended with this group that the learners sometimes faced some speaking problem, especially hesitation. However, in the next two sessions we have noticed that most learners who were participating were fluent and faced few problem concerning grammatical structures.

Item seven: learners develop their speaking skill as a result of classroom interaction

Rating scales	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
Percentage	100%	0%	0%	0%

Table 3.1.40: The students' development of their speaking skill

The obtained results revealed that during the whole sessions we have attended with the second group, the teacher was always aware about the importance of classroom interaction in developing the students' speaking skill. Hence, during the three sessions the teacher was encouraging his students to participate and interact with him and between each other; this occurred through calling on them, asking them question, provoking them through giving some points of view that lead them to criticize her, and giving them the chance to intervene and express themselves freely with her guidance. From the first to the last session, we have observed that the more students interact, the more they overcome their speaking difficulties and develop their critical thinking as well as their speaking skill.

1.5. Discussion of the Classroom Observation Results

Undeniably, the results obtained from classroom observation analysis paved the way for us to conclude that classroom interaction really helps learners in improving their speaking skill. That is, the more they interact in the classroom, the more their oral production skills are developed. Furthermore, it has been acknowledged that classroom interaction differs from one student to another along with from one group to another. That is to say, in each oral expression course, learners interact differently each with his speaking ability. For instance, during the sessions we have attended with both groups, it has been noticed that students of group two have been more competent than students of group one concerning expressing ideas and opinions, delivering messages fluently and accurately, and even using body language for maintaining others' interest.

Furthermore, from what we have been observed, the teacher is aware about the importance of classroom management in enhancing learning, for the sake of maintaining order and discipline on the classroom along with creating a relaxed atmosphere where students feel at ease to interact and express themselves.

Approximately, the teacher always tries to make sure that the highest amount of talk is provided for the learners so that they feel free to take part in conversations. In addition, it has been deduced that the teacher always encourages and motivates her students to speak through calling on them, asking them questions, smiling, introducing fun into the classroom, and building a friendly relationship. Thus, the teacher always plays the role of a prompter and motivator in the classroom since she just guides the students and helps them to reduce their fears.

In both classroom, it has been noticed that the teacher did not provide her students with much feedback and error correction just when necessary; this reveals that the teacher aims at

not to discourage students through interruption and error correction which may lead the students to lose ideas and feel ashamed. However, this may cause fossilization among students.

It has been also remarkable that many students show willingness to speak, interact, participate, show agreements and disagreements, enjoy group work, and correct each other's mistakes/errors. Hence, it can be deduced that their speaking mistakes will be reduced and their oral proficiency will be developed.

Noteworthy, implementing classroom interaction as a pedagogical strategy for improving EFL student's speaking skill has been confirmed to be effective. Yet, it has been observed that students face some speaking problems that may prevent them from developing such skill such as, hesitation, shyness, fear of making mistakes, lack of vocabulary, pronunciation and grammatical mistakes, and so forth. This may lead us to question whether students attempt to overcome such difficulties or not.

In short, we may deduce that increasing students' interaction depends basically on the teacher whose responsibility is to give his students the highest amount of talk and the opportunities to speak. Apart from the teacher's role, students also share responsibility with their teachers since they can work on enhancing their oral proficiency through participation, maintaining a positive attitude towards attending OE sessions as well as speaking the TL, and practicing the L2 language outside the classroom.

2. Teachers' Interview

2.1. Aim of Teachers' Interview

In an attempt to investigate whether the teachers of oral expression at the University Center of Mila are implementing classroom interaction as a pedagogical strategy for improving students' speaking skill, it is important to collect teachers' views about such

strategy. We carried out this interview for teachers in order to explore their opinions and attitudes about classroom interaction and its role in enhancing EFL students' speaking skill.

2.2. The Sample

The present interview is administrated to (6) teachers of oral expression module in the division of English at the University center of Mila. Those teachers have been chosen randomly from the total number of oral expression teachers at the University center of Mila. The selection of such sample was based on the consideration that the teachers of OE will help us accomplishing our research more than the teachers of others modules, since they teach students how to speak and develop their interactive and communicative skills.

2.3. Description of Teachers' Interview

Teacher's interview consists of (12) open ended questions where teachers were requested to answer the questions in hand along with explanations and specifications. The interviewees were asked, first, about the years they have been teaching oral expression in order to know about their experience in teaching such module. Then, the second question was addressed to teachers to see whether they provide their students with comprehensible input or not. In the next question, teachers were asked about the opportunities they provide their students to speak, whether they give them the chance to interact and participate in the classroom or not. Further, the interviewees were asked about the way they deal with their students and how do they motivate them to speak. Relying on their experience, teachers were asked about the difficulties that students may face along with the activities they often relay on during an oral expression course. The next question was devoted to the teachers' opinions about the relationship between speaking and listening. Moreover, they were asked if they interact with their students in the classroom, and the type of interaction they mostly apply whether teacher-student or student-student interaction in addition to the one their learners enjoy more. The next question was designed to truck the interviewees' opinions about role of classroom

interaction in developing students' oral proficiency and reducing their speaking mistakes. Finally, they were asked if they provide their students with feedback or not, what type of it whether explicit or implicit, and the reason behind choosing a specific type.

2.4. Analysis of Teachers' Interview

Q1: How many years have you been teaching oral expression?

Teacher one: 'five years'

Teacher two: 'four years'

Teacher three: 'five years'

Teacher four: 'five years'

Teacher five: 'one year'

Teacher six: 'one year'

From the teachers' responses, one may deduce that most of the teachers have a long teaching experience in the oral expression course since they spent a long period of time in teaching such module from 4-5 years. This indicates that they are more experienced, so they know how to deal with students, and how to make them aware about the notion of classroom interaction. However, two teachers spent one year in teaching OE. Hence, they are less experienced since they taught this module for just one year.

Q2: Do you usually provide your students with comprehensible input?

Teacher one: 'yes, of course'

Teacher two: 'yes'

Teacher three: 'yes, depends on the level of the students'

Teacher four: 'yes, I check their progress and then i provide them with what they need accordingly'

Teacher five: 'yes, I usually ask them about their desires and give them the input accordingly'

Teacher six: ‘of course, I believe that comprehensible input is necessary for students to make them interact’.

All the interviewees agree that providing students with a comprehensible input that suitable to their level is important for promoting the learners’ speaking skill. Since the comprehensible input is the only source of information that learners can benefit from, it is considered as the focal part of any successful interactive task or activity. It is the bridge which links the student with his teacher and classmates and opens discussion among them.

Q3: Do you offer your students opportunities to speak?

Teacher one: ‘absolutely, depends on time and the number of students’

Teacher two: ‘yes, students’ talking time takes more than teacher’s talking time’

Teacher three: ‘yes, since it is an OE session, we are obliged to give students opportunities to speak, ask, answer, and get feedback’

Teacher four: ‘of course’

Teacher five: ‘yes, it is a speaking session, so they have to speak’

Teacher six: ‘yes, we are obliged to push our student to speak since it is a speaking session’

From the answers in hand, we may notice that all the teachers provide their students opportunities to speak in the classroom so that learners will develop their interactive and communicative skills. Since learners are the center of the learning process, all the teachers want to get involved with their students in the process of classroom interaction. While one of the teachers said that the students’ opportunities to speak depends on time and the number of students taking into account the difference between few and huge number of students, the other believe that much of the talking time must be given to the learners. However, the rest three teachers claimed that since it is an OE session we have to give our students opportunities and encourage them to speak.

Q4: How do you motivate your students to speak?

Teacher one: ‘I, indirectly, ask them to put a goal and have a clear image about what they need via encouraging them to have a deep practice in their English’

Teachers two: ‘I give them the choice of topic according to their interests, treat them equally and kindly, ask them questions, and call on them’

Teacher three: ‘I ask them questions; treat them equally; and try to build their self-confidence by telling them that is important to practice, and that making mistakes doesn’t mean failure.

Teacher four: ‘by giving them the choice of topics according to their interests, and giving extra marks even if (0.25)’

Teacher five: ‘by trying to make them feel free and comfortable to express themselves, in addition to choice of topics’

Teacher six: ‘by giving them the choice of topics, and introducing fun into the classroom’

Motivation is an important element in the learning process so that students will interact and perform well in the classroom, which may help them in developing their speaking skill. As it may seem, almost all the teachers declared that, to motivate students, the teacher may follow: questioning them, encouraging them to put a goal and have a deep practice in TL, giving them the choice to choose the topics according to their interests, trying to make them feel free, comfortable to express themselves, treating them equally and kindly, giving them extra marks, and introducing fun into the classroom.

Q5: From your experience, what are the speaking difficulties that students may face during an oral expression course?

Teacher one: ‘pronunciation, the choice of the correct words in the appropriate context (pragmatically speaking)’

Teacher two: ‘lack of vocabulary, psychological problems’

Teacher three: ‘fear of failure and facing classmates during presentation, anxiety and lack of self-confidence, lack of vocabulary, and interference of L1 in L2, especially with first year students’

Teacher four: ‘lack of vocabulary, shyness, inhibition, and anxiety’

Teacher five: ‘grammatical mistakes, lack of fluency, and the inability use the correct words in its appropriate context’

Teacher six: ‘lack of vocabulary and fluency, grammatical mistakes, pronunciation, and shyness and fear’

All the teachers we interviewed acknowledged that the major difficulties the students always face during an OE course include psychological problem such as fear, shyness, and anxiety, lack of vocabulary, pronunciation and grammatical problems, the inability to use the correct words in the appropriate context, and the interference of L1 in L2.

Q6: What are the speaking activities you often relay on? Explain why, please?

Teacher one: ‘individual and group presentations, discussion and debate’

Teacher two: ‘discussion and debate, presentations’

Teacher three: ‘discussion and debate, presentations, role play, classroom performance (job interview, short stories, TV programs, podcasts, radio programs)’

Teacher four: ‘discussion and debate, presentations, speaking games’

Teacher five: ‘discussion and debate, speaking games, presentations’

Teacher six: ‘presentations’

From the teachers’ responses we have, it is obvious that all the teachers agreed upon the use of discussion and debate in addition to the presentations as the main speaking activities to be relied on during the OE sessions. Since discussions and debates allow the students to interact and express themselves, they are considered as the best activity to be used. In addition to discussion and debate, presentations also are followed by many teachers because in this

type of activity, in particular, students find themselves obliged to prepare what to say and make contributions. While all of them referred to discussion and debate along with presentations as the main activities to be used, two interviewees mentioned speaking games. However, another teacher stated that, from time to time, he relay on role plays and classroom performance.

Q7: Do you believe that a good listener is necessarily a good speaker? Say why, please?

Teacher one: ‘not necessarily, because there are students who are good speakers, but they are not good listeners’

Teacher two: ‘yes, because if you do not listen to English you won’t be able to speak it’

Teacher three: ‘of course, a good listener is a good speaker’

Teacher four: ‘to some extent, because there are students who watch western channels, movies, dialogues that enable them to imitate native speakers’

Teacher five: ‘not necessarily, sometimes there are good speakers but fail in listening’

Teacher six: ‘generally, yes, because good listeners pay attention to all the aspects of their language’

Teachers are not the same. Hence, our interviewees were not on the same direction. Some said that good speakers are really good listeners, while others said the opposite. This may refer to students’ abilities; some can imitate what they hear, but others just fail to do so.

Q8: During an oral expression session, do you interact with your students?

Teacher one: ‘of course. In order to motivate them and let them feel free with no consideration to the grammatical mistakes, I just let them express the idea that I am looking for. So, I interact just to play the role of a monitor’

Teacher two: ‘yes of course, I interact with my students because neither the teacher, nor the students who should be the only ones who speak. Otherwise, the OE session would be boring and students will lose interests’

Teacher three: ‘of course, I interact with my students during the session’

Teacher four: ‘always’

Teacher five: ‘yes I do, but I prefer to give them more time to interact between each other. I interact when necessarily just to control and guide them’

Teacher six: ‘yes, absolutely, interaction makes me get closer to my students; the more I push them to speak the more they react. For example, I give them some points of view that are debatable (I agree to be wife number 4)’

All the interviewees agreed that they interact with their students during OE course. This indicates that the teachers always want to get involved with their learners. Since oral expression teachers are aware of the fact that when they interact with their students, this will make learners feel at ease to speak and thus, they will improve their oral capacities.

Q9: Which type of interaction you mostly apply? Which one the learners enjoy more?

Teacher one: ‘I use Teacher-students interaction, but I keep playing the role of a guide, but I prefer to avoid using student-student interaction in order to avoid noise between the peers. However, they prefer student- student interaction because they discuss freely’

Teacher two: ‘For me , the most important is learner-learner interaction because when the teacher speaks students keep on being passive and feel shy , stressed, confused of making errors/mistakes, unlike when they speak to each other the develop a feeling of competition. So, it is beneficial for them. Consequently, they enjoy learner-learner interaction’

Teacher three: ‘I apply teacher –learner interaction because is more suitable since learner are still learning they need their teacher to guide them. However, students prefer to interact with each other because they do not feel shy.’

Teacher four: ‘I apply them both, but sometimes, learners seem to enjoy student-student interaction more than teacher-student interaction’

Teacher five: ‘I apply student –student interaction which they prefer the most’

Teacher six: ‘I apply student-student interaction the most. They enjoy both, because even if I ask them to ignore me they don’t; they always keep looking at me. (I’m always the center of their attention, they can never neglect me)’

Most of the teachers we have interviewed acknowledged that in classroom interaction, students enjoy learner-learner interaction since they feel more comfortable when interacting with each other, sharing ideas, giving their opinions to each other and so on, though most teachers apply both types interaction.

Q10: Do you think that classroom interaction helps learners in developing their oral proficiency? Please, say how?

Teacher one: ‘of course, if you engage students in the discussion, this will make them more interested and feel free to speak. Hence, the more they speak the more their speaking skill will be developed’

Teacher two: ‘of course, inviting students to speak will develop their oral proficiency, because they will benefit from exchanging knowledge and ideas from each other’

Teacher three: ‘yes, classroom interaction helps students in developing their oral proficiency because they collect information from many sources’

Teacher four: ‘yes, of course, because learners will be familiar with the concept of interaction. I actually believe in what is said (learning by practice). So, the more learners participate and practice the language in the classroom, the more they develop their oral proficiency’

Teacher five: ‘yes, it develops their fluency, because they learn from their mistakes’

Teacher six: ‘yes, because the more they interact and speak, the more they practice the language’

All the teachers with whom we have made this interview confirmed that asking students to interact in the classroom will help them to develop their speaking proficiency; because the more they speak, the more they acquire vocabulary and develop their pronunciation and their speaking ability as well.

Q11: Do you think that frequent interaction in the classroom will help students reduce their speaking mistakes? If yes, say how?

Teacher one: ‘surely. The more you invite your students to speak, the more they will be comfortable to engage into discussions. For me, this will really help them develop their speaking ability and step by step their mistakes will be reduced. As you know, practice makes perfect’

Teacher two: ‘yes, the frequent use of interaction reduces their mistakes especially when I correct them. Next time, they will not repeat these errors. So, they learn from their mistakes’

Teacher three: ‘yes, inviting students to speak reduces their mistakes, since it is a way for success’

Teacher four: ‘yes, learners learn from their mistakes whenever the teacher corrects them during their performance’

Teacher five: ‘of course, when they interact they use language, use grammatical structures, know to ask and answer questions, and develop their self-confidence’

Teacher six: ‘yes, but it is not enough, they have to practice outside the classroom in order to reduce their mistakes and enhance their speaking skill (it is beneficial but not sufficient)’

Almost all the teachers’ responses reveal that classroom interaction will help students to reduce their speaking mistakes. When getting them involved in such oral tasks with their teachers, this may lead to enhancing their speaking skill through the teacher’s correction. So, they learn from their mistakes.

Q12: Do you provide your students with feedback? If yes, what type of it? Say why please?

Teacher one : ‘yes of course, I tend to provide feedback implicitly in order not to embarrass them in front of their classmates by using expressions like: ok, is there anyone who want to add, other ideas, thank you, another one, and so forth’

Teacher two: ‘Yes, I provide my students with feedback implicitly .But I wait for the student to finish his/her statement, then I stress his/her mistake not to be embarrassed’

Teacher three: ‘of course, feedback is necessary and I provide my student with feedback in both forms of it; implicitly and explicitly according to the topic and the situation’

Teacher four: ‘no, I don’t provide students with feedback in order not discourage them’

Teacher five: ‘yes, implicitly. I attract their attention to find the mistakes when they finish the utterance, in order not to lose interest’

‘-I give them the chance to correct their mistakes. If they fail, I help them to correct. If they fail, I ask their classmates. If they fail, I correct them to help them remember their mistakes’

‘-I use specific words to encourage them in order not to lose self-confidence and motivation so that they will not feel that they are failures’

Teacher six: ‘yes, but depends’

‘-With first year students, I go directly to the point’

‘-With third and second year students, I try to be implicit. In other words, I don’t correct my students’ mistakes because it is not an effective way; I’m always looking for independent learners, looking for the correction of the same mistakes with the same students’

“- I try to bring their attention to their mistakes. For example, at the end of the session, I say: well, look you still have lot of problems with present perfect or the pragmatic aspects of your language, *i.e.* I push them indirectly to correct themselves’

Most teachers admitted that they provide their students with implicit feedback in order not to embarrass them in front of their classmates. While one of the interviewees said that he/she uses explicit feedback with first year students, another one said that he/she doesn't give feedback in order not to discourage them.

2.5. Discussion of Teachers' Interview Results

The analysis of the teachers' interview displays a significant agreement with the suppositions and assumptions set formerly, which state that classroom interaction enhances EFL students' speaking skill.

The first question raised was know the period that teachers of OE spent in teaching such module; (4) interviewees declared that they spent from 4-5 years. This question, in fact, is a decisive for the expectation which states that the more teachers are experienced in teaching such module, the more insights they would have about the strategies of getting learners involved in classroom interaction and negotiation of meaning process.

From the teachers' responses in (Q2), it has been determined that all the participants give a great importance to comprehensible input that is suitable to the students' current level. So, it evident that learners are receiving an input which they may comprehend as well as process is in their minds so that they would be able to produce a comprehensible output. That is to say, agreeing on the input of students' interaction with the selected exposed input denotes that teachers are aware that one of the things determining the amount of learners' interaction is the input which they are exposed to, putting it more concretely, the more input is stimulating and conforming to students' needs, the more interactive they are.

In classroom interaction, the talking time should be devoted not only to teacher but students too in order to enhance their oral productions. All the interviewees agreed upon

giving many opportunities to their students to speak and practice the language taking into account that practice makes perfect.

Motivation is thought to be essential in all kinds of learning, all the teachers, who participated answering the interview, affirmed the importance of motivating students to speak. They claimed that the best way is to enhance their psychological state which may encourage them to speak. This means that all teachers claimed to strive for making all the students take part in conversations.

Approximately, all the teachers asserted that learners always face problems basically related to inhibition because of shyness, fear, and anxiety; in addition to lack of vocabulary, grammatical mistakes, and L1 interference. With reference to sixth question, most teachers assumed that in order to encourage their students to speak, they often use discussions and debates along with presentations, where students feel free to share knowledge and exchange ideas. Concerning the significance of the listening skill in teaching oral skills, most of the interviewees answered that listening to FL do really develop and improve students speaking skill because it helps them in grasping new vocabularies, enriching their vocabulary box, as well as getting the right pronunciation. However, the rest two teachers stated that good listeners are not necessarily good speaker because there are good speakers who fail in listening. So, it is evident that extensive listening helps students to promoting their speaking skill.

In an attempt to know the students' preferable type of interaction, teachers reported that, to some extent, their students prefer student-student interaction where students feel at ease and comfortable to speak, though they cannot neglect the teacher. So, teachers prefer to play the role of a prompter with an attempt to give most of the talk to the students.

Unquestionably, CI is an intensive for promoting students' oral skill. That is, the obtained results from teachers' responses in (Q10 & Q11) revealed that teachers of OE at the

University center of Mila consider CI as an appropriate way for developing students' speaking skill since it gives more attention to the learners' practice of their language, as well as to reduce their speaking mistakes.

Evidently, mistakes and errors are part of the learning process, yet some students seem to be sensitive when they are corrected. Most teachers, who took part in answering this questionnaire, believe that providing students with feedback encourages them in taking part in classroom activities since it lessens their anxiety and hesitation.

3. Students' Questionnaire

3.1. Aim of Students' Questionnaire

The current research aims at investigating the effect of classroom interaction on improving speaking skill among EFL students. Since the learners are the center of the teaching/learning process, their views and opinions are very crucial to test the hypothesis that has been stated earlier. The student's questionnaire is designed to elicit the learner's awareness about the importance and value of interaction in developing their speaking skill through active participation with both their teachers and classmates.

3.2. The Sample

In order to respond to the present questionnaire, (70) students have been chosen randomly among the total number of the third year LMD students' population (84) at the University Center of Mila. Mainly, the selection of this sample was based on the consideration that third year LMD students have already experienced the concept of interaction more than first and second year LMD students. Since they are considered as advanced learners, they know how to interact with both their teachers and classmates. Additionally, teachers tend to give them the chance to do most of the talk in the oral expression course. Furthermore, those students are supposed to graduate this year; hence, they

will be aware about the importance of such concept in improving the speaking skill if they have the chance to be future teachers.

3.3. Description of Students' Questionnaire

The student's questionnaire consists of (23) questions arranged in a logical way, and classified into three sections where each section focuses on specific aspects and contains, 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 or open-ended questions requiring from the students to give their own answers and justify them.

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

In this section, the students were asked to specify their gender (Q1), the reasons behind choosing English (Q2), and then they were asked to evaluate their level in English (Q3). In these questions, the students were asked to put a tick in the appropriate box and were allowed to choose more than one option if necessary.

Section Two: Speaking Skill (Q4-Q15)

This section was devoted to issues in the speaking skill among EFL students, in question (Q4) students were asked to pick the most important skill they need to improve with providing justification. In (Q5), they were asked to pick how they find speaking in English. In (Q6), they were asked if they enjoy attending oral expression classes. Then, they were asked to tick their feeling when attending such classes in (Q7). Next, in questions (Q8) and (Q9) they were asked to tick the difficulties they face when they speak in English and how do they overcome these difficulties. In (Q10), students were asked to tick the speaking activities their teachers often relay on, while in (Q11) they were asked if their teachers are encouraging them to speak or not with an explanation. Later, question (Q12) was about ticking the roles played by the teacher in the speaking tasks. After that, in questions (Q13), (Q14), and (Q 15), students were

asked about the way teachers correct their mistakes, type of feedback provided by the teacher, and which type the students prefer with justifications.

Section Three: Classroom Interaction (Q16-Q23)

In this section, the question (Q16) deals with the nature of the relationship exists between the teacher and his students whether it is good or no relationship. Whereas, the next question (Q17) asks the students about who does most of the talk in the classroom. Questions (Q18) and (Q19) tend to seek information about the frequency of the opportunity the teacher gives for his students to interact with him and with each other. Next, in (Q20) the respondents were asked to tell whether the teacher who asks them to interact or because they want to, when they interact in the classroom. After that, in (Q21) they were asked to tick their preferable type interaction whether teacher- student or student-student interaction with justification. Question (Q22) asks the respondents about their opinions whether classroom interaction helps them reducing their speaking mistakes or not. Finally, question (Q23) investigates the student’s ability to speak as a result of classroom interaction.

3.4. Analysis of Students’ Questionnaire

Section one: The Student’s Profile

Q1: Specify your gender?

Option	Number	Percentage
Male	6	9%
Female	64	91%
Total	70	100%

Table 3.3.1: The students’ gender

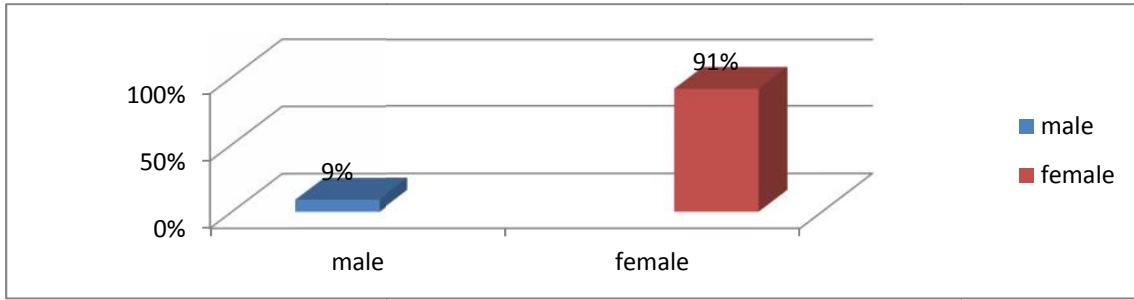


Figure 3.3.1: The students' gender

As shown in the table and diagram, one can notice that most of the respondents are females with a percentage of 91% whereas males represent 9% from the sample. The current results indicate that females like to learn languages more than males.

Q2: What are reasons that lead to choose English?

Option	Number	Percentage
Communication	20	29%
Future career	40	57%
Leisure	10	14%
Total	70	100%

Table 3.3.2: The student's reasons for choosing English

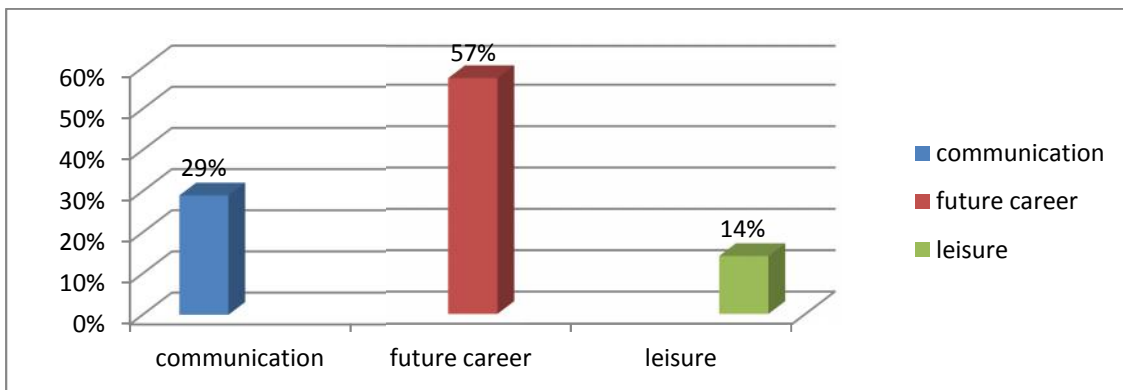


Figure 3.3.2: The student's reasons for choosing English

This question is devoted to the reasons that lead students to choose English. The data obtained from the table and diagram show that most of respondents have chosen English for a future career with a percentage of 57%. Others have chosen it for communication with a percentage of 29%, while others have chosen it for leisure with a percentage of 14%.

Q3: How do you evaluate your level in English?

Options	Number	Percentage
Very good	10	14%
Good	14	20%
Average	41	59%
Poor	5	7%
Total	70	100

Table 3.3.3: The students' level in English

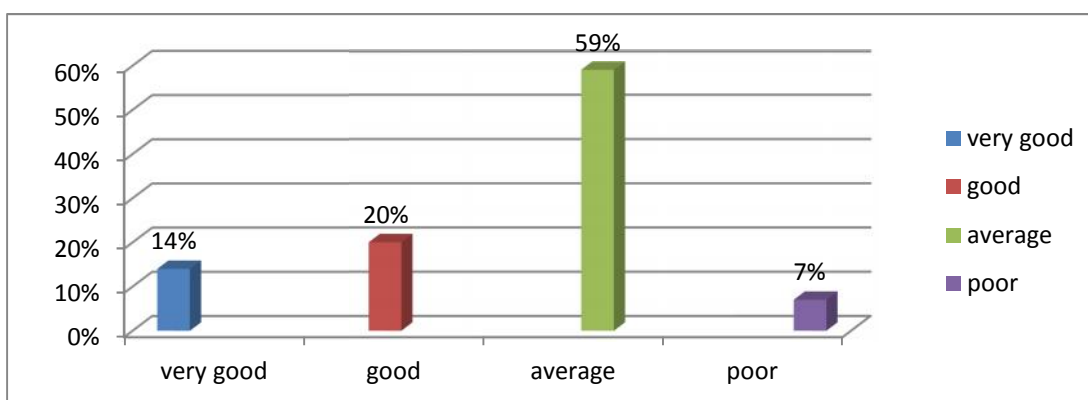


Figure 3.3.3: The students' level in English

The data from diagram show that the majority of the respondents have answered that their level in English is “average” with percentage of (59%), while (20%) of them said that their English is “good”, (14%), “Very good”, and (7%) for “poor” level in English.

Section two: Speaking skill

Q4: According to you, what is the most important skill you need to develop?

Option	Number	Percentage
Listening	8	11,5%
Speaking	37	53%
Reading	17	24%
Writing	8	11,5%
Total	70	100%

Table 3.3.4: The most important skill to be developed

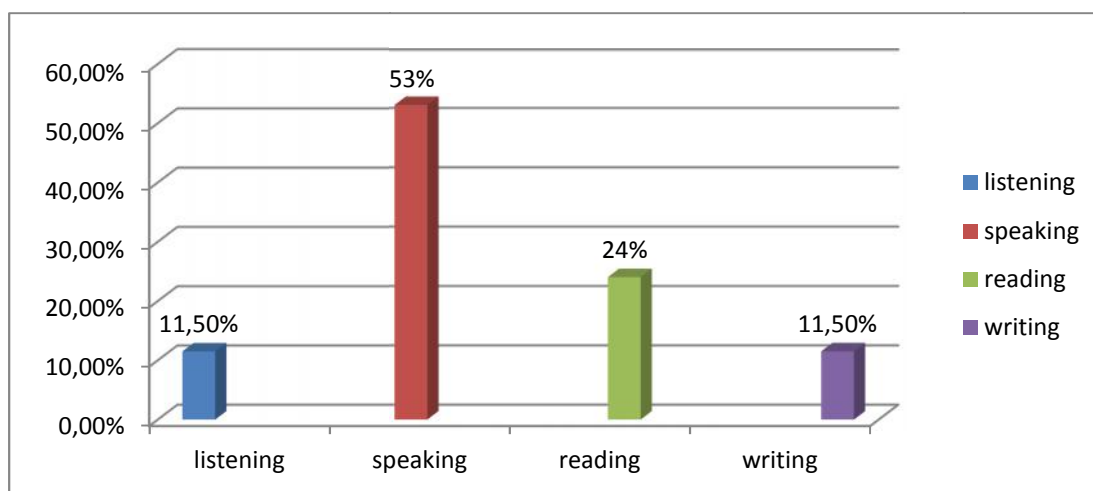


Figure 3.3.4: The most important skill to be developed

The results obtained denote that the priority is given to the speaking skill with a percentage 53% due to the primary concern which is communication. 24% was given to reading, since they think that the main source of vocabulary and linguistic structures is reading. While 11,5% of students wish to develop the listening skill, the remaining 11,5% respondents show their need to develop the writing skill. One may notice that most of the learners wish to develop the speaking skill rather than other skills.

-Please, justify your choice

Concerning those respondents who gave importance to the listening skill, their justifications are:

- Extensive listening makes the learner a good speaker (4 students).
- Because of its difficulty, one has to do his best in order to develop this skill (2 students).
- No justification (2 students).

Concerning those students who wish to develop the speaking skill, they gave the coming justifications:

- The ability to speak is the heart of mastering the whole language (5 students).
- For communication (12 students).
- Want to be a future teacher (10 students).

-Want to overcome some difficulties such as hesitation and inability to express one-self fluently (4 students).

-No justification (6 students).

In relation to reading skill, students justified their answers by stating:

-Acquiring vocabulary (7 students).

-Acquiring knowledge about the target language (3 students).

-One cannot produce the output unless receiving the input through receptive skill such as reading (4 students).

-No justification (3 students).

Those who gave priority to the writing skill stated that they wish to develop such skill because:

-They are weak in producing accurate, coherent, and comprehensible language structures.

Therefore, they are in need to work harder for the sake of improving such skill (05 students).

-No justification (03 students).

Q5: Is speaking in English?

Option	Number	Percentage
Very easy	10	14%
Easy	30	42%
Difficult	20	29%
Very difficult	10	14%
Total	70	100%

Table 3.3.5: The student's attitudes towards speaking English

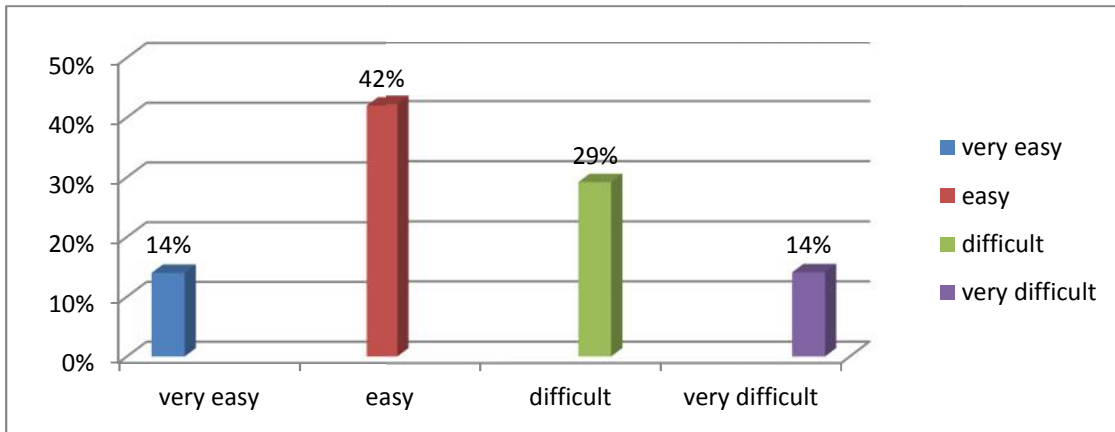


Figure 3.3.5: The student’s attitudes toward speaking English

From the obtained results, we can notice that the highest percentage of students (43%) claim that speaking English is easy. While 28% of the respondents said that is difficult, 14% of them believe that is very easy. However, the rest 14% find it very difficult to speak in English.

Q6: Do you enjoy attending oral expression classes?

Option	Number	Percentage
Yes	59	84%
No	11	16%
Total	70	100%

Table 3.3.6: The student’s attitudes toward attending oral expression sessions

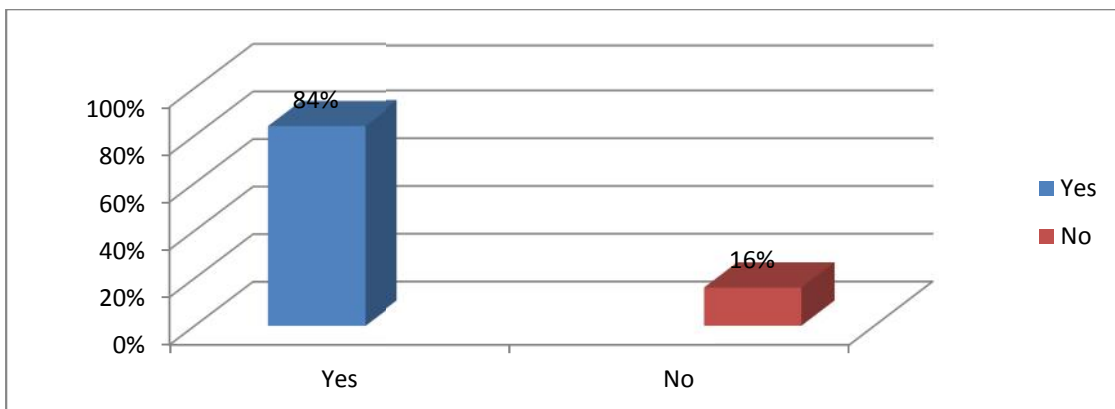


Figure 3.3.6: The student’s attitudes toward attending oral expression sessions

As the table and diagram show, 84% of the students said that they appreciate attending oral expression sessions, while 16% of them do not.

Q7: Once you attended an oral expression class, do you feel?

Option	Number	Percentage
Confident and comfortable to speak	45	64%
Shy and afraid of others' reactions	19	27%
Bored and not interested in what is being said	6	9%
Total	70	100%

Table 3.3.7: The student's feelings when attending OE sessions

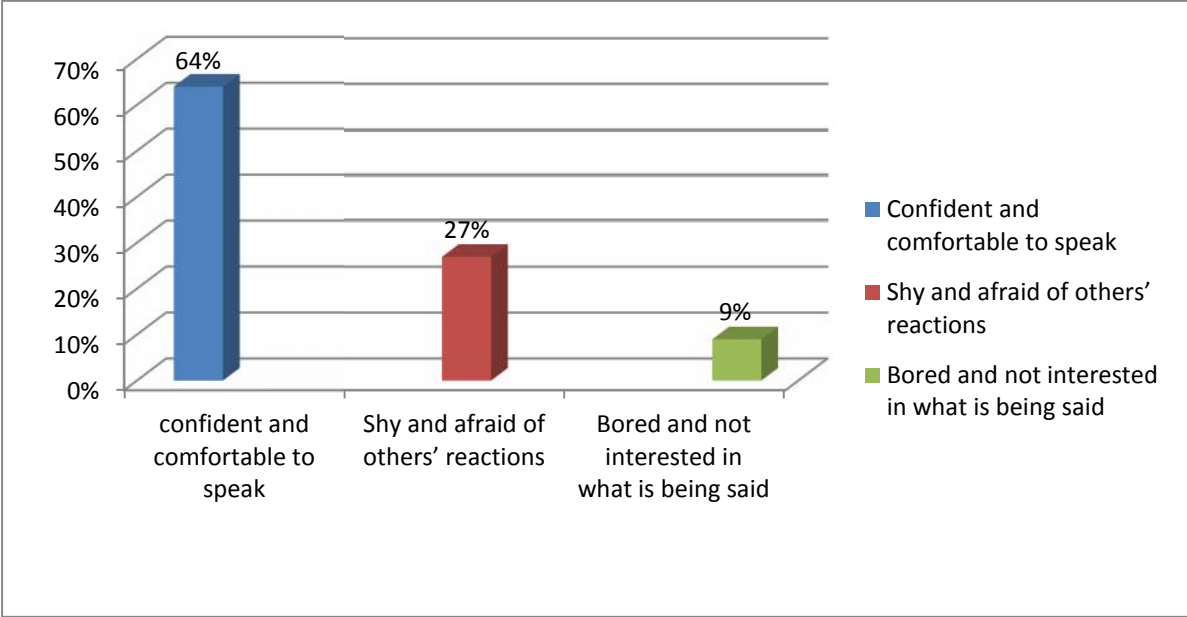


Figure 3.3.7: The student's feelings when attending OE sessions

The answers tabulated above indicate that the majority of the students (64%) feel confident and comfortable to speak and interact in the classroom. While 27% of them find it difficult to speak because of shyness and fear, the rest 9% acknowledged that they feel bored and not interested in what is being said.

Q8: what are the speaking difficulties that you face when speaking in English?

Option	Number	Percentage
Inhibition	24	34%
Nothing to say	20	29%
Low or uneven participation	14	20%
Mother-tongue use	12	17%
Total	70	100%

Table 3.3.8: The student’s speaking difficulties

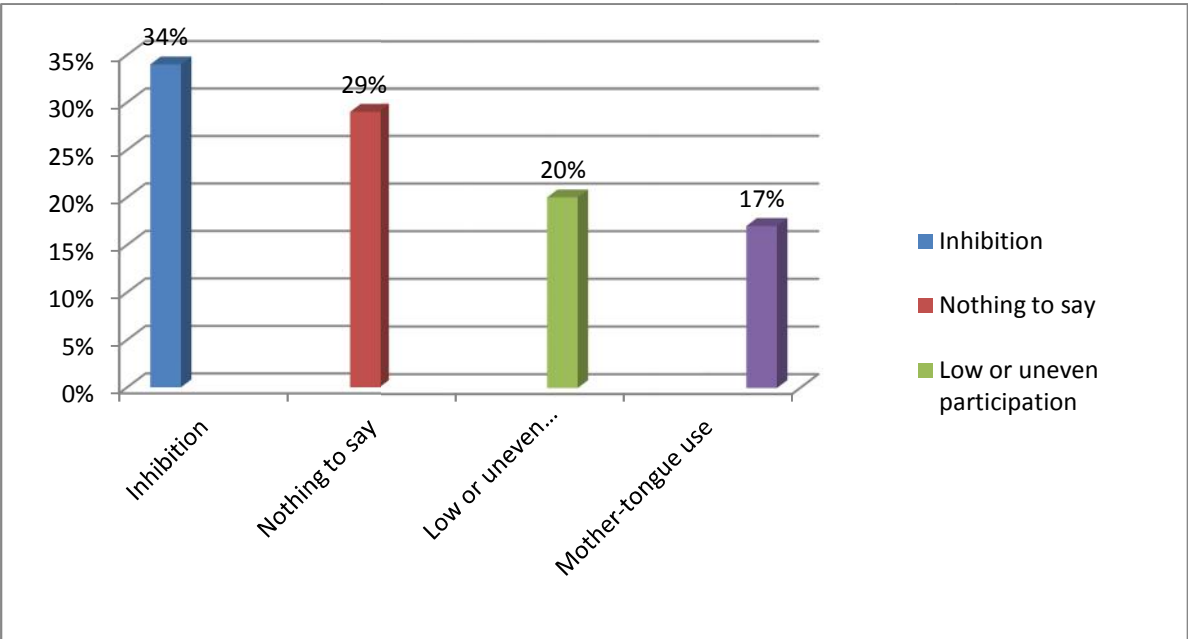


Figure 3.3.8: The student’s speaking difficulties

Based on the data presented on the table, one may notice that 34% of students find it difficult to speak in English due to inhibition. 29% of them state that the main difficulty they face during speaking is nothing to say. While 20% acknowledged their low or uneven participation, the remaining 17% respondents made a tick for the last option which the mother tongue-use.

Q9: How do you overcome these difficulties?

Options	Number	Percentage
Watching English movies	21	30%
Listening to BBC English learning records	8	11%
Watching CNN native English news channels	7	10%
Listening to English songs	13	19%
Participating in the classroom	11	16%
Practicing English in and outside the classroom	10	14%
Total	70	100%

Table 3.3.9: Learners’ strategies to overcome their speaking difficulties

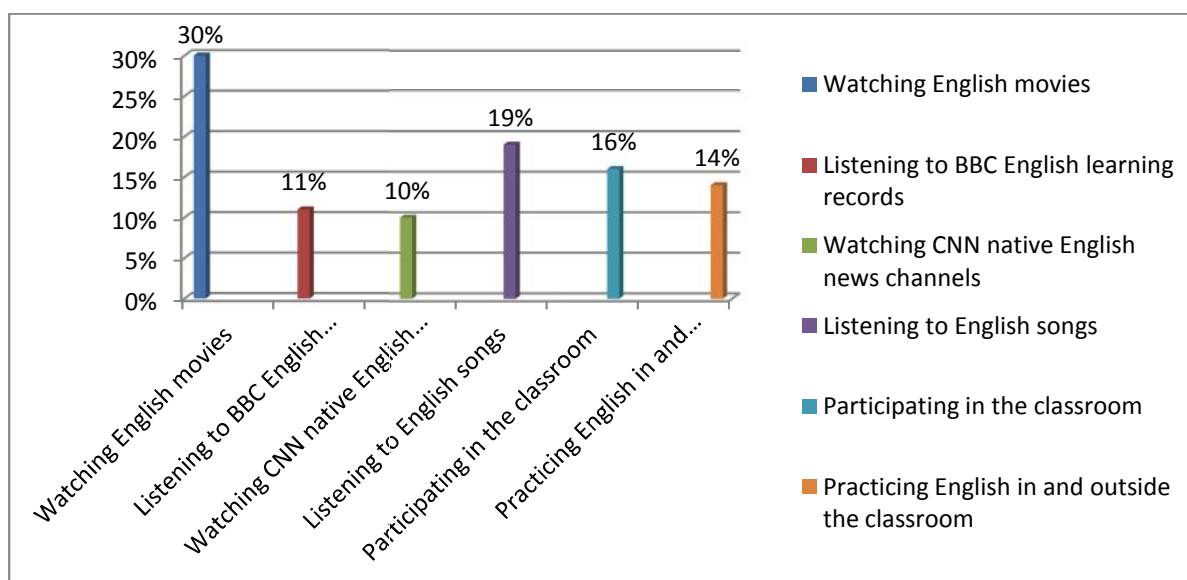


Figure 3.3.9: Learners’ strategies to overcome their speaking difficulties

For the sake of overcoming the speaking difficulties, students pointed out that they watch English movies with a percentage of (30%), 8 students said that they prefer to listen to BBC English learning records. 10% of the students stated that they watch CNN native English news and channels. While 19% of the respondents chose to listen to English songs, 16% said that they opt for participating in the classroom. However, the rest 14% students find that through active practice of English in and outside the classroom, they may overcome such speaking difficulties.

Q10: what are the speaking activities that your teacher often relies on?

Options	Number	Percentage
Discussion and debate	35	50%
Speaking games	5	7%
Simulation and role play	0	0%
Presentations	30	43%
Total	70	100%

Table 3.3.10: Speaking activities

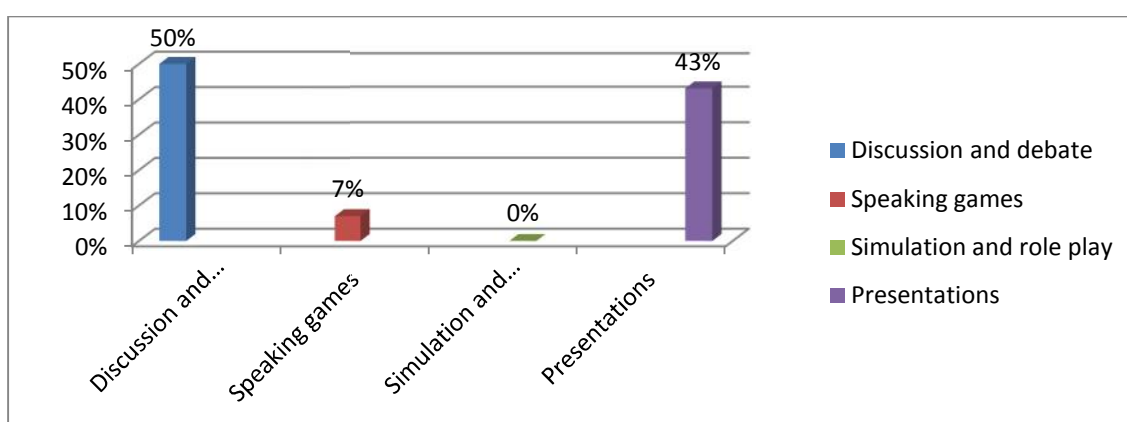


Figure 3.3.10: Speaking activities

Results in diagram show that (50%) of the students have confirmed that their teachers use mostly “discussion and debate”, meanwhile ;(43%) of the respondents voted for the last options “presentations”, some others have chosen the “speaking games” (7%). However, no one (0%) mentioned “simulation and role play.

Q11: Does your teacher encourage you to speak?

Options	Number	Percentage
Yes	56	80%
No	14	20%
Total	70	100%

Table 3.3.11: The teacher’s encouragement to speak

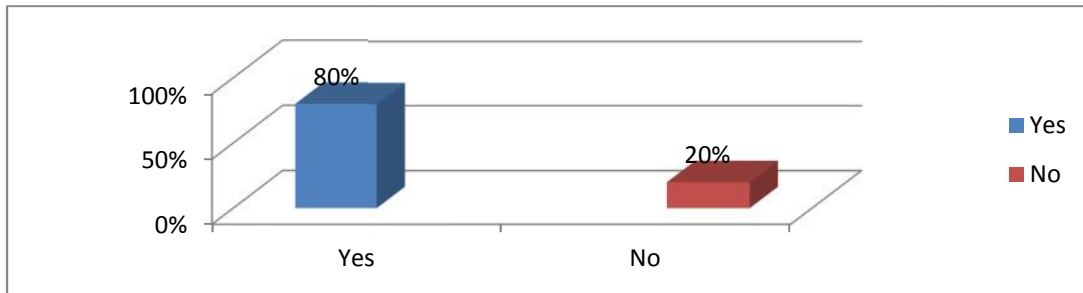


Figure 3.3.11: The teacher’s encouragement to speak

Inviting students to participate, in fact, means encouraging and involving them in the lesson. The majority of the participants, making up (80%), said that their teachers encourage them to speak in English courses. Unlike the first option, the second option reached only (20%) of the sample who said that their teachers do not encourage them to speak in the class.

The respondents who answered “yes” mentioned some ways use by their teachers to encourage them speaking in the classroom. These are shown in the following tips:

- Give them the opportunity and allow them to speak.
- Raising debates and discussions by asking questions where everyone has to participate.
- Create an enjoyable environment that motivates learners to speak freely.
- Naming students from the list.

Q12: What are the roles played by your teacher in the speaking tasks?

Options	Number	Percentage
Prompter	37	53%
Participant	22	31%
Feedback Provider	11	16%
Total	70	100%

Table 3.3.12: The teacher’s role

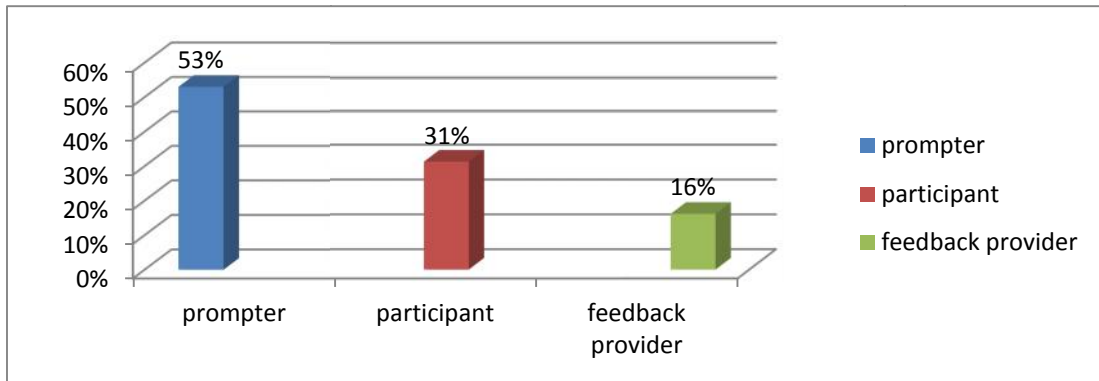


Figure 3.3.12: The teacher's role

Sometime, teachers in their classrooms find themselves obliged to fulfill and play different roles to reach the ultimate aim. In the question asks earlier, students mentioned that their teachers mostly play the role of a “prompter” (53%), and (31%) as a “participant”. However, the respondents gave only (16%) to the role of “feedback provider”.

Q13: When you commit speaking mistakes/errors, does your teacher?

Options	Number	Percentage
Stop you at once and correct you	53	76%
Let you carry on, then correct you	7	10%
None of them	10	14%
Total	70	100%

Table 3.3.13: Teacher's way of correction

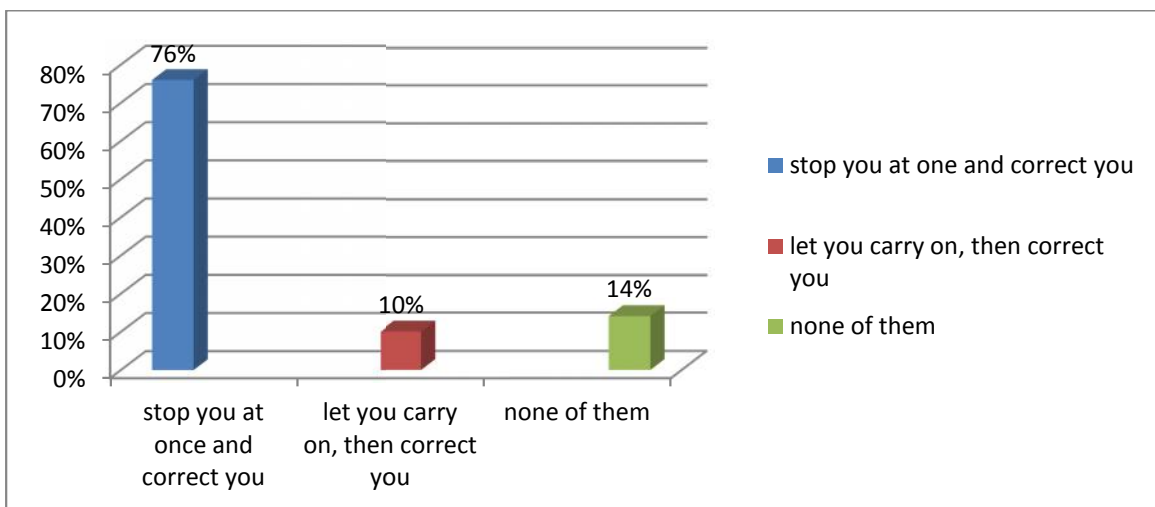


Figure 3.3.13: Teacher's way of correction

Since error correction is very helpful, most of the participants (76%) stated that teachers interrupt their students to correct their mistakes and errors. The others (10%) said that their teachers prefer to correct their students later. Whereas, (14%) of the remaining sample mentioned that their teachers correct their students differently.

Q14: Does your teacher provide you with feedback?

Options	Number	Percentage
Yes	41	59%
No	29	41%
Total	70	100%

Table 3.3.14: The teacher’s oral feedback

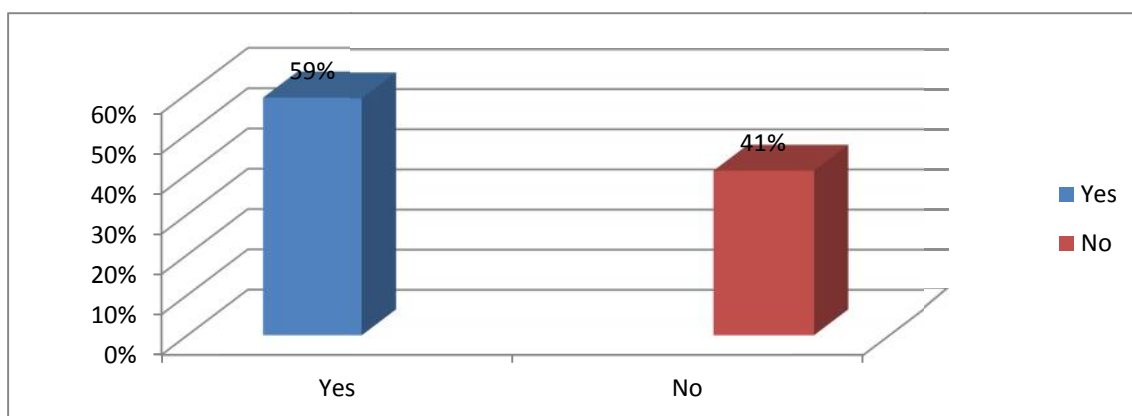


Figure 3.3.14: The teacher’s oral feedback

Providing students with feedback is very important in the learning process. That’s why; the majority of the respondents (59%) confirmed that their teachers provide them with feedback. However, (41%) mentioned that their teachers do not give them any kind of feedback.

Q15: What type of feedback you prefer?

Options	Number	Percentage
Explicit	39	56%
Implicit	31	44%
Total	70	100%

Table 3.3.15: The students’ preferable type of feedback

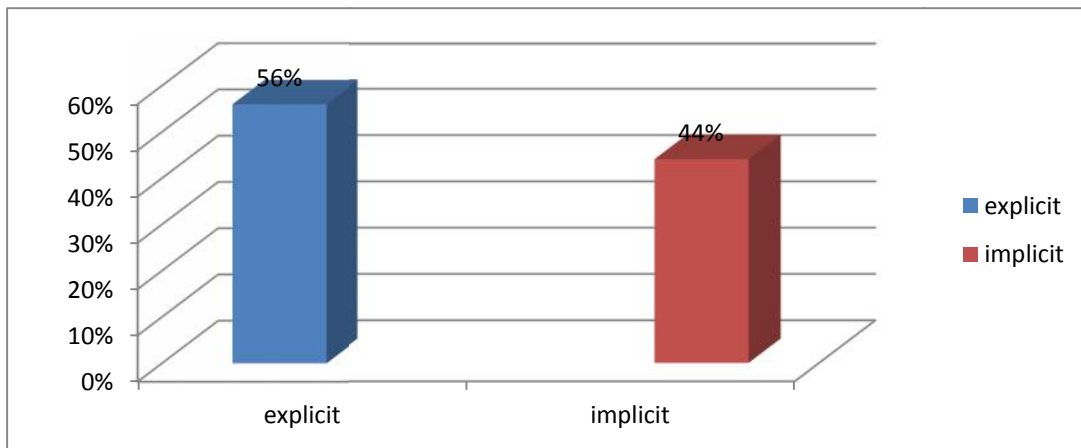


Figure 3.3.15: The students' preferable type of feedback

The way teachers present their feedback is very crucial in the learning environment. The teachers' feedback might take two distinctive forms either explicit or implicit. The majority of the respondents (56%) said that they enjoy explicit feedback. Whereas, (44%) of them made a tick for the second option which is about teachers' implicit way of providing feedback.

Those who opt for explicit feedback justify their choice by saying that it encourages and motivates them. However, those who choose implicit feedback argue that it is more suitable for their level. Besides, whenever teachers give negative feedback they wouldn't feel embarrassed in front of their classmates.

Section three: Classroom interaction

Q16: How do you consider your relationship with your teacher?

Option	Number	Percentage
Good	48	69%
No relationship	22	31%
Total	70	100%

Table 3.3.16: The student-teacher relationship

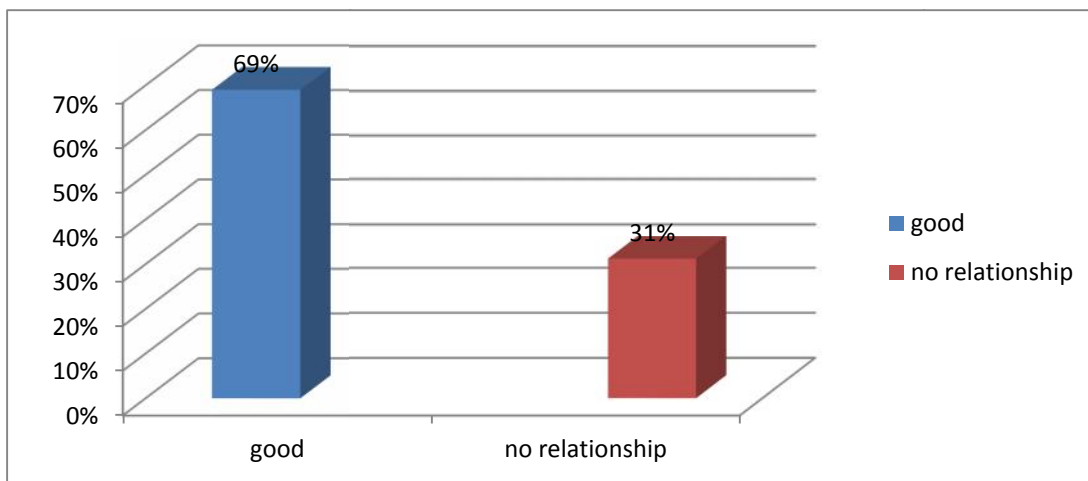


Figure 3.3.16: The student-teacher relationship

Creating an environment where students feel comfortable to speak starts from building a good relationship with students. Therefore, more than half of the respondents with a percentage (69%) stated that there is a good relationship between them and their teachers, however; the rest 31% of the students referred to no existing relationship between them and their tutors.

Q17: Who does most of the talk in the classroom?

Option	Number	Percentage
Teacher	24	34%
Students	46	66%
Total	70	100%

Table 3.3.17: The students and teachers' amount of talk in classroom

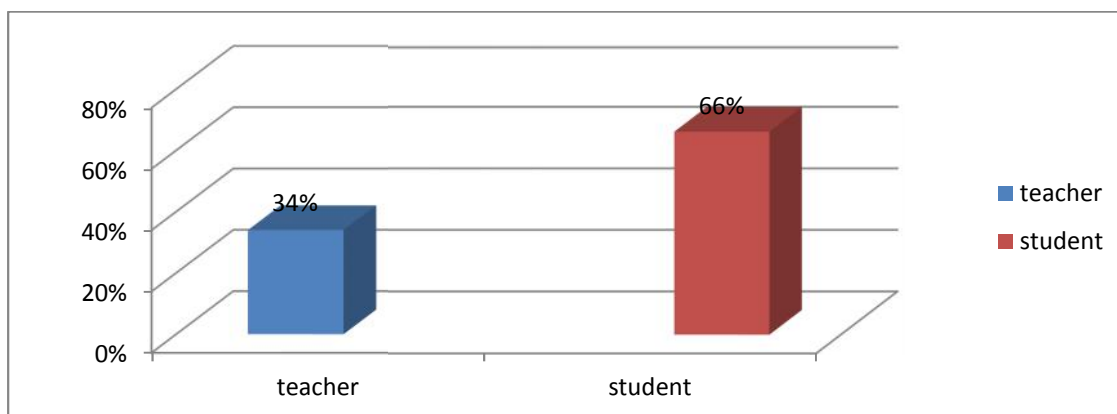


Figure 3.3.17: The students and teachers' amount of talk in classroom

Regarding students answers, 46 respondents made a tick on the second option which refers to the students as the ones who do most of the talk. By contrast, 24 students said that the teacher is the one who dominates the amount of talk in the OE session.

Q18: How often your teacher gives you the opportunity to interact with him?

Option	Number	Percentage
Always	23	33%
Sometimes	27	39%
Rarely	17	24%
Never	3	4%
Total	70	100%

Table 3.3.18: The frequency of teacher-student interaction

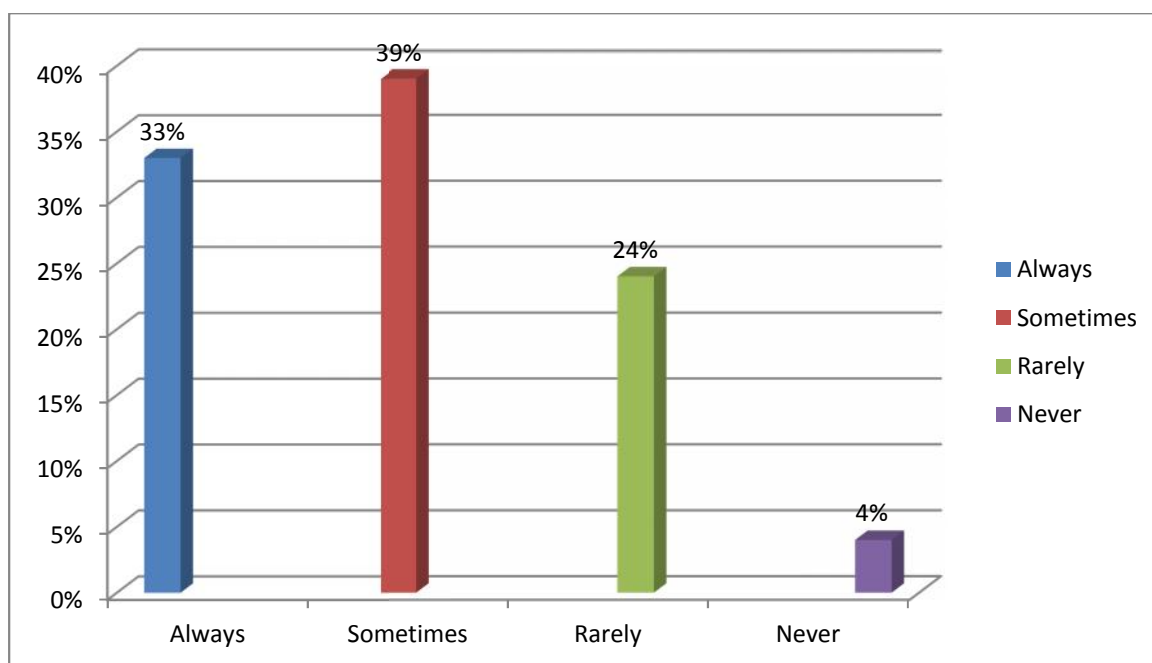


Figure 3.3.18: The frequency of teacher-student interaction

The data obtained from the diagram revealed that 33% of the students acknowledged that they are always given the opportunity to interact with their teacher. 39% of them said 'sometimes'. While 24% of them responded with rarely, 3 of them said that their teacher never give them the chance to speak.

Q19: How often do you interact with your classmates?

Option	Number	Percentage
Always	20	29%
Sometimes	32	46%
Rarely	15	21%
Never	3	4%
Total	70	100%

Table 3.3.19: The frequency of student-student interaction

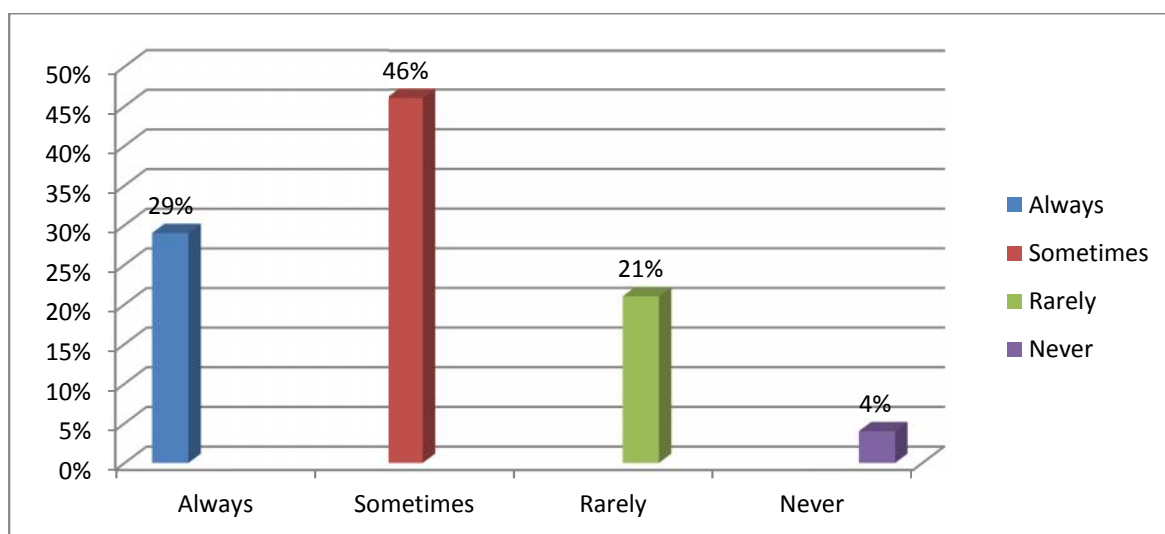


Figure 3.3.19: The frequency of student-student interaction

A quick look at the results exposed in the table reveals that most of the students' responses were sometimes with (46%). While 29% of the participants said always, 21% of them state that they rarely interact with their classmates. However, those who said that they never do are 3 students.

Q20: When you interact in the classroom, is it?

Option	Number	Percentage
You who wants	46	66%
The teacher who asks you	24	34%
Total	70	100%

Table 3.3.20: The student's contribution in interaction

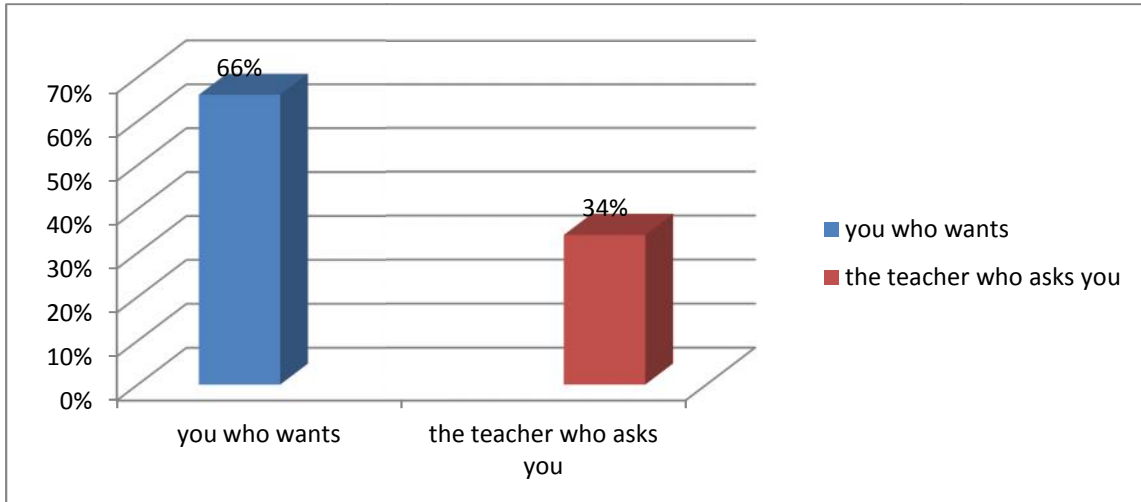


Figure 3.3.20: The student’s contribution in interaction

It is obvious from the table above that a considerable number of respondents with the percentage (66%) want to interact by themselves, while (34%) of them stated that it is the teacher who asks them to contribute.

Q21: What type of interaction you prefer?

Options	Number	Percentage
Student-student interaction	37	53%
Student-teacher interaction	33	47%
Total	70	100%

Table 3.3.21: The student’s most preferable type of interaction

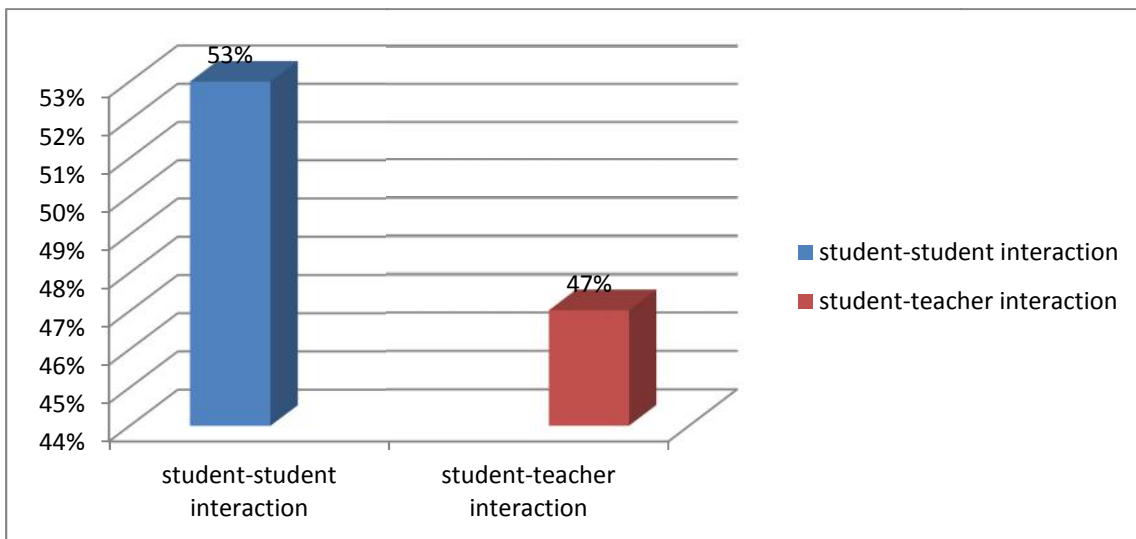


Figure 3.3.21: The student’s most preferable type of interaction

The participants results about this question revealed that a large portion of the subject (37), making up (53%), prefer Student-student interaction, while (47%) assumed that they enjoy more Student-teacher interaction.

Participants who answered by choosing S-S-I said that they prefer this type of interaction because they feel free, not shy, and more comfortable when exchanging ideas and talking to each other than with their teachers. Whereas, students who answered choosing S-T-I said that they enjoy interacting with their teachers, because they know more about their students, correct their speaking mistakes and errors, provide feedback and create a friendly atmosphere for exchanging knowledge.

Q22: Does your frequent interaction reduce your speaking mistakes?

Options	Number	Percentage
Yes	59	84%
No	11	16%
Total	70	100%

Table 3.3.22: The role of regular interaction in reducing speaking mistakes

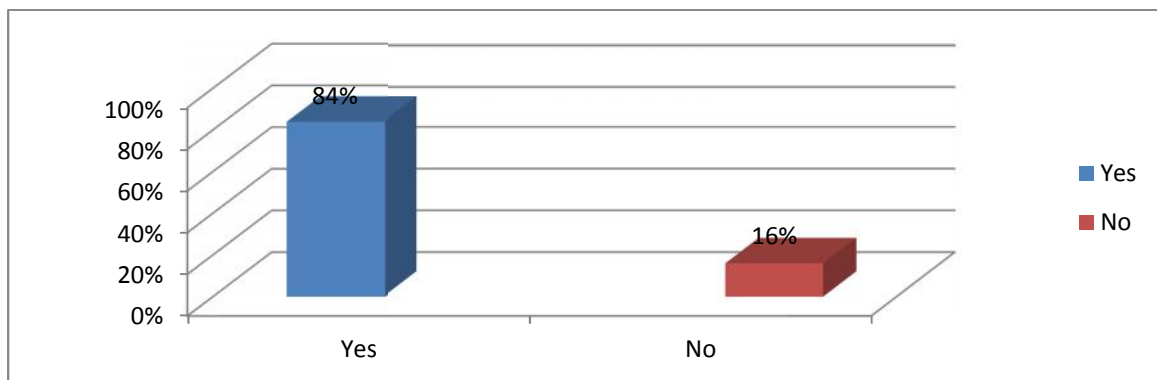


Figure 3.3.22: The role of regular interaction in reducing speaking mistakes

The results obtained from the participants’ responses who answered “yes” assert with percentage of (84%) that classroom interaction does really reduce speaking mistakes, while very few others answered “no” given the percentage of (16%), which means they do not find classroom interaction helpful.

Students who answered “yes” justified their choice by saying that the more they interact in the class, the more their teachers correct their mistakes. So, they learn more from their mistakes. However, respondents who answered “no” said that regular classroom interaction is not helpful in reducing their speaking mistakes, may be because of their psychological state or their learning styles.

Q23: How do you judge your speaking ability as a result of classroom interaction?

Options	Number	Percentage
Very well	26	37%
Well	40	57%
Not so well	3	4%
Bad	1	1%
Total	70	100%

Table 3.3.23: Classroom interaction effectiveness in developing the speaking ability

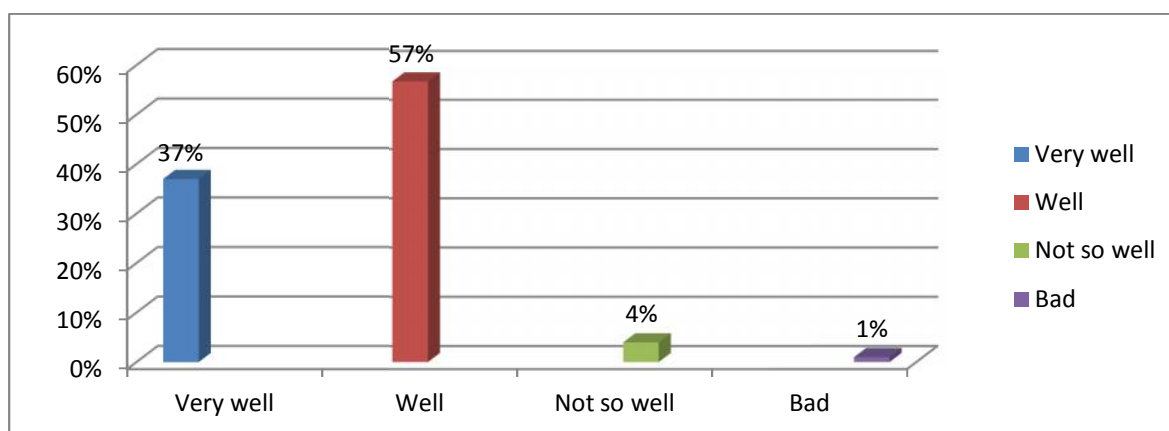


Figure 3.3.23: Classroom interaction effectiveness in developing the speaking ability

The research hypothesis which states that classroom interaction improves the speaking skill of the learner may be concluded in this diagram where more than half (57%) of the target sample answered that their speaking ability is “well” as a result of classroom interaction, (37%) others answered “very well”, (4%) answered “not so well”, and only (1%) answered “bad”. These responses prove that classroom interaction do really develop and improve the students’ speaking skill.

3.5. Discussion of Students' Questionnaire Results

As stated earlier, the intention of the study in using questionnaire for data collection is to see whether the yielded information provided by students would correspond to the real context in classroom with its immediate events or not. After having analyzed the respondents' answers, we became more aware of their perceptions and needs.

Initially, the student's questionnaire begins with their profile where the chosen sample reveals that females (91%) are dominant over males (9%); this may be due to the nature of females which makes them interested in studying foreign and second languages rather than males who often choose to carry on scientific studies, or to go and work rather than carrying on their studies. The second question is devoted for the reasons that lead students to choose English. The data obtained reveals that a large portion of the subject (57%), have chosen it for a future career and then communication; this indicates that English is needed in the future after graduating; perhaps, to get a job "teacher" or "translator", or to travel abroad and using it for real life communication. Since more than half of the students declared that their level in English is average (59%) as shown in (Q3), their current level is important in investigating this study; this is due to the fact that working with students which are good is better than with those who are weak.

Secondly, in the next section which was basically about the students' speaking skill, the respondents stated that the most important skill to develop is speaking; this may indicate that English is very important for communication. Concerning students' attitudes towards speaking English, most of the respondents assumed that speaking English is easy. This refers to the fact that they are already motivated and have a positive attitude towards speaking English. The next question was addressed to know whether they appreciate attending oral expression sessions. The obtained results revealed that highest percentage of the participants enjoy attending such classes because they are motivated to learn so that they do their best to

develop their proficiency without getting bored. As concerns the students' feeling during their presence in OE sessions, it is evident that the majority of learners claimed feeling at ease while communicating. Definitely, this helps enhancing their sense of relaxation and decreasing their effective filter and when this happens, learners would take more risks to speak. As far as (Q8) is concerned, we wanted to know the speaking difficulties that students may face during OE sessions, in fact, most of these difficulties were psychological such as inhibition along with willingness to participate; the fact that teachers should take into consideration. Despite the difficulties, learners acknowledged their attempts to overcome such difficulties via listening to native speakers in addition to extensive use of English in and outside the classroom.

Obviously, teachers in EFL classes have to set a number of activities to create an enjoyable atmosphere. The majority of the respondents claimed that most oral activities implemented by their teachers are discussion and debate. This reveals that teachers have experienced that students enjoy cooperative discussions with their peers, because they exchange ideas freely and share different views. Encouraging learners to speak is very important for them to be motivated and ready to express their minds freely; from the results obtained in (Q11), it is clear that teachers are aware of the role their encouragement plays in pushing students to speak. Further, the learning environment requires teachers to play various roles to fulfill the students' needs. Consequently, most of the participants said that their teachers play one major role "prompter", which explains that teachers intend to focus on their students' mistakes and let them find solutions and solve problems on their own.

In an attempt to learning a language, students must go through various stages to reach fluency in speaking; they commit mistakes and errors, like hesitation. The answers therefore, denote that their teachers interrupt their students at once for error correction; this may indicate that teachers prefer to correct their students in order not to repeat the mistake again. In

relation to feedback, the majority of the participants' responses showed that teachers provide their students with feedback, because of its importance in assessing learners' and putting them on the right path; in addition to its crucial role in enhancing their motivation. Clearly, teachers' feedback takes two distinctive forms either explicit or implicit. The majority of participants prefer explicit feedback. This reveals that this form of feedback encourages students more, and gives them a clear image about the committed mistake.

Thirdly, in the last section, light was shed on classroom interaction and its importance in promoting speaking skill. Therefore, teacher-student interaction could be more successful if student feel at ease. i.e. a good relationship between teacher and his students must exist. Surprisingly, more than half of the respondents referred to a good existing relationship between them and their teachers; this indicates that teachers are doing their best in order to make their students satisfied. One of the main characteristics of classroom interaction is that it is learners' centered, that is to say teacher's amount of talking should be less than of the learners. On the basis of the students' previous answers, it is clearly shown that teachers are aware of students' time of talking in the classroom. As far as (Q18-Q19) are concerned, it is clear that teachers are varying between both types of interaction in which he attempts to get his learners involved with him as well as giving them opportunity to interact with each other with his guidance.

Moreover, most of the learners stated that during an OE session, it is their teacher who asks them to participate. This is one way to make all the students speak, particularly silent student, who find it difficult to speak in front of others due to the previous mentioned psychological problems. Furthermore, participants confirmed that they prefer student-student interaction, because it creates a friendly atmosphere for exchanging new ideas and knowledge. Besides, this type of interaction makes them feel at ease and comfortable. Additionally, most students assumed that classroom interaction reduces their speaking

mistakes. Since teachers always correct their mistakes, they can learn better from such correction. That is to say, classroom interaction is really helpful in developing students' oral proficiency.

To sum up, in the last question of the students' questionnaire, students confirmed that classroom interaction do really improve their speaking skill. These results give the current research a proof that classroom interaction is really, an effective tool for developing and enhancing students' speaking skill.

4. Limitations of the Study

Needless to say, any conducted research might be exposed to a number of limitations. In an attempt to reach effective results concerning the study in hand, we have faced some limitations that can be summarized in three points. Firstly, one is quite conscious that selecting a descriptive tool to be implemented in the investigation of what has been hypothesized has some drawbacks that are likely to hamper the observation results. That is to say, during the sessions we have attended with the observed groups, we were opt to play the role of non participant observers which lead the participants observed; the teacher and his students, definitely, to be unconsciously affected by our presence in the classroom. This may possibly lead to changes in their behaviors during the course. Secondly, the questionnaire that has been provided to the students contained a number of questions that required the participants to justify their answers and choices. Yet, some of the students' responses did not contain such justifications. Furthermore, although the questions were simple and clear, the respondents didn't give clear and enough answers. Last but not least, due to time constraints, we could not have the chance of observing more OE sessions; since there are just two groups of third year LMD students which are taught by the same teacher, we had the opportunity attend sessions with the only teacher.

5. Recommendations for Further Research

The investigation carried out through this study shed light the importance of classroom interaction in developing EFL students' speaking skill. Based on the results obtained from this research, one may say that the present dissertation might be a preliminary step for further research, since there are numerous questions that have been examined in details to better teaching oral, interactive, and communicative skill, and leads learners to a better achievement regarding oral proficiency and fluency. Therefore, relying on the findings revealed from the classroom observation, as well as teachers' and students' responses, we hope that the suggestions and recommendations proposed in this work will be useful for both teacher and learners in raising the degree of their awareness about the role of such pedagogical strategy in enhancing students' speaking skill. Hence, we set out the following:

For Teachers

- Teachers should take into consideration the role of classroom interaction in enhancing students' speaking skill.
- Classroom management is one the crucial parameters which determine both quantity and quality of learners' interaction in the classroom. EFL teachers, therefore, should be aware of a wide range of aspects related to the concept of 'classroom interaction' involving; lesson plan, material and aids for lesson delivery, teacher's and learners' role in the classroom, ways of controlling students' behavior, ways of grouping students ... etc.
- In fact, research is in need to highlight and inform teachers about different types of activities promoting both interaction and speaking. Thus, teachers should be intelligent in selecting activities to motivate and encourage their students to take part in conversations.

- Teachers should provide their learners with a relaxed atmosphere to simulate their students' learning.
- Teacher also should build a friendly relationship with their students so that they would be motivated to participate in the classroom.
- Teachers should encourage their students to speak English not only inside the classroom, but also outside it in order to develop their fluency and enrich the amount of their vocabulary items.
- In addition to the student's personality, teacher's personality also plays an important role in determining the student's willingness to further his learning. This may lead research to go a step further by opening a gate for further study to investigate teacher's personality, gestures, behaviors... etc have any relation with students' motivation to produce the spoken language.
- Learners, during the attempt to speak, have the tendency to make mistakes/errors, many of them may seem to be sensitive towards teacher's corrective feedback. Teachers, therefore, should know when and how to correct students in order not discourage them.
- It is worth to state that praise and positive feedback are known to be imperative factors in encouraging and motivating students to take more risks to participate in classroom activities.
- The teacher should play two major roles in the classroom which are: motivator and prompter. That is, along with motivating students to speak, the teacher should guide and help his students in developing their oral productive ability rather than being the only one who takes the highest amount of talk.

- Research may also put into question the teachers' awareness about the value of recast and its role in attracting students' attention to perceive their errors without distorting the flow of communication.
- For a better educational achievement, syllabus designers should go a step further via integrating classroom interaction as pedagogical strategy. This may occur through informing students about the necessity of reducing the amount of their talk which may pave the way for learners to more interaction and practice.

For Students

- Students should be aware about the effectiveness of classroom interaction in promoting their speaking skill.
- Learners should extensively speak and interact with their teacher and classmates for the sake of getting rid of their psychological problems regarding anxiety, shyness, hesitation, and fear of making mistakes.
- Students ought to use listening as strategy for enriching their vocabulary and grammatical system, imitating native speakers, and improving their pronunciation.
- Learners should bear in mind that speaking is the most important skill to be developed, since the latter always reflects the student's level in learning any second or foreign language. Also, it plays a significant role in building and maintaining social relationships with others.
- Noteworthy, the implementation of classroom interaction as tool for developing the students' oral skill has been proved to be effective in many ways. Yet, it is also worth to acknowledge that students may face some speaking difficulties (shyness, hesitation, fear, anxiety, lack of vocabulary, pronunciation and grammatical mistakes, L1 interferenceetc.) that may hinder their oral production. Students, therefore, should

be aware of such difficulties along with trying to overcome their difficulties through participation and interaction in the classroom.

- Students should build self-confidence and reduce the amount of shyness through frequent engagement in conversations with their teachers and classmates.
- Students should not be ashamed and afraid of making mistakes in front of others. Moreover, they should bear in mind that making mistakes is a sign progress in learning process.
- Learners are in need to do activities and practice the language outside the classroom for the sake improving their oral productive skills.

Conclusion

In brief, the present chapter explores the nature of the teaching/learning process that occurs in real classroom setting as far as the students' speaking skill is concerned. It provides the empirical phase of this study via providing a clear image about the research instruments used in data collection for the investigation of the earlier stated hypothesis. The results obtained from classroom observation, teachers' interview, and students' questionnaire go hand in hand with the assumption and supposition that highlight the positive effects which classroom interaction has on students' oral proficiency. The analysis of classroom interaction reveals the relevance of such tool in the development of speaking skill among EFL learners. Moreover, both teachers' and students' responses display their awareness and attitudes towards the implementation of CI in oral expression classes. Furthermore, this awareness is likely related to the fact that the implementation of such pedagogical strategy generates a relaxed atmosphere where students' motivation is enhanced, which raises the degree of their awareness, creativity, and interaction in the classroom. Consequently, their fluency and oral proficiency will be promoted.

General Conclusion

The main aim of learning a language is to use it for communication in its spoken or written forms. Classroom interaction then, is a key to reach that goal. Hence, the current research aims at highlighting the significant contribution of classroom interaction in improving EFL student's oral performance.

Therefore, our hypothesis was based on the assumption that is in order to enhance the student's oral skills (speaking skill), classroom interaction is highly recommended, because it creates opportunities for learners to practice the language and promote their oral communication inside the classroom.

In order to test the earlier stated hypothesis, the investigation was conducted in the Department of Foreign Languages at Mila University Center Abdelhafid Boussouf. Two groups of third year LMD students representing the whole population have been chosen randomly to be our case study. These two groups have been observed during the second semester of the academic year 2016-2017. Additionally, we have administered a questionnaire for the same sample requiring them to respond to our questions. We have also organized an interview for teachers in order to collect data about their perceptions towards the implementation of interaction in oral expression sessions.

The present work consists of two main parts: the theoretical part which is devoted to the description of the two main variables in the current dissertation 'speaking & classroom interaction' involving two chapters, and the empirical part which is concerned with the analysis, interpretation and discussion of the collected data. The first chapter then, presents valuable issues about speaking skill, its importance, types, elements and so forth. The second chapter discusses core elements and fundamental facts about classroom interaction and its

connection with speaking ability. However, the third chapter deals with the analysis of the data gathered from classroom observation, teachers' interview, and students' questionnaire.

Hence, the obtained results confirmed and asserted that the implementation of classroom interaction in EFL classes is really useful in enhancing students' speaking skill because it provides learners with opportunities to practice their speaking skill in the classroom setting where they have the chance to negotiate meaning and receive feedback.

On the light of these findings, the entire work can be illustrated in the following two main points: firstly, teachers nowadays are aware of the importance of the students' role in the teaching /learning processes. For that, they encourage their students to speak, and give them many opportunities to interact inside the classroom. Secondly, learners enjoy more learner-learner interaction since it allows them to practice the language freely in order to develop their oral proficiency.

Consequently, it is worth to propose a number of suggestions and recommendations that might be useful for both teachers and learners in raising the degree of their awareness about the necessity of using such tool for developing students' oral proficiency. So, on the bases of the research findings, we may say that learners should have more practice on their speaking skill in and outside the classroom along with the attempt to interact and overcome their speaking skill. Teachers also should play the roles of a motivator as well as a prompter in the classroom through encouraging students to speak, giving them more opportunities for practice, guiding them, and getting them involved in group work.

In short, this conducted research is not useful solely for students in enhancing their speaking skill; rather, it helps teachers as well in their understanding of the importance of implementing classroom interaction in the process of foreign language teaching and learning.

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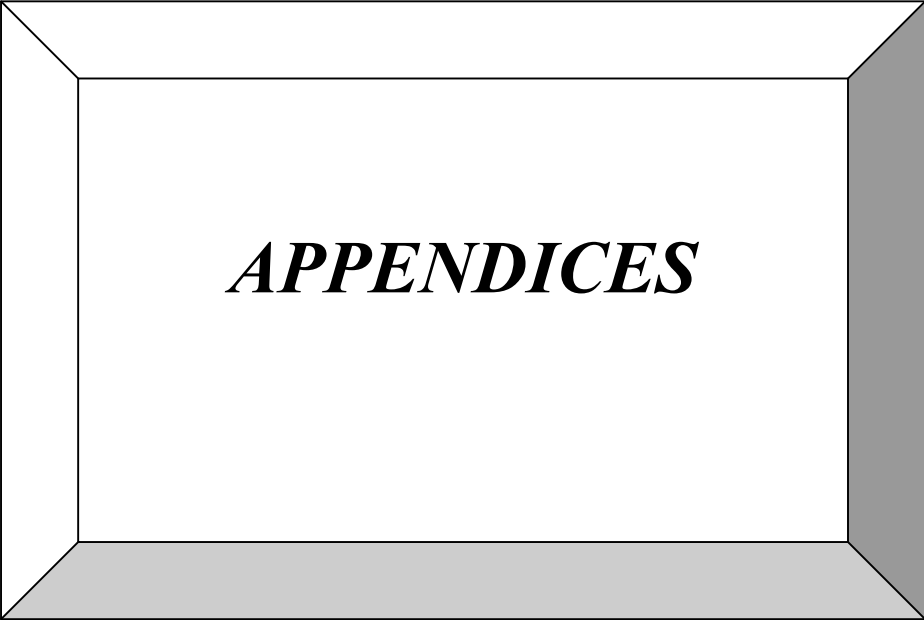
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Appendix One

Observation Checklist for Classroom Interaction

Observer :	Group :
Course :	Date :
Session :	Time :

Rating Scales: A-Always; S-Sometimes; R-Rarely; N-Never

<i>General observation of classroom interaction</i>	A	S	R	N
<i>Section one : Observation of classroom management</i>				
<p>1- Classroom is structured to enhance learning: seating arrangement, clean and comfortable physical setting, light, etc.</p> <p>2- Teacher is flexible in his/her time management.</p> <p>3- Teacher starts his/her session with warm-up.</p> <p>4- Maintained order and discipline in the classroom.</p> <p>5- Teacher clearly formulates the objectives of the lesson.</p> <p>6- Teacher moves around his/her learners to get closer to them.</p>				
<i>Section two: Observation of student-teacher interaction</i>				
<p>1- There is a friendly relationship between the teacher and his/her students.</p> <p>2- The highest amount of talk is given to the students.</p> <p>3- The teacher give his/her learners opportunities to interact with him, and encourages them speak.</p> <p>4- The teacher demonstrates awareness of individual learners learning</p>				

<p>needs, and provides them with a comprehensible input that suitable to their level.</p> <p>5- The teacher plays the role of a prompter.</p> <p>6- The teacher provides his/her students with feedback and error correction.</p> <p>7- The teacher provides his/her learners with topics.</p> <p>8- The teacher evaluates his/her students' oral performance.</p>				
<i>Section three: Observation of student-student interaction</i>				
<p>1- Learners participate in the classroom.</p> <p>2- Students interact between each other, express their ideas and opinions, and raise agreements and disagreements.</p> <p>3- Students correct each other's errors/mistakes.</p> <p>4- Learners enjoy group work.</p> <p>5- Learners face speaking difficulties (hesitation, lack of vocabulary, pronunciation...).</p> <p>6- Learners develop their speaking skill as a result of classroom interaction</p>				

Appendix Two

Teachers' Interview

Dear teachers,

This interview aims at gathering information about the importance of interaction in enhancing students' speaking skill in oral expression classroom. You are kindly requested to answer the following questions to help us accomplishing our research. Thank you in advance for your cooperation.

The questions

1. How many years have you been teaching oral expression?

.....

2. Do you usually provide your students with comprehensible input?

.....

3. Do you offer your students opportunities to speak?

.....

4. How do you motivate your students to speak?

.....

5. From your experience, what are the speaking difficulties that students may face during an oral expression course?

.....

6. What are the speaking activities you often relay on? Explain why, please?

.....

7. Do you believe that a good listener is necessarily a good speaker? Say why, please?

.....

8. During an oral expression session, do you interact with your students?

.....

9. Which type of interaction you mostly apply? Which one the learners enjoy more?

.....

10. Do you think that classroom interaction helps learners in developing their oral proficiency? Please, say how?

.....

11. From your experience, do you think the frequent use of classroom interaction will help students reduce their speaking mistakes? If yes, say how?

.....

12. Do you provide your students with feedback? If yes, what type of it? Say why please?

.....

Appendix Three

Students' Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. This questionnaire has the purpose of highlighting *the importance of interaction in enhancing EFL students' speaking skill in oral expression classroom*. We would be grateful if you answer the following questions to help us completing our research. Please, put a tick (✓) in the corresponding box, and justify your answer or make a full statement when needed. More than one answer is possible in some questions.

Thank you in advance for your cooperation

Section One: The students' profile

Q1: Specify your gender:

a. Male

b. Female

Q2: What are the reasons that led you to choose English?

-You need it for:

a. Communication

b. Future career

c. Leisure

-If others, please specify.....

.....

Q3: How do you evaluate your level in English?

a. Very good

b. Good

- c. Average
- d. Poor

Section Two: Speaking Skill

Q4: According to you, what is the most important skill that you need to develop?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

-Please, justify your choice.....

Q5: Is speaking in English

- a. Very easy?
- b. Easy?
- c. Difficult?
- d. Very difficult?

Q6: Do you enjoy attending oral expression class?

- a. Yes
- b. No

Q7: Once you attend oral expression session, do you feel?

- a. Confident and comfortable to speak freely
- b. Shy and afraid of others' reactions
- c. Bored and not interested in what is being said

Q8: What are the speaking difficulties that you face when speaking in English?

- a. Inhibition (a feeling of embarrassment or worry that prevents you from speaking)
- b. Nothing to say
- c. Low or uneven participation
- d. Mother-tongue use

-If others, please mention them.....

Q9: How do you overcome these difficulties?

.....
.....

Q10: What are the speaking activities that your teacher often relies on?

a. Discussion and debate

b. Speaking games

c. Simulation and role play

d. Presentations

-If others, please specify.....

.....

Q11: Does your teacher encourage you to speak?

a. Yes

b. No

-If yes, then how?.....

.....

Q12: What are the roles played by your teacher in the speaking tasks?

a. Prompter (teacher supportively lets his students find solutions on their own)

b. Participant

c. Feedback provider

Q13: When you commit speaking mistakes/errors, does your teacher?

a. Stop you at once and correct you

b. Let you carry on then correct you

c. None of them

Q14: Does your teacher provide you with feedback?

a. Yes

b. No

Q15: What type of feedback you prefer?

a. Explicit

b. Implicit

-Please, justify why?.....

.....

Section Three: Classroom interaction

Q16: How do you consider your relationship with your teacher?

a. Good

b. No relationship

Q17: Who does most of the talk in the classroom?

a. Teacher

b. Students

Q18: How often your teacher gives you the opportunity to interact with him?

a. Always

b. Sometimes

c. Rarely

d. Never

Q19: How often do you interact with your classmates?

a. Always

b. Sometimes

c. Rarely

d. Never

Q20: When you interact in the classroom, is it:

a. You who wants

b. Your teacher who asks you

Q21: What type of interaction you prefer?

a. Student-student interaction

b. Students-teacher interaction

-Whatever your answer is, please justify.....

.....

Q22: Does your frequent interaction reduce your speaking mistakes?

a. Yes

b. No

-Please, justify your answer.....

.....

Q23: How do you judge your speaking skill ability as a result of classroom interaction?

a. Well

b. Well

c. Not so well

d. Bad

Thank you



ملخص

تهدف الدراسة الحالية إلى إبراز أهمية التفاعل الصفّي بنوعيه (التفاعل بين الأستاذ والطلبة وتفاعل الطلبة فيما بينهم)، في تحسين الإنتاج الشفهي للمتعلّم، لأن الهدف الأساسي من تعلم أي لغة أجنبية هو استعمالها في المحادثات. تنص الفرضية المعتمدة على أنه بإمكان الطلاب تحسين قدرتهم على الكلام إذا قام الأستاذ برفع درجة تفاعلهم داخل القسم. علاوة على ذلك، يتناول هذا العمل مفهوم مهارة التحدث وأهميته في تدريس اللغة الإنجليزية كلغة أجنبية، حيث يسلط الضوء على العلاقة القائمة بين تدريس التحدث والتفاعل الصفّي.

الهدف الأساسي من خلال هذه الدراسة هو إظهار فعالية التفاعل الصفّي كإستراتيجية تربوية في تطوير مهارة التحدث لدى المتعلمين من خلال تحليل المعلومات التي تم جمعها من ملاحظة كيفية تفاعل الطلاب داخل القسم والاستبيان الذي تم إجرائه مع طلبة السنة الثالثة إنجليزية في المركز الجامعي- ميلّة، بالإضافة إلى إجراء مقابلات مع أساتذة التعبير الشفوي.

أظهرت النتائج المتحصّل عليها أن تعزيز مهارة التحدث يجب أن يكون مصحوباً بالتفاعل الصفّي لأنه أداة تربوية فعالة تعمل على زيادة وتعزيز مشاركة المتعلمين. استناداً إلى هذه النتائج، تم اقتراح بعض التوصيات لمساعدة الطلاب على التغلب على الصعوبات التي يواجهونها أثناء التحدث بلغة أجنبية، وأخرى لمساعدة المعلمين في كيفية تدريس المهارات الشفوية.