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The Development of EFL Students' Speaking Skill Through Classroom Interaction Activities.

A case Study of third year LMD students at Mohamed Khider University of Biskra

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Dedication

This work is dedicated to my heavenly angel, to the best person in the world: my MOTHER. I take this opportunity to thank you from the bottom of my heart for your sacrifices and I will do my best Insha' ALLAH in my life only for YOU.

I dedicate this work to my brother and sister : Azzedinne and Imane with whom I grew up. They helped me emotionally and financially, thank you so much.

I would like to express my sincere gratitude to my older sister Sarah for her advices and encouragement. To my little nieces: Djoumana, Lina, and Safia .

To my friends: Younes, Ehab, Moustafa, Kheireddine, I take this opportunity to thank you for sharing the university life with me, for accepting me as I am.

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Abstract

This study explores the role of classroom interaction activities in enhancing the speaking skill of EFL learners. It also aims at showing the importance of speaking skill and communication to learners so they will focus on improving their oral skills in the target language. The main issue that is commonly voiced in the foreign language learning domain is that despite studying the language for years, learners are often unable to communicate effectively and lack fluency in their speeches. Besides, this is due to several reasons such as inhibition and lack of practice. Out of the present study, the current research hypothesizes that through classroom interaction activities, EFL learners will improve their speaking fluency and overcome factors behind low-level in the speaking skill. To validate or refute the hypothesis, this study adopted the descriptive method as a type of research. In addition, two questionnaires were used to collect data for the analysis. The first one was delivered to a group of third year LMD students at Biskra university. The second questionnaire was delivered to oral expression teachers of English at the university of Biskra. The aim of the questionnaires was to discover to what extent classroom interaction can be helpful for the learners to improve their speaking fluency. In addition, it aimed to find out what types of classroom activities that oral expression teachers use in their classes to elicit interaction. The findings revealed that both students and teachers consider classroom interaction a very helpful technique to improve speaking in the foreign language. Moreover, the results showed that the sample view speaking as a very important skill to master because it is impossible to have a communicatively competent learner without the ability to speak English.

Key words: EFL, speaking skill, interaction, FL learning.

List of Abbreviations and Acronyms

EFL: English as a foreign Language

ESL: English as a second Language

ELT: English Language Teaching

i.e.: This means

T: Teacher

ST: Student

CI: Classroom Interaction

L1: First language

L2: Second language

FL: Foreign Language

MT: Mother Tongue

SLA: Second Language Acquisition

NS: Native Speaker

NNS: Non Native Speaker

CLT: Communicative Language Teaching

STT: Student Talk Time

SL: Second Language

(n.d): no date

TBL: Task Based Learning

LMD: License Master Doctorate

OE: Oral Expression

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General Introduction

Introduction

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Introduction

One of the aims of learning a foreign language is to be able to communicate with other speakers of and use what has been stored as an input in the production of meaningful conversations. Hence, speaking is a skill, and as such it needs to be developed and practiced independently of the grammar curriculum (Thornbury, 2005, p.01). Nevertheless, EFL learners cannot speak fluently because curriculums and teaching methods focus on developing learners' vocabulary and grammar, giving a slight attention to the oral practice that is pivotal for fluent communication. Therefore, low speaking level in English is not strict to problems of grammar, nor it is the lack of vocabulary to express ideas; there are other factors for this anomaly, such as shortage of practice, absence of motivation, and apathy. Consequently, the present study spots the light on the EFL students' speaking skill, and how to overcome the lack of fluency using strategies of interactive learning. Therefore, classroom interaction aims at providing opportunities for learners to express themselves in a meaningful way, it can also help them develop their linguistic knowledge and language skills especially speaking skill. (Saaied, 2016, p.02). interaction through different activities will assist learners in developing their speaking skill since their primary goal of learning is communication.

1. Statement of the Problem

Speaking in a foreign language is at the core of communication and knowledge exchange between learners. Due to its importance, learners should develop their oral fluency through practice. However, speaking a language fluently requires time and practice and this skill is merely reduced to the classroom oral expression sessions and neglected in other contexts where language is needed.

In EFL classrooms, speaking is the skill of a successful language learner. Hence, learners' language mastery is not completely measured by hours spent on modules, nor their

examination marks. Rather, it is based on their performance in oral tasks. However, many learners are unable to speak the target language fluently and whenever their instructors addresses them, their response is a set of short sentences, irrelevant expressions with grammatical errors such as, verb conjugation errors, mispronunciation, and the inability to produce full and coherent sentences. What is ostensible is that such problems rise from common causes. These latter can be linguistic, such as the lack of vocabulary and knowledge structure of language, or psychological like shyness, boredom, lack of motivation on the part learners or the learning environment. In addition to the external factors such as, the lack of practice, and the absence of collaboration between learners.

To overcome speaking problems and its major causes, researchers in the field of language teaching suggest the implementation of classroom interaction through different activities such as group work, role plays, and conversations as techniques in order to improve the learners' speaking skill, and to reduce factors behind low-speaking level. Consequently, this research will spot the light on the role of interaction EFL classrooms, and its positive impact on developing learners' speaking skill.

2. Literature Review

Speaking is a vital element in people' daily lives by which they exchange acts of communication and express their needs. This skill is also important in foreign language classrooms and it is considered as a major criterion to evaluate learners' mastery of language. To promote speaking in language classrooms, especially English, EFL practitioners use several techniques that help learners improving their speaking fluency including, classroom interaction. Consequently, this literature deals with previous researches that acknowledge the importance of classroom interaction in developing learners speaking skill.

To start with, the concept of classroom interaction could be traced back since the foundation of the interactional hypothesis by Long and Porter (1982). Language learners should be put in a position of being able to negotiate the new input supplied by the language classroom to ensure modification of language according to their level of comprehensibility they can manage. (Long & Porter, 1985, p.115-116). Therefore, interaction is seen as a one way in which learners can obtain the input needed to trigger the parameters of setting and resetting (Ellis, 1999). The acquired input will help learners in becoming more knowledgeable and competent in performing speaking tasks.

Classroom interaction is important because it is related to the learners' needs and abilities to use English and one of the key factors to determine success or failure in foreign language learning (Murtiningrum, 2009). Hence, for teachers, interaction helps to enhance their learners' speaking skill and learners should be willing and motivated to speak because they do not have the opportunity outside the classroom (p.03). In this regard, EFL learners are expected to use the target language naturally and authentically instead of memorizing dialogues and pattern practices (Kouicem, 2010). Kouicem (2010) also adds that both teachers and learners are aware that classroom interaction can be effective strategy to improve speaking proficiency.

Teaching the speaking skills of a language can be very challenging for many EFL teachers. For this, educators might have to adapt various strategies and approaches in order to enhance students' oral proficiency level, including classroom interaction (Boukhari, 2014). It has been proposed as one of the important techniques by researchers and scholars to improve learners' communicative skills in foreign language because they learn it similarly to learning how to speak and interact inside the class (Quenan, 2014).

Moreover, classroom interaction takes an important place in second or foreign language acquisition (Adaba, 2017). Teachers should apply appropriate activities to facilitate language learning in reality since interaction is at the core of communication in an era of communicative language teaching (p.01). Adaba (2017) concludes that in order to improve students' speaking skill, they have to practice their target language through classroom interaction by actively participating in classroom speaking. In addition, teachers ought to play a prominent role to enhance students speaking skill by integrating adequate interactive activities which permit to all students to equally participate and exchange knowledge in the class. Furthermore, it has been proved to be the best pedagogical strategy that teachers have to adapt in order to develop the learners' competences in producing utterances in the target language (Hamri& Messegmine, 2017)

Adams (2018) further adds that interaction with skilled language teachers can obtain expert scaffolding (assistance with words and grammar) that enables learners to express meaning they cannot formulate (p.03). Moreover, peer interaction in classrooms can be helpful for their language learning as a source for communication practice to develop autonomy, make mistakes, and receive support (p.14). This view is supported by the modern Interactionism approach of Gass and Mackey (2006) that when language learners are engaged in meaningful communication, they are able to focus on meaning and negotiate to make input comprehensible and try out new forms of language as they speak (as cited in Adams, 2018, p.3).

To sum up, learners who do not make efforts to use their target language, they are supposed to be learning in vain. Thus, instructors should promote oral interaction in their classes, and to ensure that most of their students are able to actively participate (Bougandoura, 2012). Consequently, This study acknowledges the mentioned works in the

literature on the use of classroom interaction as a technique to maximize learners' participation and improving their speaking skill.

3. Research Questions

This dissertation seeks to answer the following research questions:

RQ1: What type of classroom activities EFL teachers use in order to make learners more enthusiastic in oral expression sessions ?

RQ2: To what extent can classroom interaction help learners to improve their speaking skill?

4. Research Hypotheses

Based on the above research questions, we assume that interaction inside classroom will not only help to improve learners' speaking skill, but also motivates them and reduces main factors behind low speaking fluency. In addition, learners will build good relationships and competitive environment that will keep them active in other modules.

5. Aims of the Study

The general aim of this study is to help third year LMD English students at Biskra University in developing their speaking skill.

- Specific Aims:

. To make learners more willing to speak English by highlighting major factors behind their low-proficiency in speaking, such as shyness, boredom , lack of practice.

. To suggest some pedagogical recommendations for teachers and learners.

. To demonstrate the importance of classroom interaction and its positive effects on improving EFL learners' speaking fluency.

6. Significance of the Study

This study is carried out to illustrate the importance of interaction in EFL classrooms and its positive impact on the development of learners' speaking skill. For learners, this study will assist them to become aware of their speaking skill level and how they can improve it through interaction. For teachers, this study will give them new insights on how to teach speaking and make learners willing to learn and interact. Further, the results will be beneficial for both curriculum and researchers for further studies on the development of the speaking skill in foreign language learning.

7. Methodology

7.1 Research Method

The research method adopted in this study is the descriptive method. Descriptive research allows to know the extent to which classroom interaction in EFL context is important, and permits to collect and describe data on the account of what is happening systematically in a natural state. The descriptive method will be beneficial for the current study in a sense that it interprets different attitudes and opinions on speaking and its status in foreign language learning.

7.2 Data Collection Tools

In order to obtain results for the study, we relied on one data collection tool: students' and teachers' questionnaires. On the one hand, the students' questionnaire is distributed to one group of 21 students of third year LMD in English at Biskra university. The aim of this questionnaire is to find out how the students communicate the language inside the classroom and what they lack. Questionnaire will encompass different aspects of the investigation and signal the major factors behind their low-speaking skill. On the other hand, teachers' questionnaire is delivered to 5 oral expression teachers at Biskra university. This allows to

recognize how oral communication in EFL context is run and what type of classroom interaction activities teachers use to improve students speaking fluency. Moreover, questionnaires will show how they evaluate learners and the factors they believe may hinder students from developing their speaking in English.

8. Structure of the Dissertation

To full fill the research objectives, this dissertation is divided into three chapters. Chapter one and two are the theoretical part, and chapter three is the field work of the research.

The first chapter deals with the speaking skill in EFL classrooms, particularly its definition, types, and characteristics. In addition, this chapter illustrates the importance of speaking in foreign language learning and the major factors behind low-speaking level among EFL learners. Also, it demonstrates different levels of speaking proficiency and the types assessment of speaking in the classroom.

The second chapter spots lights on the role of classroom interaction, its general definition, types and the impact of gender differences. Moreover, this chapter introduces types of classroom activities that teachers use and factors that hinder the interaction between teachers and students. In addition, this chapter mentions approaches of CI and the different roles of teacher during the classroom activities.

The third chapter deals with the analysis of data collection tools, specifically the students' and teachers' questionnaires. It aims at investigating the role of classroom interaction on the development of speaking skill by analyzing the questionnaires. In addition, this chapter presents general conclusion and suggests some pedagogical recommendations for the students and teachers.

Chapter One: The Speaking Skill in EFL classroom

Chapter One: The Speaking Skill in EFL Classroom

Introduction

One of the main objectives of foreign language learning is the ability to speak and communicate with others fluently. Foreign language teaching tutors and students know that the purpose behind this process is to use the language for communication. So, when people speak, they are trying to socialize, to share feelings and thoughts, and also to exchange information or to describe an action (Saeed,2016).

In this regard, ELT teaching approaches shifted into the communicative approaches that view speaking as a pivotal aspect for a successful learning. Consequently, this chapter focuses on the important aspects of the speaking skill and its significance in foreign language learning, particularly English as a foreign language (EFL), it also illustrates different types of speaking, and certain elements that L2 learners should be focusing on in order to speak fluently. Additionally, this chapter spots the light on the importance of speaking and why it should be prioritized in the learning curriculum. Furthermore, this chapter mentions some factors behind poor speaking performance among EFL learners and how teachers should asses their learners' performance based on certain criteria such as grammar pronunciation, and vocabulary.

1.1 Definition of Speaking

Speaking is the skill through which people exchange ideas and interact with one another. It is the primary tool for communicating, thinking, and learning in general, and learning a language in particular. Through speaking, learners form concepts, acquire new vocabulary, and perceive the structure of the language as an important component of learning (Bougandoura, 2012). According to Burns and Joyce (1997), Speaking is an interactive process of constructing meaning that involves producing, receiving and processing

information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (as cited in Abd El Fattah,2006,p.30) .

Speaking is a spontaneous act of communication between interlocutors that requires clarity and automaticity so as to convey the message accurately and one of the four macro language skills which are essential to be developed in order for ESL/EFL students to communicate effectively in different contexts (Asakereh& Afshar, 2016). In addition, speaking is a productive skill necessary for effective communication in any language it can naturally appears in every EFL class since it enables students and teachers to interact more (Saaied,2016.p.8). Moreover, it consists of producing systematic verbal utterances to convey meaning (Bailey,2005,p.02). In other words, Speaking is a basic skill that language learners should master along with the other skills. It is a complex process of sending and receiving of messages through verbal expressions, but it also involves non verbal language like gestures and facial expressions (Kouicem, 2010).

1.2 Characteristics of speaking

Speaking differs from the other three skills (listening, reading, writing) in various ways that makes communication more effective. According to Nunan and Carter (2001) characteristics of speech fall into three :

1.2.1 Reciprocity

In speaking, interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to each other's contributions. Further, in oral communication many people can participate in the same interaction, making it somewhat less predictable than written interaction (Nunan& Carter, 2001, p.16).

1.2.2 physically Situated Face to Face

Speakers usually can see each other and so they can refer to the physical context and use a number of physical signals to indicate for instance, attention to the interaction, their intention to contribute and their attitude towards the subject matter (p.16).

1.2.3 On-line production

During the speaking process, speakers decide on their message and articulate it without hesitation or checking for correction; interlocutors cannot wait long for them opportunity to speak. Hence, time of delivery means that the processes of conceptualization, formulation and articulation may not be well planned or implemented and may need pauses and corrections (Nunan& Carter, 2001, p.16).

1.3 Types of Speaking

In language classrooms, speaking can take different forms. According to Brown (2000), foreign language students are expected to carry out six types of oral production inside the classroom:

1.3.1 Imitative speaking

Imitative speaking means giving a small portion of time on activities like tape recorder speech and make learners repeat certain intonations or vowel sounds. such imitation practices is carried out not for meaningful interaction, but for focusing on certain elements of the language form (Brown, 2000). Drills can be useful in such a speaking because they offer learners equal opportunities for repetition and it allows teachers to focus on one element of language in a controlled activity (Brown, 2000).

1.3.2 Intensive speaking

It is a type of speaking performed to practice some phonological or grammatical aspect of language. Intensive speaking is either self-initiated or a part of some group work activity in which learners are going over certain forms of language (Brown, 2000).

1.3.3 Responsive speaking

Responsive speaking like short answers to the teacher's questions or self-initiated questions and comments can be useful for learners speaking proficiency inside the classroom (Brown, 2000). Such type of speaking is meaningful and authentic as in the following examples:

T: How are you ?

S: Pretty good, thanks. And you ?

S1: what did you write for the question number one ?

S2: Well, I wasn't sure, so I left the blank.

1.3.4 Transactional speaking(dialogue)

Transactional expressions are initiated for the purpose of exchange or transmission of a particular information. This type of speaking can be a part of a group work activity or a dialogue between teacher and learners on a certain topic related to their daily lives (Brown, 2000).

1.3.5 Interpersonal (dialogue)

This type of dialogues can be rigid for learners because it can involve some or all of the following factors: a casual register, colloquial language, emotional language, jargons, sarcasm, and a covert agenda (Brown, 2000).

1.3.6 Extensive (monologue)

Intermediate or advanced learners are required to perform extended monologues as an oral report, summaries, or small speeches. The register in extensive speaking is more formal and deliberate and these type of monologues can be planned or impromptu (Brown, 2000).

1.4 Elements of the speaking skill in EFL

In speaking a foreign language, learners misuse some important language features which are requisite for their fluency. Correspondingly, Thornbury (2005) enlists the following language features that L2 speakers should take into account whenever they speak English:

1.4.1 Socio – Cultural knowledge

It is about developing an intercultural competence among learners, and this means the ability to manage cross-cultural encounters irrespective of the culture of the language being spoken and taking into account that difference and ambiguity are inherent in all communication (Thornbury, 2005).

1.4.2 Speech acts

Learners need to know how specific discourse moves are realized, they also need to know the methods speech acts are encoded (Thornbury, 2005). Learners cannot necessarily intuit the approach that speech acts are realized, neither the way that they are realized in spoken as opposed to written English (p.16).

1.4.3 Register

learners should know how to adapt speech acts formulas for different situations, according to such context variables as the status of the receptor they are speaking to. (Thornbury, 2005). Exposure to different registers of speech, together with the directed attention to the ways in which spoken language is produced more or few formality, should be sufficient at least for general English objectives (p.19).

1.4.4 Discourse

It combines the use of grammar and vocabulary in order to connect speaking turns and to signal speakers' intentions. Discourse knowledge demands the awareness from speakers of how speaking turns are managed (Thornbury, 2005).

1.4.5 Grammar

A core grammar for an informal speaking would comprise the following items:

- A command of present and past simple, and the ability to use the letter to sequence narratives.
- Familiarity with the use of the continuous and perfect aspect forms of verbs, to frame and background information in narratives.
- The knowledge of the most frequent modal and semi-modal verbs (can, will, would, have to, going to, used to).
- The ability to formulate questions especially yes/no but also wh-questions.
- Some basic conjunctions (and, so, but) to string sequences of clausal and non-clausal units (Thornbury, 2005, p.20).

1.4.6 Vocabulary

The frequency of the most used words will help learners to expand their vocabulary; a working knowledge of the 1500 most frequent words or less in English will provide the learners with more conversational mileage (Thornbury, 2005). These frequent words should include:

- All the common question words (where, why, what).
- All the modal auxiliary verbs.
- All the pronouns.
- All the demonstrative pronouns and other deictic devices (this, that, here, there).

- The common prepositions (in, on, near, from, after).
- Common sequence and linking words (then, first, so, and, or, next).
- Common ways of adding emphasis (really, very, just).
- Common ways of hedging, such as, actually, quite, rather.
- All purpose words (thing, things, place, time, way, make, and do) (Thornbury, 2005).

1.4.7 Phonology

There are certain phonological elements must be considered when speaking a foreign language so the intelligibility won't be affected (Thornbury, 2005, p.24). These areas include the following:

- Certain "core" consonant sounds (not vowels).
- The contrast between long and short vowels (as in hit and heat).
- Consonants' clusters especially those at the beginning of words.
- Sentence stress such as, the correct placement of stress in an utterance especially contrastive stress (p.24).

1.5 Levels of speaking fluency in language learning

1.5.1 Beginners

Learners at the beginner level cannot speak or write accurately in the present simple and present continuous tenses (Maxom, 2009, p.50). They generally have a little background of English and they cannot start a normal conversation with extended sentences. Some adult beginners find that learning is more stressful than they are expected and consequently they may give up on learning (Harmer, 2007, p.18).

1.5.2 Intermediate

Intermediate level suggests a basic competence in speaking, writing, and the ability to comprehend straightforward listening and reading (Harmer, 2007, p.17). intermediate

learners can speak to their peers using simple words and short sentences with no respect to the grammar rules. i.e. they already know how to construct expressions that refer to the past, present, and future events and a basic vocabulary for everyday communication (Maxom, 2009, p.52). At this stage, it becomes difficult for learners to measure their progress. Thus, teachers need to maintain their learners interest by using topics they enjoy (p.53).

1.5.3 Upper-Intermediate

At this level, learners can speak and write with reasonable fluency through a wide range of tenses and expressions formulas to link their ideas. They can also use appropriate language in a variety of situations indicating comprehension of formal and informal language (Maxom, 2009, .p53).

1.5.4 Advanced

According to Harmer (2007, p.17), advanced learners are those whose level of English is competent allowing them to communicate fluently. Learners at this level, already know a lot of English and able to communicate with native speakers without much difficulties. They get the list of most texts and conversations and have sufficient vocabulary to express themselves on a wide variety of topics (Maxom, 2009, p.54). Moreover, the grammar and vocabulary they use is similar to that of native speakers even when it is not strictly necessary to be understood (ibid). It is also important to mention that teachers should encourage their learners at this level to become more responsible over their learning (Harmer, 2007).

1.6 The importance of speaking in FL learning

The ability to speak is one of the main goals of learning a foreign language, especially English which became a Lingua Franca in many parts of the world (Kusnierek,2015, p.73). The growing interest on how to develop learners' abilities in speaking is remarkable in the

modern ELT approaches. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and the success is measured by the ability to carry out a conversation in that language (Nunan, 1991 p.39). This view is supported by Ur (1996) as he confirms:

Of all the four language skills (listening, speaking, reading, writing) speaking seems intuitively the most important; people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing; and many if not most foreign learners are primarily interested in learning just to speak (p.120).

learning to speak in the foreign language is often considered to be one of the most difficult areas of learning (Brown & Yule, 2001, p.25). Hence, classroom tasks that develop learners' ability to express themselves would be essential part in language courses. Brown and Yule (2001) also acknowledge the fact that foreign language speakers of English are considered to speak "more perfect" than natives because they produce complete sentences and articulate in a clear manner (p.25). In addition, Foreign language speakers develop a range of skills, strategies, and behaviors which assist them to manage the challengeable situations (Ashour, 2014, p.40). According to Fielding and Ruddock (2004), speaking opportunities facilitate a stronger sense of membership, respect, self-worth, learning management, and personalized learning. These advantages boost learners' self-confidence, motivation and willingness to learn more about the language (As cited in Ashour, 2014). Overall, speaking is important in English language. It is impossible to have a mastery of a language without actually speaking it. Therefore, anyone who speaks a foreign language knows that if he does not use, he will eventually lose it (Maxom, 2009, p.183).

1.7 Factors that influence learners' speaking fluency

Speaking fluently with few errors indicates a competent learner. However, many learners find it difficult to express themselves and they may encounter problems to use the foreign language effectively (Ahmadi& Leong, 2016,p.34). Certain factors may negatively affect the level of speaking fluency of the learners. These latter can be either psychological or external factors.

1.7.1 Low Self-Confidence

Self-confidence is the state of being sure of doing something and not being shy and aggressive in social situations. It has a key characteristics to start any action especially speaking in L2 and one of the facilitating factors to build conversations (Gurler,2015,p.14-15).

In FL learning, one frustration that is commonly voiced by learners is that they have spent years of studying English but still unable to speak it (Wardah& Fitriani, n.d). lack of self-confidence may bring learners to believe that they are not going to be a fluent English speakers and this will affect their speaking performance. Wardah and Fitriani also report that learners with low self-confidence display the following characteristics:

- Difficulty of being assertive.
- Fear of confrontation.
- An extremely low opinion on themselves.
- Difficulty in one area such as speaking in social groups.

Lack of self-confidence can be classified under both titles of psychological and attitudinal barriers that make the learner unable to speak in the foreign language or even their native language (p.14).

1.7.2 Inhibition

Speaking requires some degrees of real time exposure to an audience or familiarity with the subject. Many EFL learners , who are not proficient to speaking in the target language, experience psychological obstacles driven by fear and unwillingness to be exposed to their peers during classroom activities. Ur (1996) states that learners are inhibited about trying to say things in the foreign language classroom, such as : fear of making mistakes, fear of criticism, or losing face. He further adds that inhibited learners feel ashamed and embarrassed of the other learners' perceptions towards themselves (p.121). This view is supported by Kurtus (2001) who also agrees that inhibit to speak comes with fear of mistakes that will become the primary reason that learners are afraid of looking unwise in front of other participants (As cited in Humaera,2015, 33).

1.7.3 Lack of practice

Speaking a foreign language means having the opportunity to interact with people in real situations and not only in classroom controlled activities. Therefore, teachers' task to improve the skill is challengeable and time consuming (Kusnierek, 2015). In addition, many teachers agree that the progress of some learners is slowed because they rarely use English outside the classroom (75). Thus, shortage of opportunities for practice is identified as an important contributing factor to speaking failure and by practice is meant , not only practice of grammar and vocabulary, but the practice of interactive speaking itself (Thornbury, 2005, p.28). This view is supported by Banu and Nishanti (2017) who view the role of environment as one of the causes of speaking problems. People outside the classroom may think that learners are just trying to show off when they speak English for daily conversation. The response of learners make them lose their self-confidence and consequently they switch to their native language.

1.7.4 Absence of motivation

Motivation has been widely acknowledged by researchers as one of the key factors that influences the rate and success of the second /foreign language learning (Heidari& Riahipour, 2012). Gardner and Nunan (1999) claim that students' lack of motivation is caused by several factors such as: uninspired teaching, boredom, lack of perceived relevance of materials and knowledge about the goals of instructional program.(As cited in Maher, 2016). In line with this view, Heidari and Riahipour (2012) also assert that the causes of low motivation to speak English are related to factors of study time, teacher's behavior, or the classroom environment. Moreover, monotonous teaching reduces the learners' motivation due to the feeling of boredom because teachers do not have passion, encouragement, and creative techniques that would enable learners to take part of the lesson and speak more frequent (Heidari& Riahipour, 2012).

1.7.5 Low or uneven participation

Learners' classroom participation is essential in courses where communicative approaches are being used for language learning (Ollobaren& Bueno, 2014). That is, EFL learners are expected to be active and engaged in classroom activities where speaking is the prominent tool for interaction. However, in many cases only one or two learners participate while the others just listen and in large groups, opportunities to speak are reduced because some learners participate more often while teacher neglects the rest (Dendirenos, 2015).

Saeid (2016) views low participation in FL classes as a result of the absence of motivation neglected by the teacher. If the teacher does not motivate his learners, even the talkative ones will show no interest in speaking. As a result, learners will feel discouraged whenever the same persons participate and this will eventually lead them to be apathetic to

learning (Saeed, 2016). In other words, increasing learners' motivation is a teacher's responsibility to encourage classroom participation.

1.7.6 Mother tongue use

In language classrooms, learners of the same native language tend to use it because it is easier and they feel unnatural to speak in a foreign language. Learners feel less-exposed when they use their mother tongue (Ur, 1996). In this view, Lazzarato (2001), states that in homogenous EFL classes, learners who do not speak English, will present additional challenges to their teachers (As cited in Romero, 2014, p.90).

In a study conducted by Verah (2017) on factors affecting students' acquisition of speaking skills in secondary schools, he discovered that using the first language is correlated with low-proficiency in the acquisition of English. Verah also found that mother tongue interference with English can cause mispronunciation of certain words (borrowing phonemes from MT), and the borrowing of vocabulary and word order from native language (direct translation from MT erroneous) (p.99-100).

Khatai (2011) advocates that mother tongue use signals low-proficient language learner due to shyness of speaking in large groups and at times, learners cannot express complex ideas in English. Therefore, for proficiency purposes, learners ought to practice using spoken English voluntarily in various contexts and there should be enough time to do so (Verah, 2017)

1.8 Oral communicative strategies

Communicative strategies are devices employed by learners of second or foreign language when confronted with difficulties of communication in the target language (Delamere, 1998, p.02). Hughes (2002) views communication strategies as an ability to manipulate a conversation and negotiate interaction in an effective way. Such strategies are

particularly important where there are problems of expression and communication (As cited in Kouicem, 2010)

1.8.1 Achievement strategies

Learners compensate for language gaps by improvising a substitute , for example by paraphrasing, guessing, borrowing words and phrases from other languages they know, or engaging the listener in collaborative meaning making (Luoma, 2004,p.106).

1.8.2 Avoidance strategies

Speakers of a foreign language abandon the message altogether or replacing the original message with one that is less ambitious (Luoma, 2004, p.106). Topic avoidance is one of the common strategies employed by second or foreign learners in the production of the target language when they have inadequate and incomplete knowledge about grammatical rules and lexical items (Elyidirim, 2017,p.231).

1.8.3 Reduction strategies

Speakers change what they originally intended to say according to language resources (Bygate,1987). Reduction strategies make the learner's ccommunication efficient and traces of them in learners' performances provide evidence that they are actively engaged in the production of meaning (As cited in Luoma, 2004, p.106).

1.8.4 Active listening

Active listening is a good strategy for those students who shy away from speaking, and being a good listener in English conversation will build confidence necessary in taking more active role in communication (Peace Corps, 1989, p.46).

1.9 Assessing learners' speaking performance

Assessment of learners' speaking skill level during oral expression and through various tests is a crucial step to see their current level of language development. Through different

oral tasks such as drills, role plays, presentations or interviews, teachers can evaluate the quality and quantity of learners spoken language. Formal or informal testing occurs at the beginning and the end of language courses, but also during various times of the course itself (Thornbury, 2005, p.124). In order to asses learners' speaking performance, there should be some principles under which the oral assessment can be done flawlessly. Carless enlists three principles of oral assessment that EFL teachers should take into account:

- Assessment tasks should be designed to stimulate productive learning practices amongst students.
- Assessment should involve students actively in engaging with criteria, quality, their own or their peers performance.
- Feedback should be timely and forward-looking so as to support current and future student learning (As cited in Correia, 2016, p.94).

Learners can evaluate their speaking skill by themselves without teachers' monitor and instructions. This argument is supported by Harmer (2001, p.102) who asserts that English learners can be effective at monitoring and judging their own language production. They frequently have a clear idea of how well they are doing and if teachers help them to develop this awareness, this may enhance their learning. Students self-evaluation is largely related to the matter of their autonomy since their teachers encourage them to think upon their own learning through practice or when they are outside the classroom (Harmer, 2001, p.103). Therefore, this type of self-assessment can be beneficial to both teachers and learners. Learners become responsible for their language progress and this reduces the burden on teachers. If all students of a class have to be interviewed individually, the disruption caused, and the time consumed may outweigh the benefits. Moreover, different tasks may have different criteria for judging speaking (Thornbury, 2005, p.125).

1.10 Criteria of speaking assessment

1.10.1 Grammar and vocabulary

In this criterion, learners are given marks for the precise and adequate usage of syntactic forms and vocabulary so as to respect the requirements of the activity. The range and appropriate use of vocabulary is also considered (Thornbury, 2005). In addition, in this measurement, teachers should be aware that even native speakers produce non-grammatical forms in fast, unmonitored speech. Therefore, it would be unfair to expect a higher degree of precision from learners (p.129).

1.10.2 Pronunciation

This criterion refers to learners' ability to produce comprehensible utterances so as to fulfil the task requirements, i.e. it refers to the production of individual sounds, the correct linking of words, and the use of stress and intonation to convey the intended meaning. Teachers can tolerate learners L1 accent if it does not impede communication (Thornbury, 2005, p.129).

1.10.3 Topic management

In this scale, teachers examine the learners' ability to express ideas and opinions in coherent, connected speech. Additionally, learners are assessed for their ability to maintain a coherent flow of language with an appropriate range of linguistic resources over several utterances (Thornbury, 2005).

1.10.4 Interactive communication

Interactive communication refers to the learners' ability to interact with the teacher and other learners, i.e. learners should be able to maintain the coherence of the discussion and if necessary, they may ask the teacher or their peers for clarification (Thornbury, 2005). This

also includes the ability to use functional language and strategies to maintain and fix conversation (p.130).

Conclusion

To sum up, speaking is one of the productive skills that has been defined by researchers as the process by which learners exchange information and one of the important skills in language learning. It is the skill that EFL teachers rely to evaluate the language mastery of their learners. Consequently, this chapter dealt with significant aspects of speaking especially in EFL context. It formulated a general definition along with its types and major characteristics. This chapter cited various authors' opinions on the importance of speaking in foreign language learning. Moreover, it also presented different factors that can negatively affect learners' speaking level and noted major communicative strategies used by learners to avoid communication breakdowns. Finally, this chapter showed the impact of teachers' assessment on their learners while taking into account different criteria.

Chapter Two: Classroom Interaction Activities

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Introduction

Researches in FL teaching have been concerned with the investigation with the effects of classroom interaction on learners' speaking skill. In this regard, interaction is seen as the ability to communicate with other speakers of the target language and it requires teacher's and learners' participation to ensure sufficient amount of real talk time. For this, learners need to interact regularly since their opportunities to practice English outside the classroom is limited but also because learning to speak in second or foreign language will be facilitated when learners are engaged in trying to communicate (Nunan, 1991, p.51). However, classroom interaction can be related to learners' differences like competency, gender, ethnic background, age, social status, linguistic or cultural background (Jenks& Seedhouse, 2015, p.3). Consequently, this chapter covers main perspectives of interaction in EFL context, formulating a general definition of classroom interaction, its types, and importance in language learning. In addition, this chapter spots light on the types of interactive activities in the classroom, and the factors that hinder the effectiveness of interaction in the classroom. Moreover, this chapter focuses on techniques that teachers use in grouping and ordering learners during classroom activities, the effect of gender differences on the interaction, and teachers roles. At last, it will address major interactive approaches to language learning.

2.1 General Overview of Classroom Interaction

To give a broad definition of classroom interaction, there should be a separation of the two components : classroom as a learning environment and interaction. The former refers to the physical setting where learners meet under pedagogical rules and use a common language to communicate. The latter can be the same extent of learning conventional

formulas of courtesy: how to greet, take place, begin and end a conversation, apologize, thank and so on (Ur, 1996, p.129). Therefore, interaction is the social behaviour that occurs when one person communicate with another, it usually occurs face-to-face in which the case it usually occurs through oral medium or as a displaced activity. In addition, interaction comprises the main reason for our specific language capacity and the means by which it has improved (Ellis, 1999).

In general terms, classroom interaction as defined by Thornbury (2006) refers to what goes on between the people or learners in the classroom, particularly when it involves language. Language classrooms is often used in foreign language where the main goal is to use a target language extensively. Classroom interaction can be considered, particularly from second language (SLA) perspective, as the context in which the internal cognitive processes of learners are engaged and may be investigated (Jenks& Seedhouse, 2015, p.03). Interaction can be simulated if teacher offers his learners the opportunity to talk to each other about what is important to them (Patricia& Amato, 1988 As cited in peace corps, 1989, p.42). The defining trait of interaction is meaningfulness, allowing the exchange and negotiation of ideas between the interlocutors which determines the amount of words being used and the functions of the language. Consequently, the success of any classroom interaction depends on the extent to which learners know what they are meant to be doing and why, which in turns depends on how clearly and efficiently the interaction has been set up (Thornbury, 2006, p.27).

2.2 Types of classroom interaction

2.2.1 Peer interaction

Peers or learner-learner interaction is an effective technique to maximize each learner's opportunity to speak and reduce the psychological burden of public performance (Lynch,

1996, p.110). learners feel confident and less-anxious when they speak to each other because they are in the same level of language fluency . This type of classroom practice as Mackey (2006) describes, provides a context for learners to receive feedback on the target likeness of their output. Moreover, learners' speaking fluency level is equal and they share common goals of learning through interaction (p.34). Thus, it is essential to establish a cooperative atmosphere in learner-learner interaction in which feedback can be received. One way is to present and discuss examples of interaction between native speaker and learners to show the value of repair and negotiation (Lynch, 1996, p.113).

Peers interaction allows learners to express their full potentials without fear of making errors because they feel more comfortable and secure around themselves. In addition, this type of interaction offers opportunities to learners to practice the language in appropriate context (Zide Elkheir, 2013, p.7). This view is supported by Adams (2018) as he states:

When working with language learner peer, learners do more of the work of keeping the conversation, developing topics, offering new ideas, suggestions, and asking questions. Learners practice using different ways with peers, helping them in developing communicative strategies .They need to be able to use the target language for communication (p.4).

Theories of interaction has shifted from teacher-centered approach where the teacher is the knowledge transmitter, to the investigation of learners roles in language classrooms. Earlier descriptions of classroom interaction focused on the type language teachers use, especially the teacher's questions , learners responses elicited, teachers feedback and turn-allocation behaviours (Nunan& et al, 2001, p.120). These features were examined to discover its effect on interaction and learners' opportunities to involve in the production of spoken language. However, the recent studies have focused on the learners' talk, examining not only the

language produced by learners in response to teacher's questions, but also their communication strategies, and the correlation between the type of activity and learners' interaction as well as the opportunities to negotiate meaning (Nunan & et al, 2001, p.120).

2.2.2 Teacher- learner interaction

In this type, learners are supported and guided by the teacher who is more knowledgeable and supports them through different strategies. Teacher- learner interaction according to Chaudron (1988), involves conversation and instructional exchanges that provides the best opportunities for learners to express their target language skills. Hence, it is important to teachers to create opportunities to interaction that permits freer language use (Lynch, 1996, p.110). Moreover, teachers should know when to relax their control over the interaction so as to offer learners chance by including occasional activities which realign the communicative roles of both participants and enabling learners to be responsible over the interaction (p.110).

In teacher- learner interaction, pair/group work can be combined where learners interact among themselves in small groups. Pair and group work are often related with learner centered approach rather than passively receiving the lesson content (Thornbury, 2006, p.27). Thus, it is essential to know certain factors that shape the nature and content of the interaction inside the classroom, such factors could be teacher and learners' beliefs, socio-cultural background of the teacher and learners, and psychological factors of second language learning (Nunan& Carter, 2001, p.120).

Learners' psychology and state of mind is another important factor that determines success or breakdown of interaction. That is, teachers should recognize certain factors that hinder learners to speak the target language such as, fear of being judged, unwillingness to interact and so on, as Nunan and Carter (2001) illustrate:

The teachers need to be sensitive to the psychological state of the students and to be supportive And appreciative of any effort made by the students to learn the language. only then will The teacher be able to generate the kind of classroom interaction which will facilitate Meaningful and enjoyable learning. (p.125).

2.2.3 Native speaker- learner interaction

Interaction with a native speaker (**NS**) of English helps learners to widen their linguistic knowledge and improves communicative competence. Ellis (1988) asserts that L2 learners obtain more practice in the target language and they are motivated to engage further in communication when they have opportunities to speak (i.e) when native speakers allocate turns to them (As cited in Chaudron, 1988, p.9).

Studies on interaction between native and non-native speakers (**NNS**) shows that when the input provided by (**NS**) is not comprehensible to the (**NNS**) they enter in a negotiation for meaning in which non- native speakers ask for clarification, repetition, or confirmation (Nunan& Carter, 2001, p.121). That is, the native speaker's modification helps learners to segment a constituent in the input. Such external segmentation processes can be beneficial to learners to analyze chunks of input into their parts, as in the example below:

NS: with a small pat of butter on it and above the plate.

NNS : what is buvdaplate ?.

NS : above.

NNS: above the plate ?

NS: yeah. (Pica, 1992. As cited in Ellis, 1999, p.9).

Moreover, this type of modified and negotiated interaction engages the learner deep into the conversation to try out different linguistic resources available and sustain the focus on vocabulary and word choice as Long and Porter (1985) state:

It has further been shown that NS, especially those (like EFL teachers) with considerable experience at talking to foreigners, are also adept at modifying not only the language, but the shape of the conversation with NNSs in which the modified speech occurs. They help their non-native conversational partners to both participate and comprehend in a variety of ways (p.113).

2.3 The role of classroom interaction in foreign language learning

To be a good language learner, this means the ability to start and cope with oral conversations, and the ability to use the language outside the classroom. In communities where English is a foreign language, regular use of the language among learners is extremely important due to the shortage of opportunities and speakers. Hence, the oral interaction that occurs between teachers and learners and among learners, its role is consequential to the creation of learning environments and ultimately to the shaping of individual learners development (Thornbury, 2006,p.09).

Spoken interaction is seen as an important, if not a key aspect of the language learning process and has been over for over a hundred years (Hughes, 2011, p.144). This view is supported by the idea of Krashen's input hypothesis (1981) who claims that language acquisition is very similar to the process children use in acquiring their first and second languages. Thus, it requires meaningful interaction in the target language-natural communication in which speakers are concerned not with the form of their utterances, but with the messages they are conveying and understanding (As cited in Hughes, 2011, p.147).

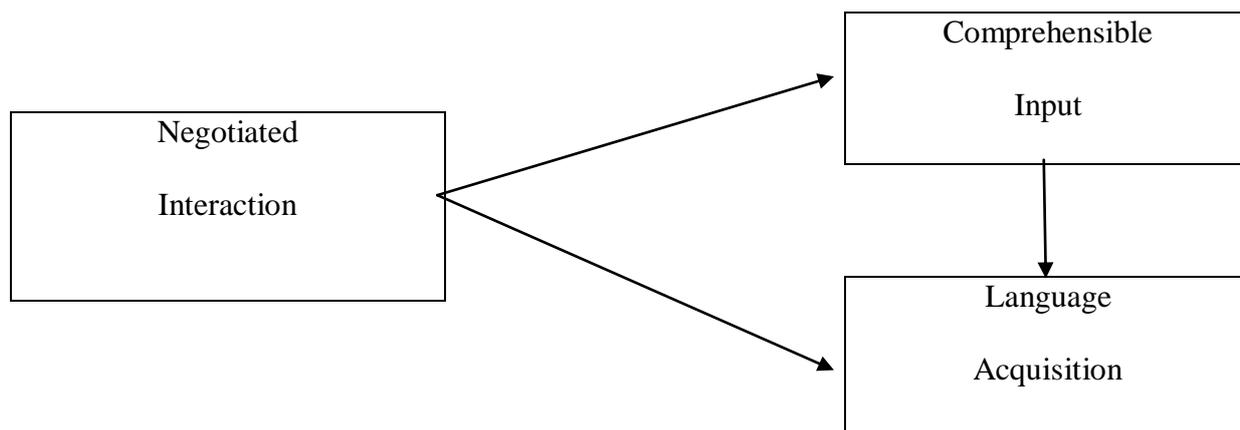


Figure 1: An alternative model of the relationship between negotiated interaction and language acquisition (Allwright& Bailey, 1991, p.123).

Interaction has an important role in and outside the classroom. Teachers and learners should consider as an essential part in learning and teaching language skills, especially in speaking classes (Adaba, 2017, p.3). The structures and skills that a foreign language learner acquires during classroom interaction can be later transferred to other kinds of situation (Littlewood, 1981, p.44-45). Brown (2000) describes that interactive classrooms will mostly be focusing on doing a significant amount of pair and group work, receiving authentic language input in real world contexts, producing language for genuine, meaningful communication, and performing classroom tasks that prepare learners for actual language use outside (p.48).

Overall, classroom interaction helps language learning by providing opportunities to learn from others, often through negotiation, and by speakers having to adjust their output to communicate with others (Newton, 2009, p.98). This interaction helps learning by providing a plenty of comprehensible input, by encouraging pushed output , by making learners aware of what they do not know, and by helping learners develop the language and strategies needed for interaction (p.98).

2.4 Types of classroom interaction activities

Oral expression teachers use different activities to maximize learners' talk time so as to enhance their speaking competency in the target language. Hence, speaking to a classmate in small groups or pairs and role playing is one of the most effective ways to learn. This aims at giving learners a safe environment to practice everything they learnt (Maxom, 2009 p.183).

2.4.1 Group\Pair work

Group work refers to classroom activities in which learners are engaged at a certain task of problem solving. Lynch (1996, p.116) asserts that one way to encourage instructive negotiation between learners is through distribution of information between them that ensures equal participation to all members of the group. It was also confirmed that during pair work, learners can practice their speaking and get to know each other. Lessons are livelier than with individual activities and classmates can spur each other and offer correction (Maxom, 2009, p.90). In addition, compared to the teacher-fronted interaction in whole class work, both pair and group work provide opportunities for learners to start and run the interaction to produce extended varieties of speech acts (Nunan& et al, 2001, p.122).

One of the advantages of pair\group work is the establishment of learners autonomy and it creates a sense of responsibility towards their learning career. Students learn better when they work together because their performances and processes of negotiation of meaning are closely adapted to one another level of ability (Celce-Murcia, 2005, p.38). In group activities, learners feel at ease and able to try wider speeches, paying less attention to grammatical errors when they speak. Moreover, group work is less confrontational when teachers give their feedback as Celce-Murcia (2005) asserts this argument:

Group work has been shown to result in many advantages for SL\FL learners. learners Speak more frequently and with longer stretches of speech, they produce more interactional Modifications directed at one another , and they utilize a wider range of language . group Work results in diversity of performance between groups (p.38).

The success of group work depends on the kind of group dynamics that have been established. That is, do the learners know each other? Are they comfortable working together? Do they mind working without constant teacher supervision? (Thornbury, 2006, p.27).

2.4.2 Discussions/Conversations

Classroom discussions is another interactive activity in which teacher and learners brainstorm ideas on a problem or a statement. Learners are independent to express their opinions and gaining new knowledge from each other. Thus, classroom discussions is not just an activity to develop learners' ability to speak. However, it also assists them to make quick decisions and boosts their critical thinking. Moreover, discussion activities trains learners on how to defend their beliefs or opinions politely and justify their positions (Kaddour, 2016, p.17). Speaking to others as Bailey (2005) describes, is an important way to resume the language acquisition process. To this, it is essential that teachers assist advanced learners to continue their conversational skills development (p.127). Learners should to be engaged in the topic, then they might do some study about it and move directly to activate stage which includes the discussion itself (Harmer, 1998, p.91). Example of a classroom, discussion can occur after a presentation of a short exposé in which learners can resort to comment on the topic and express their opinions. The aim of such discussion is to develop learners oral expression and to start opinions and points of view (Kaddour, 2016, p.16).

2.4.3 Dialogues

One of the most versatile techniques for the presentation and practice of phonological, lexical, and grammatical items is the dialogue (Broughton, Brumfit, Flavell, Hill & Pincas, 1980, p.77). It has the further advantages that it can be used for controlled, guided, or free work and a dialogue by its nature language interaction between people, which fulfills the communicative criterion (Broughton & et al, 1980, p.77).

Another important advantage of dialogues is that it allows learners to extend their knowledge on the topic they are discussing. Particularly for beginners or less confident learners, the dialogue is a good technique to get learners to practice saying the target language utterances without hesitation and within a wide range of contexts (Ur, 1996, p.132). Therefore, learning to perform dialogues by heart increases the learners vocabulary to ready-made combinations of words or formulate (p.132).

2.4.4 Problem -solving

Problem-solving activities are questions that teachers formulate based on real life events and situations. The problem solving questions must be clear, direct, and interesting for learners so they can easily debate about the topic and share their knowledge with peers through interaction. According to Nunan (1989, p.128), problem situation and scenarios can be developed to which it permits learners to rehearse real world language (i.e.) language they might potentially use in the real world. Thus, it is important to know that the type of language expressed is flexible and less-restricted because it is based on learners' background knowledge that is irrelevant to the academic English.

In problem-solving tasks, learners are not supposed to give obligatory solutions, just making comments and participation is sufficient since the aim is to practice the target

language. Moreover, this type of activities as Dendrinios (2015, p.47) illustrates is intended for fairly advanced learners, and it generates high levels of participation and motivation as with many simulation tasks. Participants tend to become personally involved and to relate to the problem as a personal issue as well as an intellectual and moral one. At the feedback stage, the resulting letters can be read aloud, this often produces further discussion (Dendirenos, 2015).

2.4.5 Role play

Role play is classroom activity to create humour and encouragement among learners to speak by taking the role of different personalities. It refers to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone else and using a language adequate to the context (Ur, 1996, p.137). Role play as Holmes (2004, p.134) describes, means giving two or more learners a handout which they can first read and study, take time to search for unknown words and asking their peers about the meaning and pronunciation. Subsequently, learners practice reading aloud in order to be familiar to the sound system of words, phrases, and rhythms of language.

In order to design role play that stimulates language learners to act and participate in the roles they are supposed to reincarnate, there are certain procedures that teachers should take into account. Ur (1996) demonstrates a number of conditions that contributes to the success of role plays:

- The language demanded is well within the learners capacity.
- Careful and clear presentation and instruction.
- A preliminary demonstration or rehearsal (p.132).

2.4.6 Simulations

Simulation activities offer learners the opportunity to carry out a task or solve a problem, making their own decisions and choices based on the real life experience. In this activity, participants speak and react as themselves, but the group role situation and task they are given is imaginary (Ur, 1996, p.132). Ur (1996) also adds that this type of activity is less demanding but majority of decisions do not allow much latitude for the use of language to express different emotions or relationships between speakers . simulation is achieved through group format and teachers can integrate learners of different levels so they can assist each other to reduce the efforts of monitoring each group (Ur, 1996). Hence, Simulation scenarios should be interesting to the learners' background and not lengthy in content.

2.5 Grouping and ordering students in pair\group work activities

Grouping and arranging learners in group workshops in one of fundamental tasks for EFL teachers to ensure an effective classroom learning environment and equal practice of the language. In doing so, teachers need to consider factors like gender, level of learners, and their mutual relationships in order to group them appropriately. Grouping helps teachers to individualize or match their teaching to individual learners, it reduces the dominance of the teacher over the class, it increases the amount of students participation in the class. It also increases the opportunities for individual learners to practice and to use new features of the target language (Khan, 2009, p.8-9).

Therefore, teachers must set clear rules for group work such as, using only the target language, giving everyone turn to speak, allowing individuals to pass if they do not want anything to be personal (Thornbury, 2006, p.72). In addition to monitoring group work in progress and being alert to any possible conflicts or tensions between members and reconstituting groups if necessary (Thornbury, 2006, p.73).

Learners can group themselves if they know each other and this can be helpful for teachers in large classes. Random assembling is when teachers asks each learner to choose group or partner. As a technique, original groups can be re-grouped to form new groups. One way is to assign each member of the group a number (1, 2, 3, 4) and then teacher asks all "number ones 01" to sit together , the number twos 02" and so on (Thornbury, 2006, p.95).

Another grouping technique is the horoscope grouping. i.e. likes and dislikes, hobbies, gender and so on (Khan, 2009, p.11). Grouping learners by their gender is an effective factor. Female learners find themselves comfortable when working with their friends than in mixed gender groups. In the assignment by ability or level, teacher can place learners of different levels in one groups, so the competent learners will assist their colleagues or he\she can structure each group with a representation of high, middle, or low ability (p.12).

In addition, the size of the group is another factor to ensure equal participation among learners. Working with large number of learners in the same group is time-consuming for the teacher and a burden on the whole session. In addition, disruptive behaviour and lack of discipline of learners decreases the effectiveness of the speaking task. The ideal size for a group work according to Thornbury (2006) is probably from three to five learners: anything larger may mean that not all learners will contribute often or equally (p.95).

Teachers should check for sufficient materials and furniture for group work. Seating arrangements permits all members of the group to see and hear one another. Finally, teachers ought to monitor the groups so to check that learners are on task, to be available to answer questions and provide feedback (Thornbury, 2006, p.96).

2.6 The Influence of gender in classroom interaction

Gender differences in EFL context can have a significant impact on the learning cycle and language development between male and female learners. What is noticeable in this

situation is that female English learners tend to be reticent, shy, and unwilling to interact during oral expression module. This may carry out long term adversaries on their speaking skill level and place them in difficult situations. Davis and Skilton (2004) inform that current constructivist positions views gender as one of the factors that enter into classroom communication: the speaker, the setting, the cultural context and interactions of ethnicity, class, power, and a myriads of other social phenomenon (As cited in Brown, 2006, p.209).

In contrast to female learners, males appear to be more productive to the whole-class interaction in spite of their limited number, and they receive more feedback from teacher over their participations. Brown (2006) states that male learners tend to interrupt and use stronger expletives, whereas female learners use polite forms and expressions of uncertainty such as hedges, tag questions, raising intonations on declaratives indicating less-assertiveness in what they say. Brown also advocates that female learners display shyness and fear of making errors that may their interaction processes and consequently the whole learning of English (p.208). gender bias can exist at different levels of education and it is likely to have a deep impact on learners' participation in classroom activities, amount and quality of teacher feedback, attitudes and possibly language acquisition (Louise, 1990, p.17). Consequently, male learners get more chances to participate and control conversation than females. If it is the case in learning interactions, it can influence the language learning opportunities that are available (Mackey, 2006, p.54).

In planning for the interactive activities, EFL teachers should undertake specific arrangements to avoid gender differences issues so as to ensure equal opportunities for practice, taking into account the number of female learners in the classroom. Mixing male and female learners in the same group, or using confrontational activities such as presentations and exposé can have effects on females' performance. In addition, male and female conversational behaviours are different. Females take turn in sense of sensibility and

they differ from males in classroom participation. In addition, female learners demonstrate solidarity, tension release, and agreeing, whereas male learners are dominant (Zide elkheir, 2013, p.17).

2.7 Classroom interaction and teacher's roles

In interactive classrooms, teacher role is vital to the creation of opportunities to practice and sustaining the aims of task. Brown (2000) describes a spectrum of possibilities of teacher roles, some of these roles are more conducive to creating an interactive classroom than others.

2.7.1 As a controller

Master controllers determine what students do, when they should speak, and what language forms they should use. They can often predict many student responses because everything is mapped out ahead of time, with no leeway for divergent paths (Brown, 2000, p.167). For the interaction to occur, the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which freedom of expression given to students makes it impossible to predict everything that they will say and do (p.167).

2.7.2 As a director

Some interactive classroom time can be structured in such a way that the teacher is like a conductor of an orchestra or a director of drama. The ultimate motive of such direction, of course, must always enable learners to engage in the real life drama of improvisation as each communicative event brings its own uniqueness (Brown, 2000, p.167).

2.7.3 As a manager

This metaphor captures the role as one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual learner to be creative within those parameters (Brown, 2000, p.167).

2.7.4 As a facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. A facilitator capitalizes on the principle of intrinsic motivation by allowing learners to discover language through using it pragmatically, rather than telling them about language (Brown, 2000, p.168).

2.7.5 As a resource

The implication of a resource role is that the students take the initiative to ask the teacher, teacher is available for advice and counsel when the students seeks it (Brown, 2000, p.168). Teacher can be a resource (for language information and so on) when students need to consult and at a times, as a language tutor(that is an advisor who responds to what the learner is doing and advises them what to do next (Harmer, 2007, p.25).

2.8 Factors affecting the interaction between learners and teachers

When oral expression teachers plan the interaction, they often find themselves constrained by certain obstacles that weakens the effectiveness of oral activities in pair or group work. The potential for classroom interaction is obviously limited by factors such as the number of students, size of the room, furniture, and purpose or type of activity (Thornbury, 2006, p.27).

2.8.1 Large (overcrowded) classrooms

The number of students inside the classroom creates a challenge for teachers. In fact, there are other difficulties of teaching a large class for example, it is difficult to maintain a good discipline, teachers cannot easily give each learner individual attention, or may not even have sufficient teaching aids (Tran, 2016, p.20). In large classes, learners feel anonymous and voiceless and the threat of exposing their ignorance is sufficient to keep their heads down (Tran, 2016, p.20). Teachers are usually concerned about the fact that in large classes, learners will reinforce each other errors and they won't get the opportunity to correct them (Brown, 2000, p.181).

Teaching in a classroom of 40 or 50 students can be tiresome for novice teachers who do not have a pre planned procedures. In large classes, it is difficult for the teacher to make contact with learners at the back rows and also for learners, they cannot ask and receive individual attention (Harmer, 1998, p.128). Harmer (1998) further adds that it is impossible to organize dynamic and creative teaching and learning sessions, large classrooms can be quite intimidating for inexperienced teachers.

2.8.2 Type of activity

The choice of classroom activities should be based on learners' speaking skill level and needs. That is, some tasks are not compatible with introvert or female learners, it requires risk-taking and exposure to audience such as role plays. In addition, not all activities can be done in pair or group work, some activities such as reading can be done individually (Thornbury, 2006, p.27). Pair and group work can be a waste of time if learners are neither properly prepared nor assured of its purpose or outcome (p.27).

2.8.3 The use of L1

EFL learners tend to switch between the target language to their native language because they feel more communicative and persuasive. Using the native language in the classroom usually occurs in group work activities in which there is less- control from the teacher and learners avoid embarrassing themselves not to speak English due to their weak level. It is indeed possible if not probable that learners in small groups will covertly use their native language. In fact, this is the primary reason teachers give for shying away from group work (Brown, 2000, p.180). if learners feel that the task is difficult or the directions are not clear or that the task is not interesting or they are not sure of its purpose, they will switch to the native language (p.180).

In order to maintain the interaction in the target language, teachers must be aware of the reasons that lead learners to use their native language and how they should prevent it. One of the effective technique to keep learners speaking the target language is by simply being there as much as possible, reminding them and modeling the language use (Ur, 1996, p.122). In other words, teachers should be prepared to go round the class during a speaking exercise encouraging learners to use English and offer help if necessary (Harmer, 1998, p.130).

2.9 Theoretical approaches to classroom interaction

2.9.1 Communicative Language Teaching (CLT)

Communicative language approach CLT came as a reaction to the preceding methods of language teaching that considered form and structure important than the actual use of language. One of the most characteristic feature of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (Littlewood, 1981, p.01). Consequently, the

foreign language learner needs more than a "fixed repertoire" of linguistic forms corresponding to communicative functions, the learner must also be given opportunities to develop strategies for interpreting language in actual use (p.03).

CLT has two main principles: first is that language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, which learners should learn how to perform using a variety of language exponents (Harmer, 2007, p.50). The second principle of CLT is that if students are given enough exposure to language, and opportunities for language use- and if they are motivated then language learning will be easier. As a result, the focus of CLT has been on learners communicating real messages, and not just grammatically controlled language (p.50).

Social interaction activities add a further dimension to the functional activities. That is, learners should be attentive to the social as well as the functional meaning that language conveys. This also means that the activities approximate more closely to the kind of communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behavior (Littlewood, 1981, p.43).

2.9.2 Task-Based Learning (TBL)

Task based learning approach is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language. (i.e.), instead of language study leading to a task, the task itself is the main focus and jumping-off point for possible subsequent study later (Harmer, 2007, p.51). This approach puts communicative activities at the heart of learning, and as a result a TBL syllabus might well be a list of tasks and activities not a list of language (p.51).

A typical TBL sequence starts with a pre-task where students are introduced to the topic and informed what the task will be. This is followed by a task cycle where students plan the task, collecting language and information to perform it, and eventually produce the chunk of writing or oral interaction that the task demands (Harmer, 2007, p.51). TBL, same as communicative methodology, has allowed teachers and learners to concentrate on how to achieve things with the language, and how we can use language for certain tasks (p.51).

2.9.3 Interactionism Theory

Interactionist theory refers to the central role of social interaction in the development of language (Tran, 2016, p.14). Interactionists emphasize the communication that actually occurs in the classroom between teachers and learners and among learners for language input and creating meaningful contexts of classroom activities (Tran, 2016, p.16). This means that the more interaction and comprehensible input language learners receive, the higher success rate their language acquisition would be.

The underlining principle of this theory is that verbal interaction is of crucial importance for language learning as it helps to make the "facts" of the L2 salient to the learner (Ellis, 1999, p.244). It is also becoming apparent that different kinds of input and interaction are needed to facilitate acquisition at different stages of learners' development (Ellis, 1999, p.287). Moreover, Interactionism argue that learning may emerge out of conversation, rather than simply being a pre-condition for conversation. An even stronger claim for conversation is that it provides the matrix not just for language learning, but of learning in general (Thornbury & Slade, 2006, p.207).

Conclusion

To sum up, classroom interaction has been approved by researchers as a useful strategy to language learning. Through interaction, learners develop their speaking skill and get to practice a variety of language functions. In addition, learning a foreign language through interaction allows the less-competent learners to benefit from their advanced peers and teacher's feedback. As a result, group work learning and negotiation of meaning lessens the task for teachers in making learners responsible and committed towards language development. This chapter has revealed how classroom interaction can be helpful in English learning. Further, it presented different activities to encourage interaction between learners and different roles teachers can play during the interactive task. Moreover, this chapter highlighted some factors that may reduce the amount and effectiveness of interactive activities such as gender, number of students, and the use of native language. At the end, it reviewed learning theories that support interaction in language learning.

Chapter Three: Data Analysis and Results

Chapter Three: Data Analysis and Results

Introduction

The previous chapters demonstrated the two main variables of the study. On the one hand, chapter one dealt mainly with the speaking skill and its major problems in EFL context as a dependant variable. On the other hand, chapter two presented classroom interactive activities as a solution to the research problem. Consequently, the third chapter is conducted to find out whether or not classroom interaction activities can be helpful for learners to improve their speaking skill. It seeks to find out learners' and teachers' perceptions over the topic by using questionnaires as data collection tools. The results of data analysis will be interpreted later in the conclusion. In a nutshell, chapter three is the practical part of this research that deals mainly with the analysis of both students' and teachers' questionnaires.

3.1 Research design

To do the field work, this research opted for the qualitative study design, specifically the case study. This research design is selected for a number of reasons, first, research methodology is the descriptive method (non-experimental) to describe and interpret opinions of the sample under study; secondly is time constrains, this research cannot be experimental as this design is time consuming and population is small. Thus, case study design is more useful in which the researcher limits the scope of the problem on a specific population. In a nutshell, research design opted for this research is non-experimental qualitative design (case study).

3.2 Population of the study

3.2.1 The students

To conduct the questionnaires, 30 out of 400 students of third year LMD English at the university of Biskra is the population whose opinions were required in order to fill out the questionnaire. The sample of the study was randomly selected to answer the questionnaire. However, only 21 students were available and this has been reported in the limitations. The choice of this sample is that third year students have developed a considerable background in English and they know their needs and lacks especially their speaking skill and most importantly they are more experienced in answering questionnaires.

3.2.2 The teachers

The second questionnaire was intended to 8 oral expression teachers in the section of English at the university of Biskra. Only 5 were available to answer the questionnaire due to some external factors. Choosing this sample was based on the years of experience teachers have in teaching oral expression and they know more about applying classroom interaction and how push students to be more confident in speaking.

3.3 Description of the Questionnaire

To fulfill the research objectives, this study relies on the questionnaire as the main data collection tool, students' and teachers' questionnaires. Both questionnaires consist of a list of multiple choice questions, Likert scale questions, yes/ no with justifications and a rank order question. The pilot study of questionnaires conducted before delivering the final version to teachers and students and copy of it is included in the appendices. The results of these questionnaires will be helpful in formulating a general conclusion and answers to the research main questions.

Students' questionnaire

On the one hand, the students' questionnaire consists of 15 open and closed ended questions subdivided into three sections. The first section deals with general information about the students. The second section concerns the first chapter of the research which is the speaking skill, and a third final section is for classroom interaction activities.

Teachers' questionnaire

On the other hand, teachers' questionnaire consists of 15 questions subdivided into three sections: the first section is about background information of teachers, the second section is designed for speaking skill in EFL classroom and a final section dedicated for classroom interaction activities. Questions are generally mixed in scales between multiple choice questions, yes/ no questions, and closed ended questions.

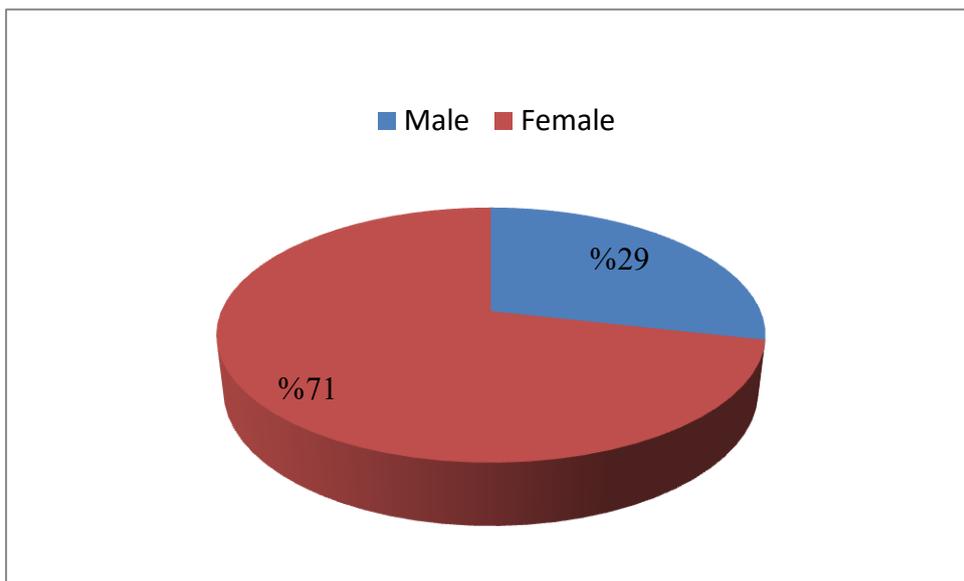
3.4 Analysis of the students' questionnaire

Section One: Personal Information

Table 01: Students' Gender

Gender	Number	Percentages
Male	6	29 %
Female	15	71 %
Total	21	100 %

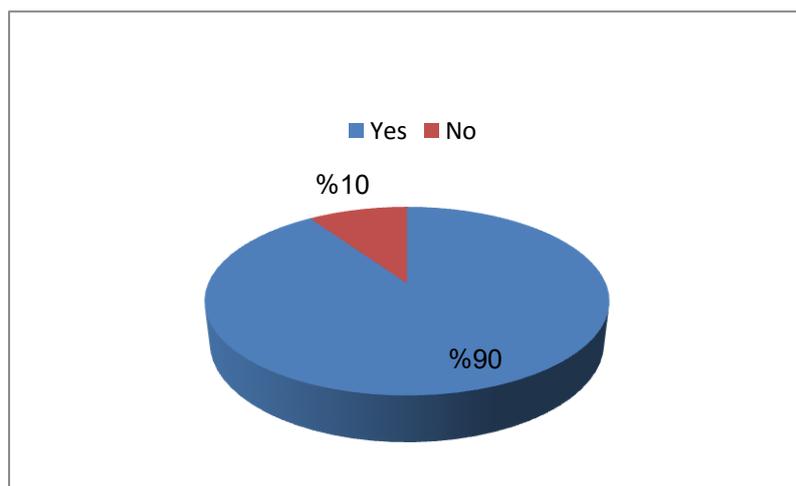
Figure 2: Students' Gender



The table above shows that the majority of this sample are female students with 71% of the total number. Whereas male students' number is smaller with 29% of the total population. This indicates that female students at university may have higher chances to speak English and also to participate in different classroom tasks than male students.

Table 02: Do you like studying English ?

Options	Yes	No
N	19	2
Total	21	

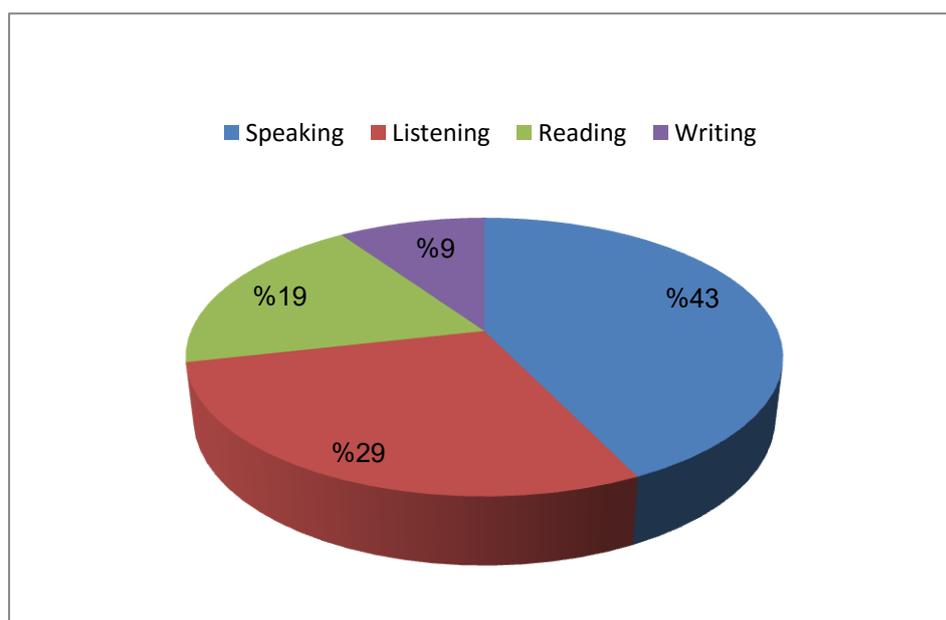
Figure 3: Students who like studying English (yes/no)

As shown in figure 03, (19) 90% of students stated that they like what they are studying and. Whereas, only (2) 10% of the population do not like studying English and this is due to some unknown factors , but this result designates that the majority of students are enthusiastic to learn English.

Section Two: The Speaking Skill in EFL Classroom

Table 03: Which skill do you focus on to be good English speaker ?

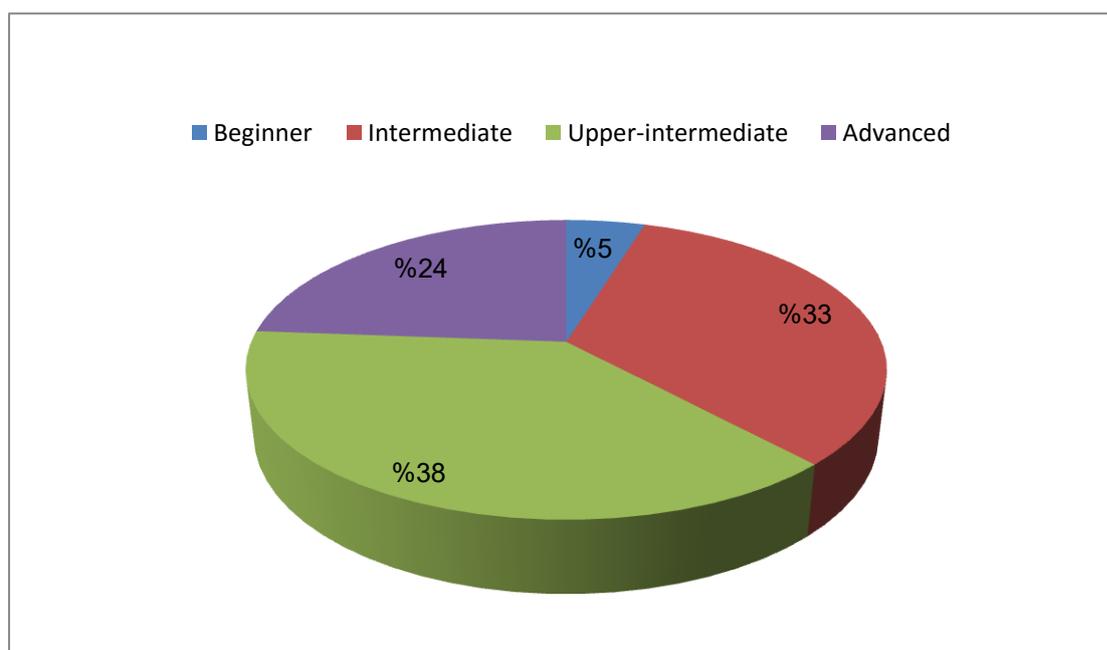
Options	N	Percentages
Speaking	9	43 %
Listening	6	29 %
Reading	4	19 %
Writing	2	9 %
Total	21	100 %

Figure 4: Students most preferred skill to be improved

The table 03 illustrates that speaking is the most important area to master among the other skills with 43% of students chose to focus on improving speaking itself and listening as a complimentary skill with 29% of stated preferences. Conversely, the other skills of reading and writing are less-appealing and least important to students with 19% to reading and 9% to writing.

Table 04: How could you describe your speaking skill level ?

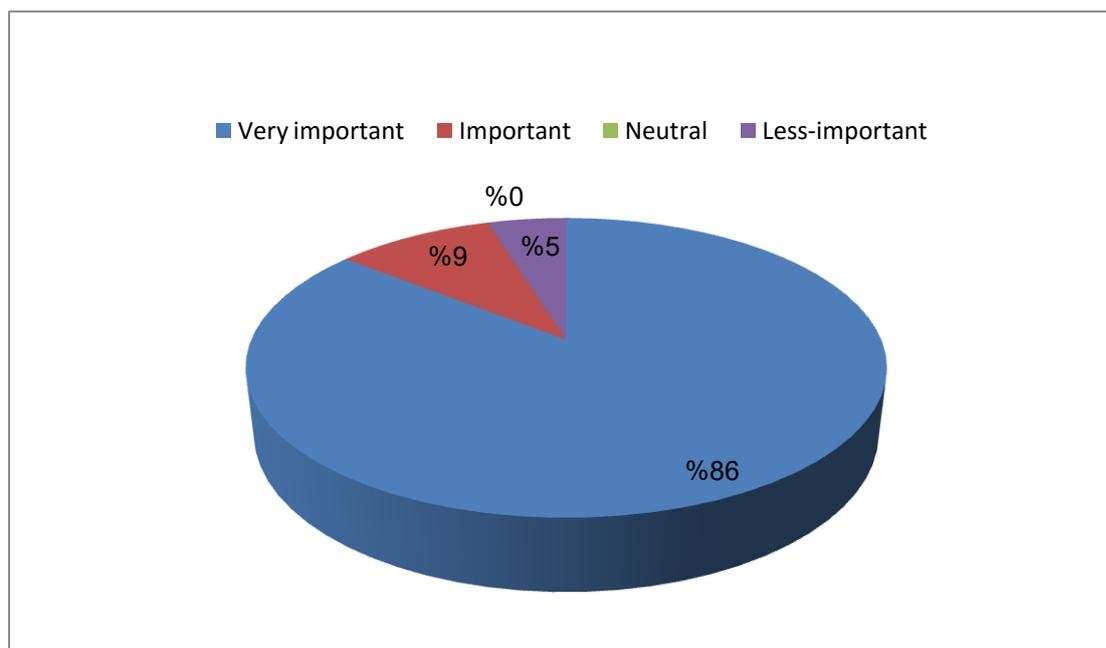
Options	N	Percentages
Beginner	1	5 %
Intermediate	7	33 %
Upper-intermediate	8	38 %
Advanced	5	24 %
Total	21	100 %

Figure 5: Students' perceptions over their speaking skill level

In the above chart, 38% of students consider their speaking level as upper-intermediate, 33% view themselves as intermediate speakers and 24% as advanced. Only 5% view themselves as beginners. This means that students' level is of acceptable stage of development and they may be able to handle at least small conversations in English. Besides, this result means that students are aware of their speaking proficiency level.

Table 05: Do you think speaking is an important skill in English learning ?

Options	N	Percentages
Very important	18	86 %
Important	2	9 %
Neutral(not sure)	0	0 %
Less important	1	5 %
Not at all	0	0 %
Total	21	100%

Figure 6: The importance of speaking skill to students

The majority of this sample have agreed that speaking is a pivotal skill in English learning as 86% of respondents labeled speaking as "very important" skill. Only 5% view it as "less-important" and 0% as not important at all. This indicates that speaking in EFL classrooms is crucial. The majority agreed that one cannot learn a language without speaking it and their main goal is to use English for communication. In addition, students justification behind their choices is included in the table below

Students' Justifications

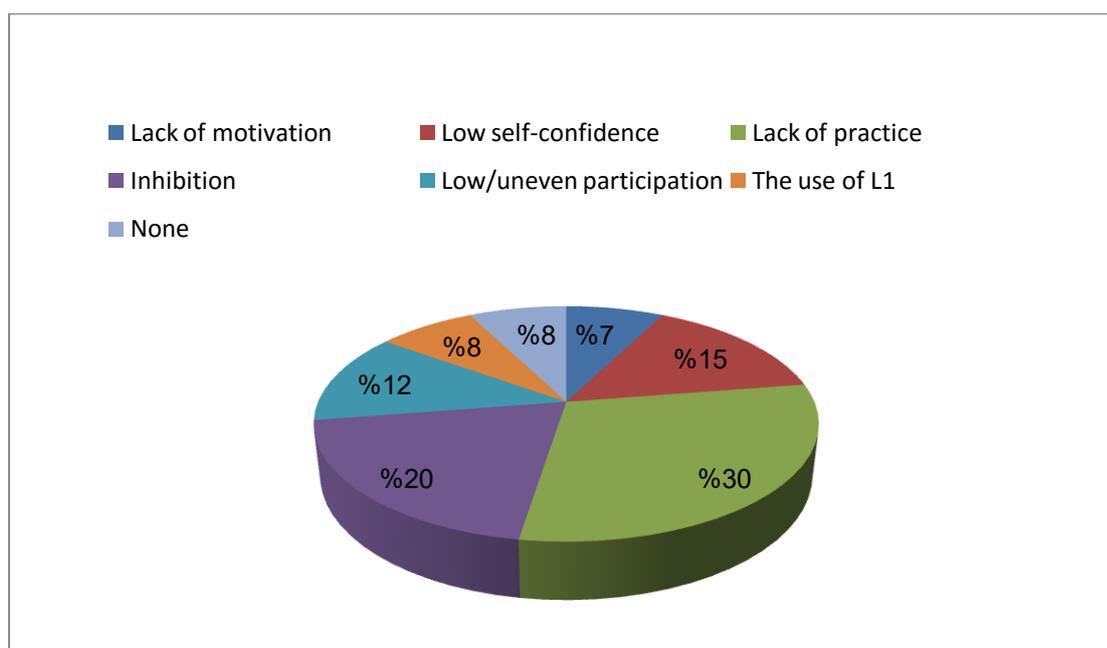
In this question, the students were required to give further justifications to support their choices. The 5 options are : "very important", "important", "neutral", "less-important", and "not important at all". In the first option, 9 out of 18 students justified their answers. Based on their justifications, speaking is a very Important skill because it is one of the ways to improve the other skills of listening, reading, and writing. In addition, it the skill that enriches their vocabulary and grammar to communicate effectively. Besides, speaking shows the real level of learners' fluency. Hence, it is very important skill to master. In the second

option, 2 students justified their answers saying that speaking is as important as the other skills equally. In the third option, 1 student views speaking as less important because it is possible to be a fluent speaker by listening and reading. Finally, the last 2 options "neutral" and "not important at all" have no justifications.

Table 06: Major factors behind low-speaking fluency.

Options	N	Percentages
Lack of motivation	3	7 %
Low self-confidence	6	15 %
Lack of practice	12	30%
Inhibition	8	20%
Low/uneven	5	12 %
The use of L1	3	8 %
None	3	8 %

Figure 7: Major causes of low speaking fluency according to students

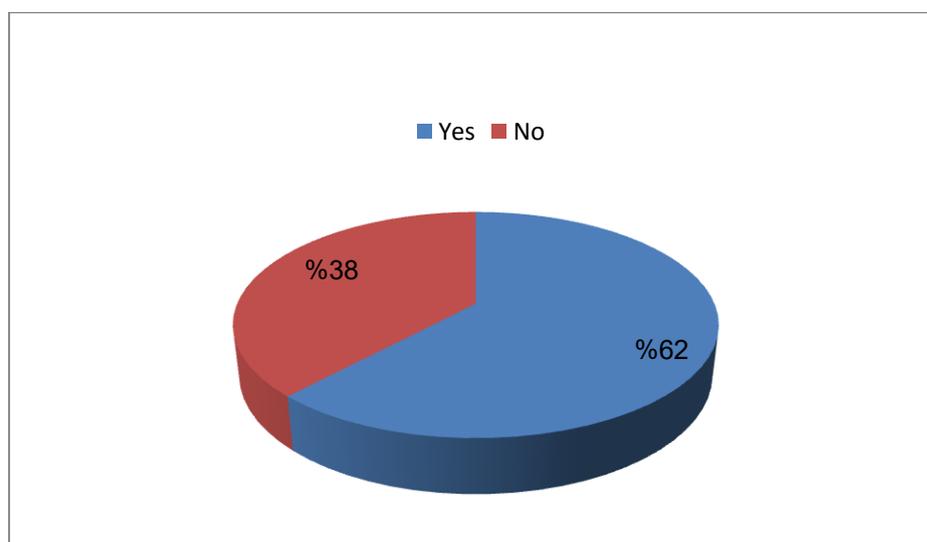


As the table 07 indicates, students main cause of low-fluency level is the lack of practice. 30% of the total population chose lack of practice as major factor of low speaking performance. Inhibition as a secondary factor with 20% of total number and 15% low-self confidence. 8% of students abstained from choosing any of the six options. Thus, a new category titled "None" has been set for that percentage.

Table 07: Do you evaluate your speaking performance ?

Options	N	Percentages
Yes	13	62 %
No	8	38 %
Total	21	100 %

Figure 8: Students who assess /do not assess their speaking level



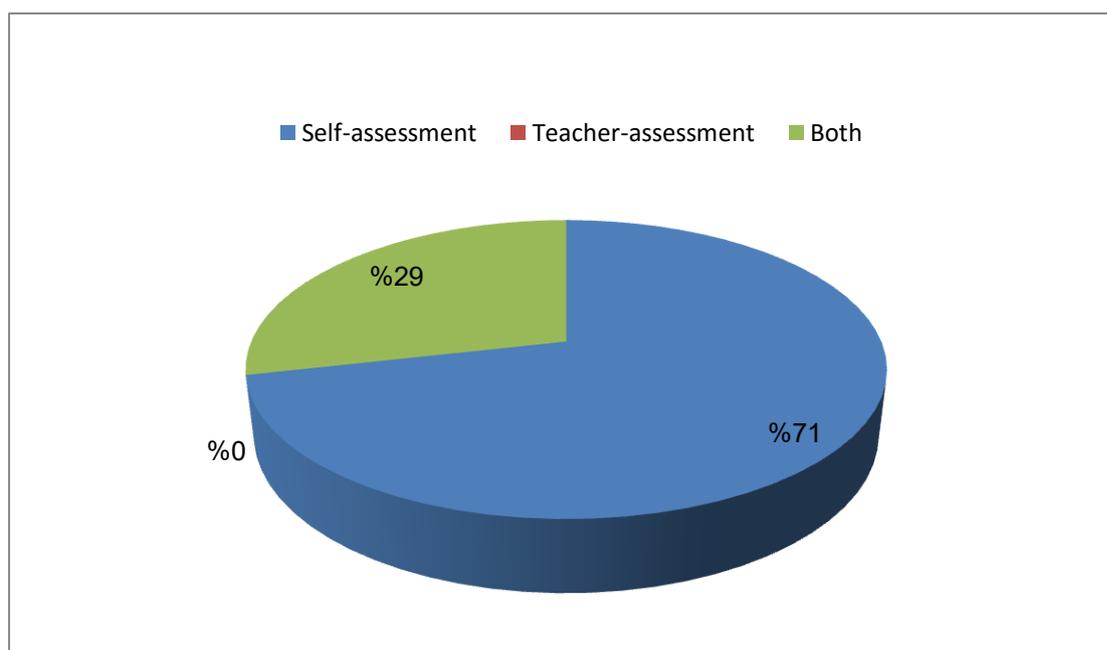
The result in the table 08 illustrates that 13 students making up 62% of the total population evaluate their speaking performance in English, whereas, 8 students (38%) chose not to follow any kind of self-evaluation of their speaking skill. The table's result indicates

that the majority of the students are willing to improve their speaking skill and their evaluation is one of the main strategies they apply to do so.

Table 08: If ' yes'', what type of assessment do you follow ?

Options	N	Percentages
Self-assessment	10	71 %
Teacher-assessment	0	0 %
Both	4	29%
Total responses	14	100%

Figure 9: Types of speaking assessments followed by the students



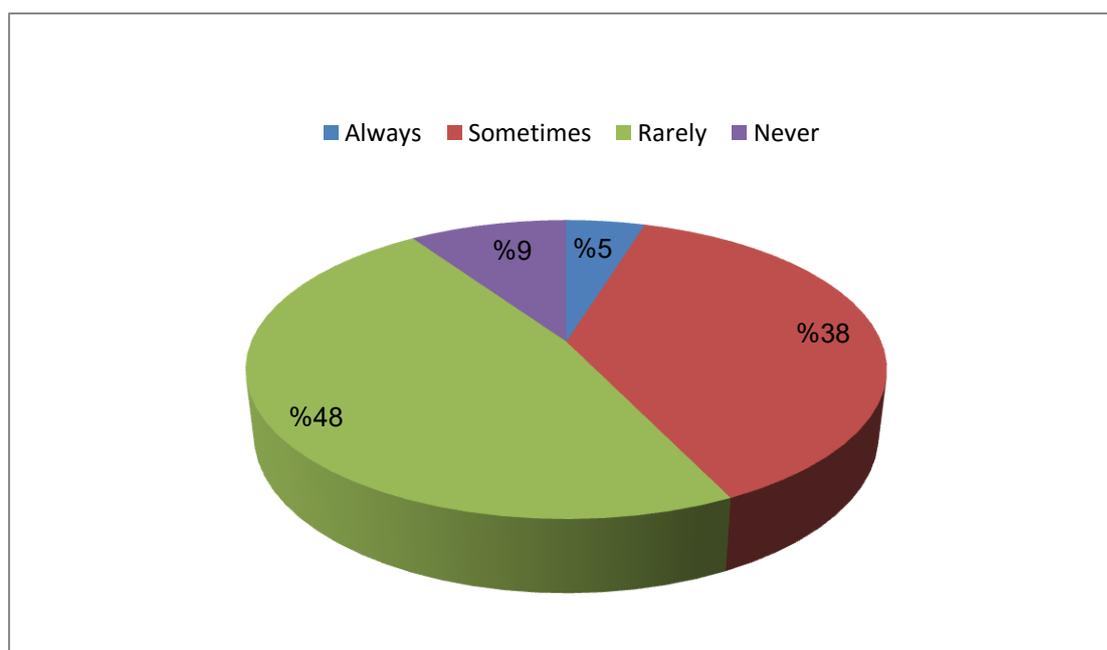
As shown in table 09, students who answered with yes (62% of the sample) to previous data, tend to follow self-assessment with 71% of stated choices. Surprisingly, 0% of students did not choose teacher-assessment as a type of evaluation. While 4 students (29% of total sample) chose to follow both types of assessments.

Section Three: Classroom Interaction Activities

Table 69: How often do you interact with your teachers ?

Options	N	Percentages
Always	1	5 %
Sometimes	8	38 %
Rarely	10	48 %
Never	2	9 %
Total	21	100%

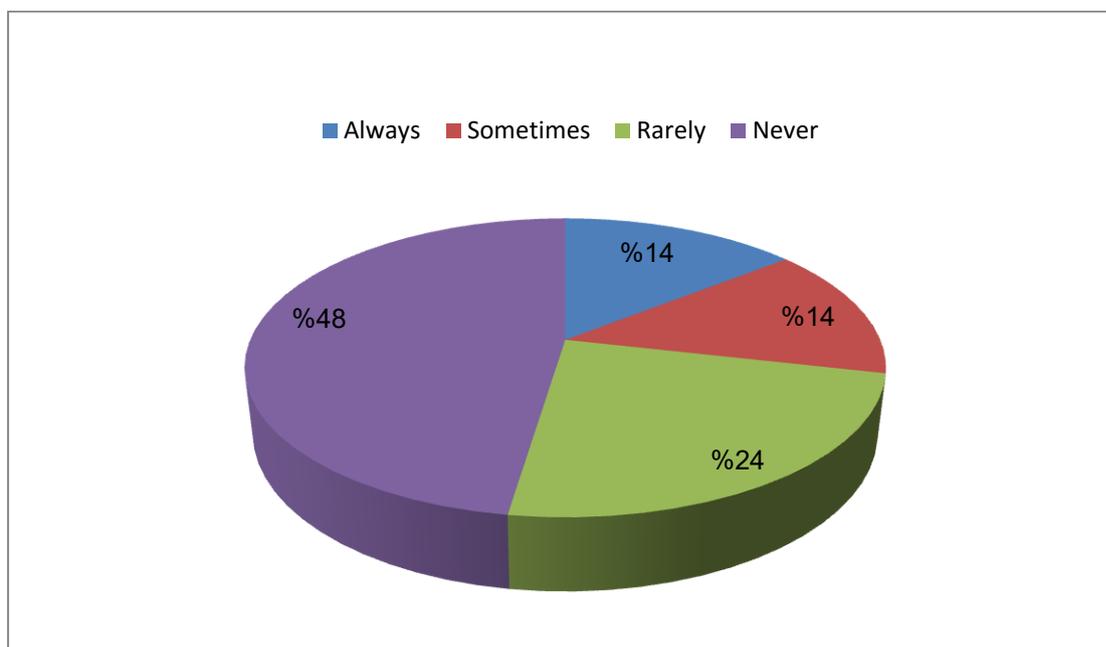
Figure 10: Students' interaction frequency with teachers



A quick look at the table 10 indicates that (48%) of students stated that they rarely interact with teachers inside the classroom, (38%) answered with "sometimes" and only 1 student (5%) chose "always" and finally 2 students (9%) answered with never. This result means that interaction is rare to occur or less-interesting to students according to their responses.

Table 10: How often do you interact with native speakers of English ?

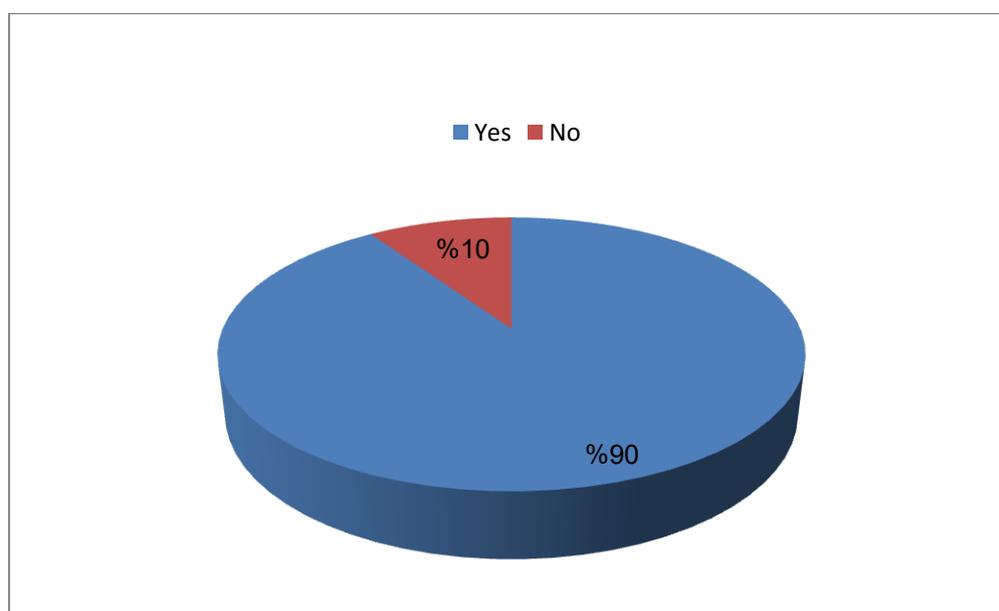
Options	N	Percentages
Always	3	14 %
Sometimes	3	14 %
Rarely	5	24 %
Never	10	48 %
Total	21	100%

Figure 11: Frequency of interaction with native speakers

As displayed in the above chart, (48%) of the students stated that they never had the opportunity to interact with native speakers. 5 students (24%) said they rarely interact with native English speakers and only 3 students answered with "sometimes" and 3 students (14%) stated they always interact with native speakers.

Table 7: Do you think interaction with native speakers would help to improve your speaking skill ?

Options	N	Percentages
Yes	19	90 %
No	2	10 %
Total	21	100%

Figure 11: Improving speaking skill through interaction with native speakers

The table 13 demonstrates that the majority of the students find interaction with native speakers helpful in improving their speaking skill. Up to (90%) of the stated responses have agreed on this type of interaction as helpful and necessary. Only 2 students (10%) did not acknowledge this type of interaction as helpful. Students who answered with "Yes" explained why it is important. The table below will account for the arguments students presented over their responses.

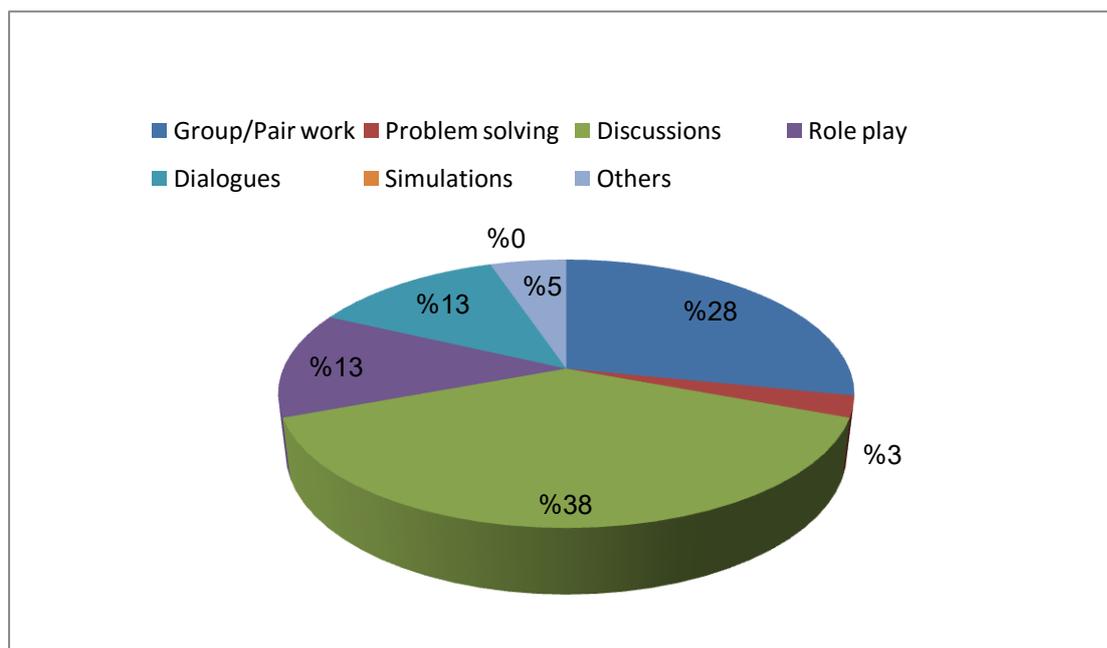
Students' Justifications:

In this question, the students who have answered with Yes to NS- learner interaction were required to justify their responses. 9 of the total sample justified their answers. On the basis of their justifications, interaction with native speakers helps them to get the accurate pronunciation of the words, learn new vocabulary, and improve their speaking skill in general. Moreover, NS interaction helps them to acquire the daily expressions that they use. Besides, native speakers tend to be more tolerant to their mistakes, not judging them too often, and negotiate meaning they cannot understand. Overall, NS-learner interaction helps the students to get the correct forms of the target language.

Table 8: What type of interaction activities oral expression teacher use in the classroom ?

Options	N	Percentages
Group/Pair work	11	28 %
Problem solving	1	3 %
Discussions	15	38 %
Role plays	5	13 %
Dialogues	5	13 %
Simulations	0	0%

Figure 12: Types of interaction activities used by OE teachers



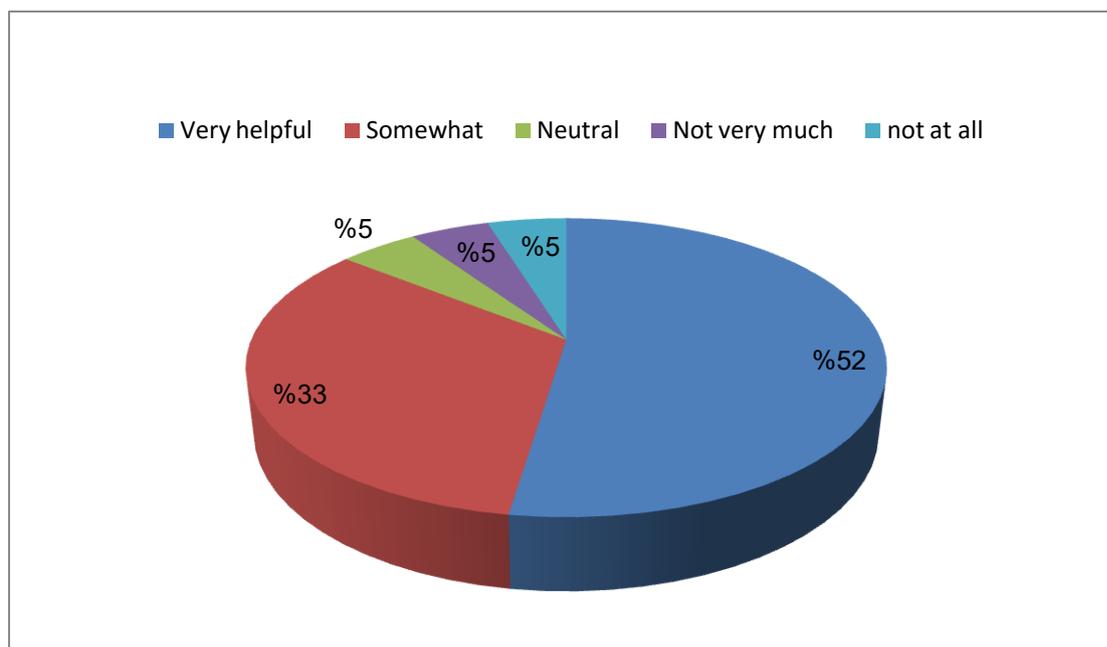
As for the interaction activities used by OE teachers, the above chart shows that discussions is the prominent activity with 38% of total responses. Group work comes next with (28%) of total responses. Role play and dialogues third with (13%) for each option. Other activities like problem solving are less common with just (3%) and simulations gone completely 0% of total responses. Only (5%) of responses did not account for any of the six options, students who did not tick on options had different responses has been labeled as "others". This category includes other activities such as storytelling , or making videos in which students speak about their interesting topics.

Table 13: To what extent classroom interaction can be helpful in improving your speaking skill ?

Options	N	Percentages
Very helpful	11	52 %
Somewhat	7	33 %
Neutral(not sure)	1	5 %

Not very much	1	5 %
Not at all	1	5 %
Total responses	21	100 %

Figure 13: The usefulness of classroom interaction to students



More than a half of the students (52%) view interaction as very helpful in developing their speaking skill. 7 students (33%) find it "Somewhat" helpful. The remaining response options ("Neutral", "not very much", "not at all") are less-chosen with 1 student (5%) for each option. The table's result clearly supports the idea of improving speaking skill through interaction and the students find it very helpful for them to improve their speaking skill.

Q15: Any further suggestions you would like to add on how to improve speaking skill through interaction ?

This is the final question in the questionnaire. Here the respondents were asked to add further suggestions from their own experiences on how to improve speaking skill through classroom interaction. Many students did not from answer this question and few who

answered it, gave suggestions unrelated to classroom interaction as a technique to improve their speaking skill

1. Self-interaction, you create discussions with yourself as you choose a topic then you get to mention its pros and cons.
2. Improving speaking skill can be done by reading books to gain a background and a new vocabulary.
3. Practicing at home through recording and why not watching translated movies into the mother tongue.
4. If teachers could just give free sessions to his students to talk without interrupting them or evaluation. He can just stay there and watch to keep the order of the class.
5. Speaking skill should be improved through daily practice and usage.

3.5 Interpretation of the results

First of all, the sample of the questionnaire consists of 30 students of third year LMD in English at Biskra university. Only 21 of them answered this questionnaire and the majority of the case study were not available. On the basis of the findings, this sample is formed by (71%) of females, while males students represent (29%) of the sample. Apparently, females at university tend to study literary branches and languages, whereas, males go for scientific and engineering branches. In the second question, the students were asked if they like studying English or no. The results is that (90%)of them said yes while 2 (10%) answered with no. This implicates that the majority of them display positive attitude in FL learning, and they are satisfied with the domain they chose to study at university.

As for the second part of the questionnaire, starting with Q3, most students prefer to focus on improving their speaking skill over the other skills with (43%) of responses. Listening skill is the second area to improve with 6 of responses. Reading and writing are

less-important according to their answers. This means that the students spend more time in improving speaking and they place it as a priority over the other skills. In Q4, the participants were asked to indicate their speaking fluency level, the results show that students level range between intermediate to upper-intermediate (38%), and (24%) of them consider their level as advanced. This implicates that the students in this sample are average speakers and they have acceptable background which allows them to cope with regular conversations. In the sixth question, the findings reveal that the majority of the respondents (86%) consider speaking skill as "very important" in their learning cycle. (9%) see speaking as quite "important" and only (5%) consider it "less-important". According to students' justifications, speaking is a very crucial skill that enriches their vocabulary and grammar. In addition, the students say that it is important to FL mastery because it is all about how well perform in communication. That is to say, learning a FL is synonymous to the ability of speaking it.

In Q8, the most influencing factor behind low-speaking fluency is the lack of practice (30%) and Inhibition (20%) that is generally caused by shyness, anxiety, and fear of making mistakes. Other factors that are less prominent: low self-confidence, uneven participation, and the use of L1. This result supports the idea that practice makes perfect, and lack of practice makes the students less competent and face many difficulties such as: lack of vocabulary, irrelevance with certain expressions, or losing face during conversations. Q9 was about the students' assessment of their speaking. The results is that (62%) of them do evaluate themselves and monitor their language development, while (38%) do not assess their speaking skill nor they follow any type of assessments. In Q10, (71%) of the students who assess their performance tend to follow self-assessment. Surprisingly, (0%) of them consider teacher-assessment as a part of their evaluation process and 4 (29%) tend to follow both mentioned types of assessments. As an outcome, the students who follow self-assessment display autonomy over their learning process and they are independent learners.

In the third part, Q9 discovers how frequent the students interact with their teachers. (48%) of them stated that they rarely interact with teachers, and (38%) sometimes interact. This result is negative as FL students need practice, especially with the shortage of time, lack of ICTs, and audio-visual aids. The students also won't improve their communicative competence if they do not interact (give and take) with experienced teachers, nor they will get the chance to practice their FL skills. Moving to Q10, the students were asked if they do regularly interact with native speakers. The findings show 10 (48%) do not interact at all with NS, 5 (24%) rarely interact, 3 for the remaining options, always (14%), sometimes (14%).

In the next question, (90%) of the students agree that interacting with NS can help them to enhance their fluency in speaking. In this type of interaction, the students who said yes justified that interaction with NS helps them to improve different aspects of speaking such as pronunciation, enriching their vocabulary, and the ability to control the rate of delivery. Overall, NS-learner interaction obtains correct forms of language for the students. In Q12, the mostly applied interactive activities according to the students are discussions (38%) and group work (28%), role play and dialogues are less-used (13%). In Q13, (52%) of the students consider classroom interaction very helpful, (33%) somewhat helpful, and (5%) of each option: Not sure, Not so much, and not helpful at all. This clearly supports the hypotheses of the study that applying classroom interaction will help the students in developing their speaking skill. The last question is to elicit students' personal suggestions over the application of classroom interaction to enhance the speaking skill.

3.6 Conclusion

In brief, the findings of the questionnaire reveal that the majority of the students consider classroom interaction activities as a helpful strategy for them to enhance their speaking skill in the FL. However, the lack of opportunities for practice, teachers-limited

time, and inhibition hinder them from interacting inside the classroom. In addition, the most applied CI activities according to students are group work and discussions. overall, these results supports the hypotheses of the study on the important role of classroom interaction in developing speaking skill and other areas in FL learning.

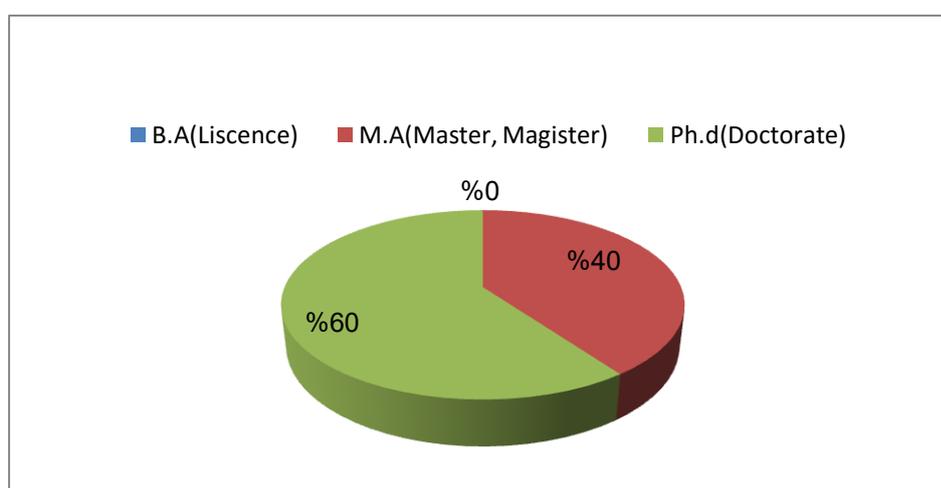
3.7 Analyses of teachers' questionnaire

Part One: General Information

Table 14: Degree you have achieved

Options	N	Percentages
B.A (Licence)	0	0%
M.A (Master, Magister)	2	40%
Ph. d (Doctoral)	3	60%

Figure 14: Teachers' Degree



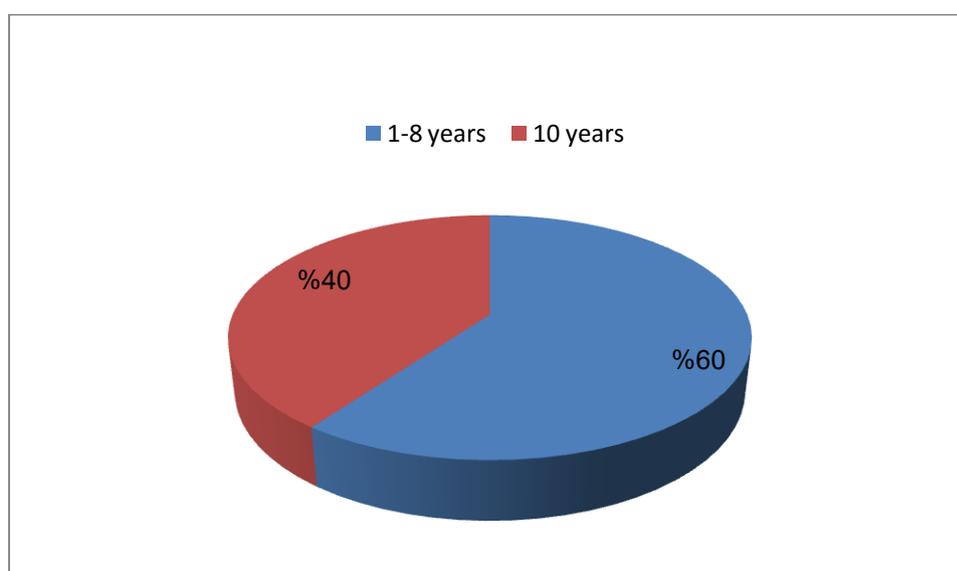
The chart shows that (75%) of teachers achieved Ph. d (doctorate) degree in their career, 2 teachers (40%) hold an M.A (Master) degree and 0 have a B.A degree. This means

that the majority of OE teachers of this sample are experienced in their field and they reached good ranks in their education. This indicates that they know about their students' weaknesses.

Table 15: How long have you been teaching oral expression ?

Options	N	Percentages
1-8 years	3	60 %
10 years	2	40 %

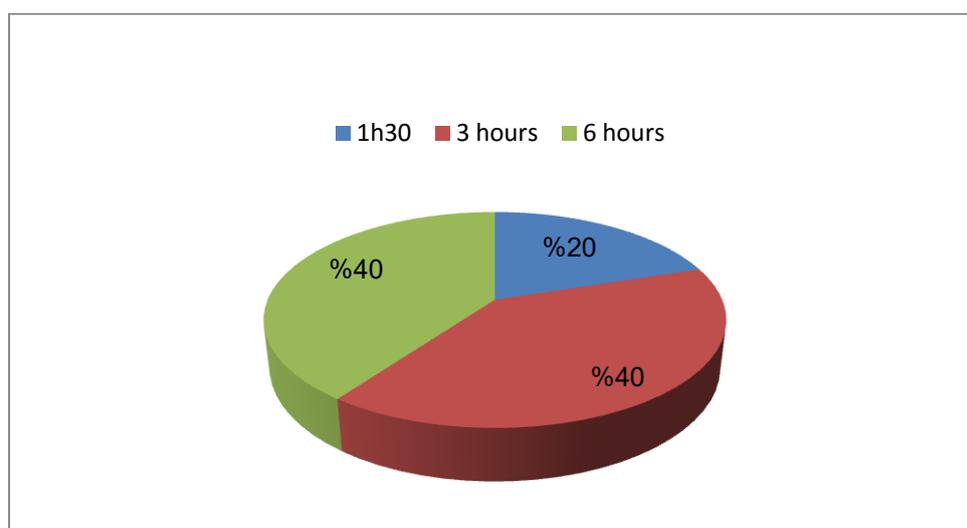
Figure 15: Years of experience in teaching oral expression.



The Data illustrated in the table above deals with years of experience in teaching oral expression module. In this question, teachers were requested to give their teaching experience in years. The results show that 3 (60%) of teachers spent from 1-8 years teaching oral expression. 2 (40%) have 10 years of experience in OE teaching. This indicates that the majority of teachers in this study are far experienced and they know which techniques are suitable to develop their students' speaking skill.

Table 16: How many hours do you teach OE per week?

Options	N	Percentages
1h30	1	20%
3 hours	2	40%
6 hours	2	40%

Figure 16: The Amount of Hours spent in Teaching OE per week

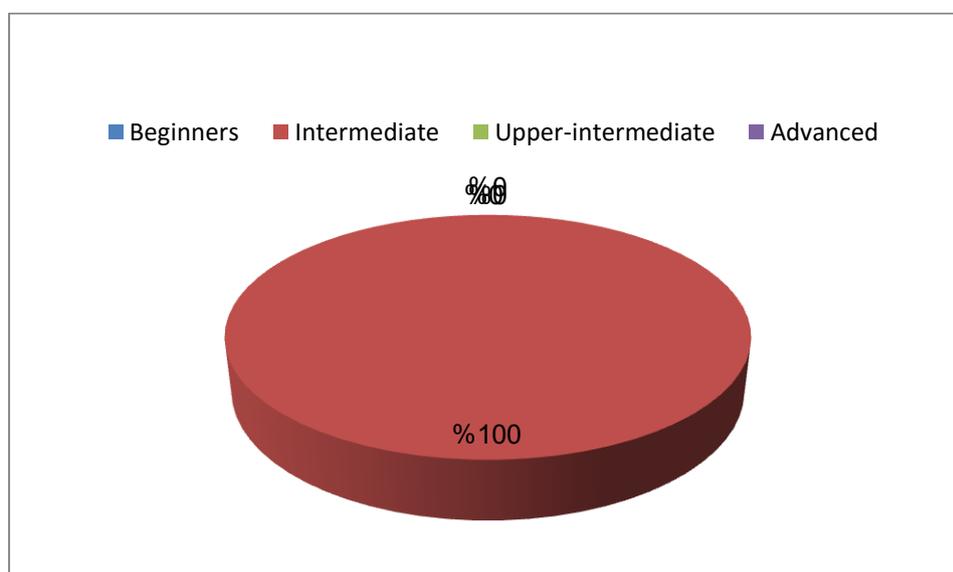
The table shows that 2 out of 4 teachers have two sessions of oral expression per week since the duration of a learning session in the English department at Biskra university is one hour and half. A teacher has one session only and two teachers run 4 sessions per week as the maximum teaching sessions of a single module varies between 3 to 5 sessions at different learning levels. It is also important to mention that teachers who have 2 sessions or above in some modules, they split it between TD classes and lectures in the amphitheatres. Hence, students will have more opportunities to interact in a TD class than in lectures. Therefore, the more TD sessions OE teacher has, the more speaking opportunities his students will get.

Part Two: The Speaking Skill in EFL Classrooms

Table 17: How could you describe the level of your learners in speaking ?

Options	N	Percentages
Beginners	0	0%
Intermediate	5	100%
Upper-intermediate	0	0%
Advanced	0	0%

Figure 17: Students' speaking skill Level According to their Teachers



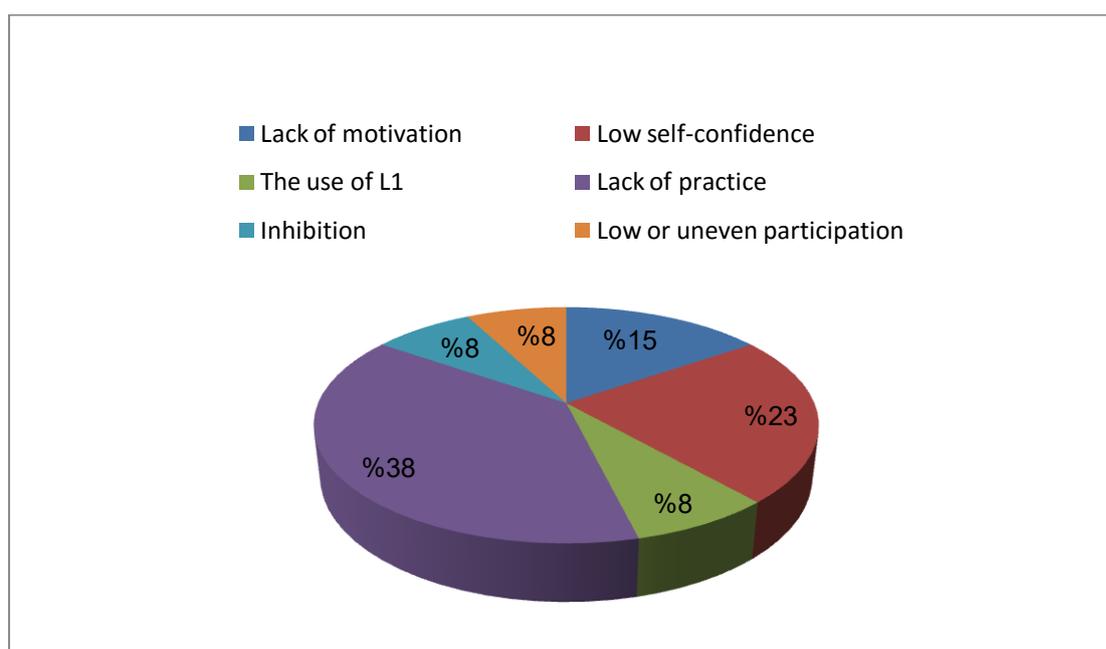
All teachers (100 %) described their students speaking level to be intermediate. This result shows that students level needs improvements and practice with good English speakers.

Table 98: Which factors can negatively affect the speaking level of learners ?

Options	Responses	
	Frequency	Percentages
Lack of motivation	2	15%
Low self-confidence	3	23%

The use of L1	1	8%
Lack of practice	5	38%
Inhibition (shyness, stress)	1	8%
Low or uneven participation	1	8%

Figure 19: Factors that negatively affect EFL students speaking proficiency



In this question, teachers were allowed to tick more than one option. Consequently, frequencies of responses are used to measure the results of this question. As the chart above illustrates, teachers' most affective factor behind poor speaking skill is lack of practice with (38%) of total responses. Second factor is low-self confidence with (23%) of responses. Other options: the use of L1, inhibition, and low participation were less-effective according to teachers with just (8%) for each option. From the results, lack of practice is the first contributing factor behind poor speaking performance and teachers recognize this problem.

Q 6: In few words, how do you evaluate your students' performance in oral tests?

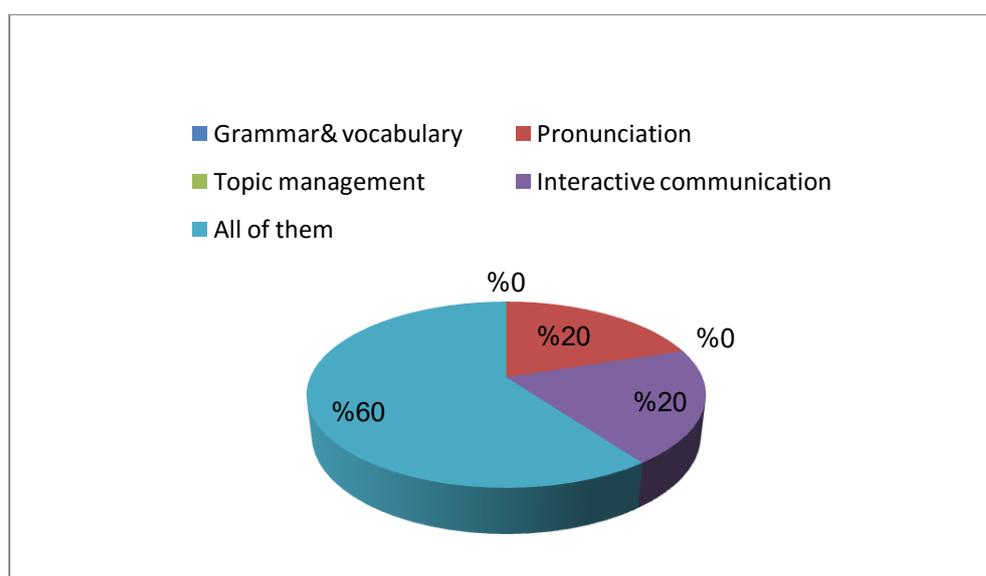
1. It is fairly acceptable, but students need to make more efforts to improve it.

2. In reality the level is quite disappointing. However, many students face many difficulties: lack of fluency, non-mastery of discourse management and so on. Their performance is generally intermediate.
3. By and large, it is less than what is expected from a university student.
4. The evaluation will be on how much time they spend using target language in conversations between peers without interruption.

Table 19: On Which criteria do you rely when you evaluate them ?

Options	Responses	
	N	Percentages
Grammar & vocabulary	0	0%
Pronunciation	1	20%
Topic management	0	0%
Interactive communication	1	20%
All of them	3	60%

Figure 18: Criteria of assessing the students' speaking skill

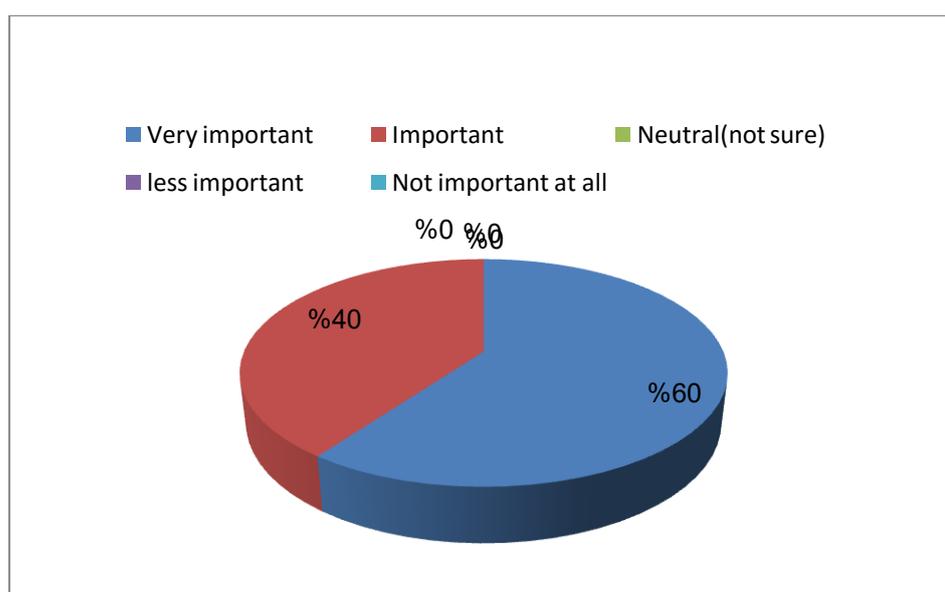


In this question, teachers were asked on which criteria they evaluate students' speaking performance in oral tests. They were given 5 response options: grammar& vocabulary, pronunciation, topic management, interactive communication, and All of them. As for the majority of choices, the chart shows that (60%) of teachers chose "All of them option". This latter includes the four mentioned criteria above. One teacher (20%) for each option chose interactive communication, and pronunciation. On the other hand, none of participants choose grammar& vocabulary or topic management as a criteria of evaluating students' speaking skill.

Table 20: Do you think speaking skill is very important in English learning?

Options	N	Percentages
Very Important	3	60%
Important	2	40%
Neutral	0	0%
Less important	0	0%
Not important at all	0	0%

Figure 19: The importance of speaking skill according to teachers



The table 23 deals with the extent to which speaking skill is important in EFL learning. The participants were given 5 scales of importance: Very important, important, neutral (not sure), less-important, and not important at all. This question includes a justification box in which respondents justified their answers. The results shown in the chart above, shows that 3 teachers (60%) consider speaking skill as "Very important" in EFL, whereas 2 teachers (40%) say that it is "Important", and 0 responses to the remaining scales. Teachers justifications are included in the table below.

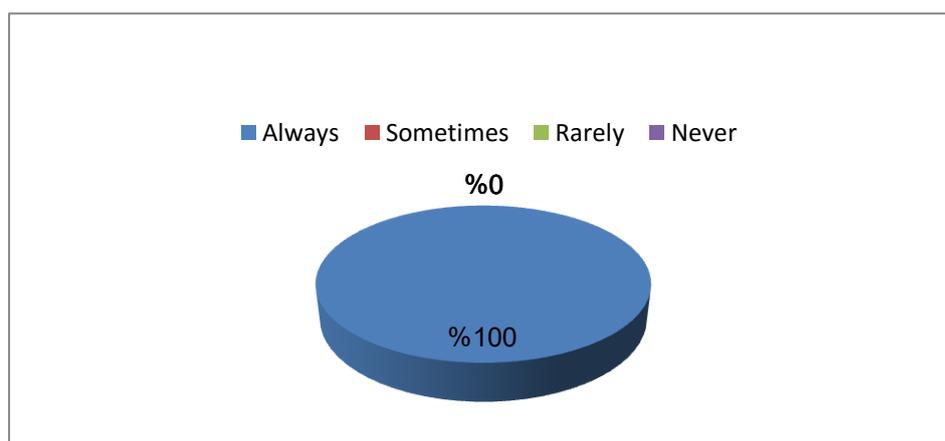
Teachers' Justifications:

On the basis of their justifications, teachers view speaking as crucial skill because it is impossible to be proficient in the FL without speaking it. Also, communication is the ultimate aim of most learners and education programs. In addition, speaking is the skill by which learners are often judged and it enables them to exchange their ideas and communicate with others.

Part Three: Classroom Interaction Activities.

Table 21: How often do you interact with students ?

Options	N	Percentages
Always	5	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%

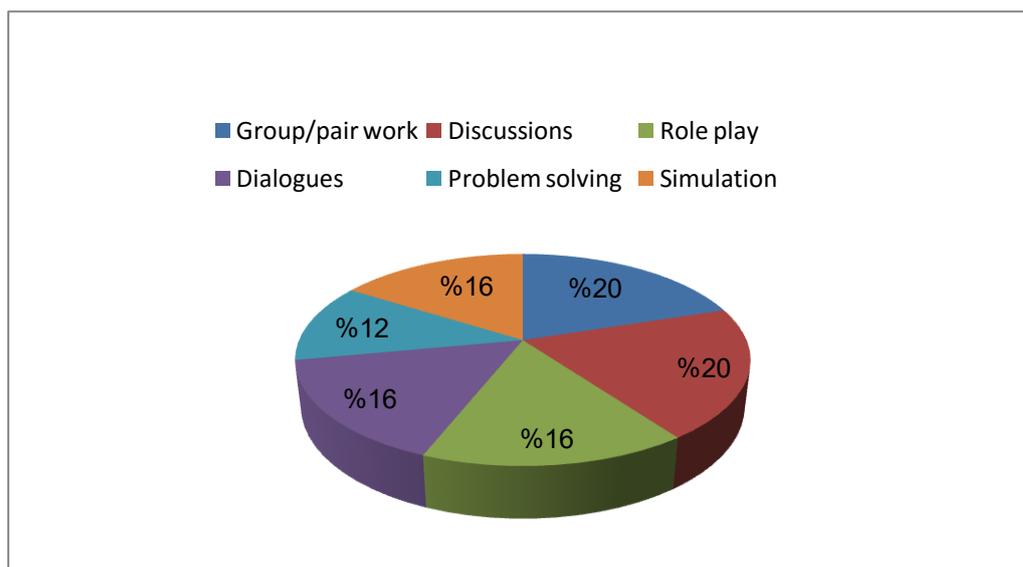
Figure 20: Teachers' interaction frequency with the students

In this question, teachers were asked to indicate how often do they interact with students in their module. For this question to be answered, the participants were given 4 options : "Always, "Sometimes, "Rarely, and "Never". The results in the pie chart shows that all 5 teachers (100%) stated that they always do interact with students. This indicates that classroom interaction is the predominant in their teaching methods and they consider it a useful way to practice the target language.

Table 22: What type of interaction activities do you use in the classroom ?

Options	Frequency of Responses		
	N	Percent	Percent of cases
Group/pair work	5	18.5%	100.0%
Discussions	5	18.5%	100.0%
Role play	4	14.8%	80.0%
Dialogues	4	14.8%	80.0%
Problem solving	3	11.1%	60.0%
Simulations	4	14.8%	80.0%
Others	1	3.7%	20.0%

Figure 21: The most used interaction activities by OE teachers



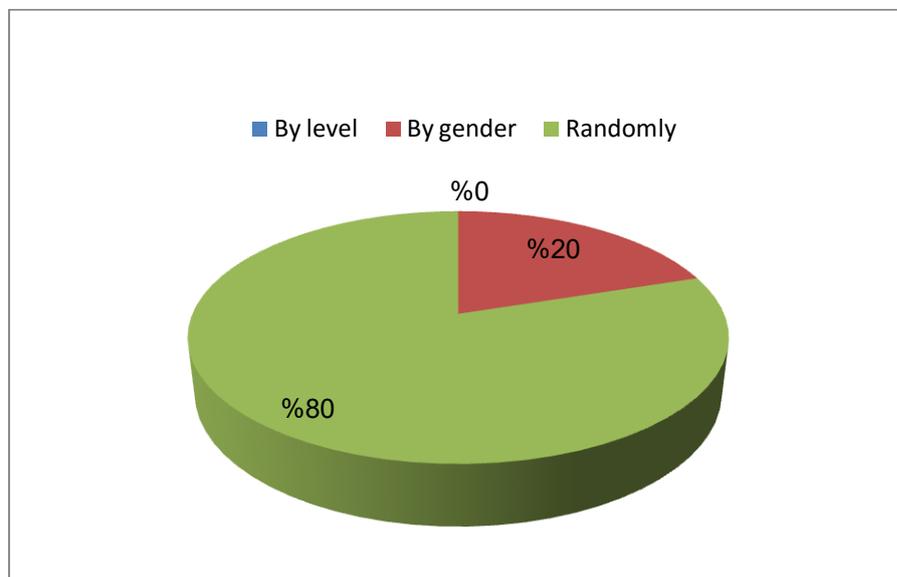
The data shown in table 27 above deals with the different types of interaction activities that teachers use during oral expression module. OE were given 6 options: group/pair work, discussions, role play, dialogues, problem solving, and simulation. In this question, teachers were allowed to tick more than one option. Frequency of responses are used to measure which of the 6 activities is the most ticked and which one is less-ticked. The results of this question as illustrated in the chart shows that the most used interactive activities are group work and discussions with 5 (18,5%) responses for each. The second options are dialogues, role play, and simulations with 4 (14,8%) responses for each. Problem solving is least chosen activity with 3 (11,4%) of responses. The last option "others" includes activities that are not suggested in the response options. It consists of activities such as watching movies and intensive reading.

Table 23: How do you group the students in classroom activities ?

Options	N	Percentages
By level	0	0%
By gender	1	20%

Randomly	4	80%
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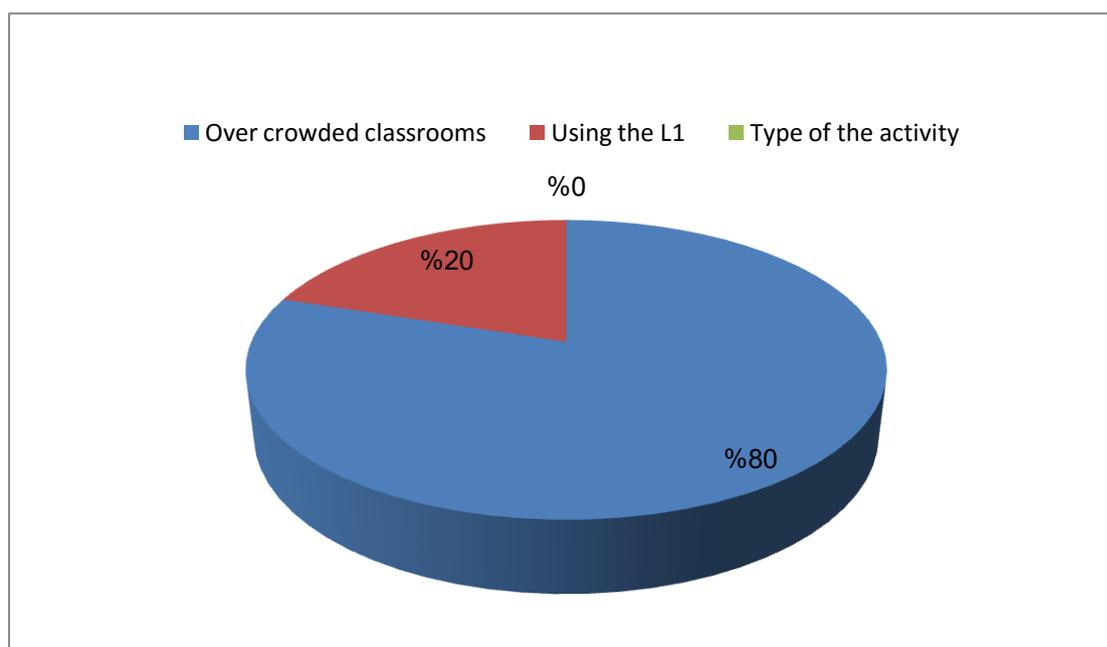
Figure 22: Criterion of grouping the students followed by teachers



The table above illustrates the criteria by which OE teachers consider when grouping the students during classroom activities. The three options are: level grouping, gender grouping, and random grouping. The results in the chart shows that the majority of teachers (80%) group students randomly (i.e) they ask them to group themselves. Only one teacher (20%) group the students by gender and 0% group students by level. In random grouping, students group themselves without the intervention of teacher, and they have the freedom of choice with whom they want to work.

Table 24: Which factors can hinder the interaction between you and students ?

Options	N	Percentages
Overcrowded classrooms	4	80%
Using the L1	1	20%
Type of activity	0	00%

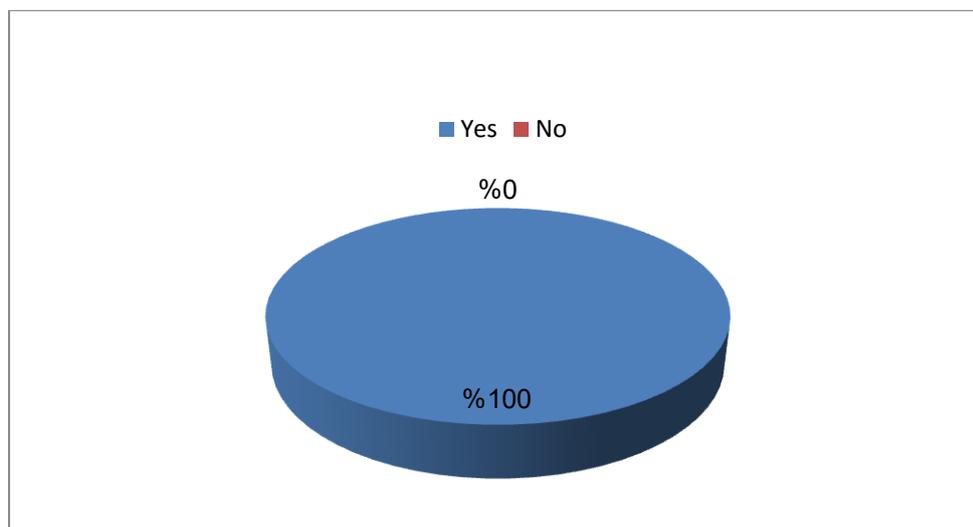
Figure 23: Factors that hinder the interaction between teachers and the students

The table above indicates which factors that hinder the use of classroom interaction between the students and their tutors. The three response options given are: overcrowded classroom, using the L1, and type of the activity. The results of the chart shows that most effective factor is "the overcrowded classroom" with 4(80%) responses. Secondly is "using the L1" with 1(20%) response, and 0 response for "type of the activity".

Table 25: do you think that classroom interaction would be helpful for students in developing their speaking skill ?

Options	N	Percentages
Yes	5	100%
No	0	0%

Figure 24: Do you think classroom interaction can help students to improve their speaking skill ?



This question aims at finding out whether or not classroom interaction can help EFL students in developing their speaking skill. On the basis of teachers' responses, the results that are shown in the pie chart reveals that all 5 (100%) respondents answered with "yes" to classroom interaction as a useful technique to improve students' speaking skill proficiency in the FL. The respondents presented arguments that justify their answers as shown below.

Teachers' Justifications behind their choices:

1. Interaction displays many advantages: motivation, discursive requirements, less-inhibition, co-operation; It is a necessary technique in developing students speaking skill.
2. Speaking is principally an interactive skill as we cannot think of it in isolation.
3. It is an opportunity for students to use the target language, as they improve their fluency through oral activities.
4. Classroom interaction is a social interaction. If it is performed satisfactorily, then it will help language learners interact outside the classroom.

Q16: Any further suggestions on how to improve speaking skill through interaction ?

1. It is recommended that teachers reduce teachers talk time and increase students talk time, vary activities in classroom pair and group work and dialogues. Apply the humanistic approach in teaching to put students at ease and pave the atmosphere for students to interact.
2. Teachers should specify oral activities, seating arrangements, and specify themes to be discussed.
3. It would be quite interesting if interaction could take place between FL students and native speakers such as chat rooms via ICTs.

3.8 Interpretation of the results

To begin with, the sample of the questionnaire consists of 5 OE teachers of English at the university of Biskra. 3 (60%) of them achieved a ph.d doctoral degree, and 2 (40%) hold M.A degree. As for the teaching experience, 3 (60%) spent from 1-8 years teaching oral expression, and 2 (40%) have 10 years experience of teaching. This indicates that teachers in this sample are experienced and know a lot about their students weaknesses. In addition, they may be familiar with different teaching methods, and they are able to manage the EFL classes. In Q3, 2 (40%) teach OE 6 hours per week, 2 (40%) have 3 hours and 1 (20%) teaches 1.30h (one session).

In the second part, particularly Q4, all teachers (100%) view their students as intermediate speakers. This means that students level in speaking is below-average and it needs practice and enhancement to be proficient enough. For this, in Q5 the major leading factors behind low-speaking skill proficiency according to the teachers are the lack of practice (38%), low-self confidence (23%), lack of motivation (15%) in learning. Similarly, in the previous questionnaire most students agreed that the major cause of low fluency level

is the lack of practice. Hence, OE teachers also consider that without oral practice, specifically, the interactive one, learners won't get any benefits and consequently, their speaking level remains as it is. In the seventh question, the respondents were required to elicit personal views on how they evaluate their students during speaking tests. As a result, all teachers have agreed that their evaluation on tests is generally based on how much time the students spend using the target language in conversations between peers without breakdowns. That is, their assessment lies on how well the students are able to manage and cope with conversations without switching to their native language or lacking the vocabulary to express their ideas. Other respondents claim that the level of students is less than what is expected.

In Q8, most teachers (60%) state that they consider all criteria (grammar, vocabulary, pronunciation, discourse management, and interactive communication). 1 (20%) teacher say that he assess them on pronunciation, 1 (20%) on interactive communication. Based on these findings, a trustable valid and reliable evaluation requires all of the criteria. In the last question of the second part. (60%) of teachers view speaking very important skill in English, while 2 (40%) view it important. according to their justifications, majority of them agree that it is impossible to be proficient FL learner without speaking it, and communication is necessary in FL classrooms. They also declare that through speaking, learners are often judged(competent, or less-competent).

The third part of the questionnaire was set for classroom interaction and different activities that teachers use in their classes. In Q10, all respondents (100%) stated that they always interact with the students . This result indicates that CI is prominent technique for them in teaching OE. In Q11, on the types of activities OE teachers use in the classroom, (18,5%) of responses are for group/pair work, and discussions for each, role play, simulations, and dialogues (14,8%). On the basis of this, group work and discussions are the most common interactive activities in EFL classes. In the next question, majority of teachers

(80%) tend to group their students randomly during classroom activities, and (20%) group the students based on their gender. In Random grouping, the students have the freedom to choose their partners without teachers intervention. This means that students have autonomy and to collaborate with teachers.

In Q13, (80%) of teachers chose overcrowded classrooms, while 1 20%) to using the L1 on the most factors that hinder the efficiency of interaction in the classroom. In Q14, tried to find whether applying classroom interaction can help students improving their speaking skill or not. As a result, all teachers (100%) answered yes for classroom interaction as a useful technique in helping their students to be proficient speakers. On the account of their justifications, teachers have agreed that applying CI activities motivates students, and creates co-operative learning environment. In addition, speaking is an interactive process as they cannot think of it in isolation. The last question aims to elicit open responses from teachers on how can classroom interaction be applied in FL classes. Some suggested using ICTs and specifying the activities for learners, limit teachers talk time, apply the humanistic approach, and create a relaxing atmosphere for the inhibited students to express themselves. Moreover, students should strive for opportunities to interact with native speakers through social media.

3.9 Conclusion

To sum up, all teachers in this questionnaire consider applying classroom interaction activities would help their students in enhancing their speaking skill . In addition, the mostly used activities by OE teachers are group work and discussions. Moreover, OE teachers view speaking and interaction as inseparable and learners who want to improve their fluency in speaking, they should practice. Thus, CI is seen as a way of doing that in EFL classrooms since learners do not have much opportunities outside. However, considering many factors such as: shortage of time allocated for OE modules, overcrowded classrooms, and students'

apathy, the idea of developing EFL learners' speaking skill through classroom interaction requires further investigations.

GENERAL CONCLUSION

This study was carried out to investigate the role of classroom interaction activities in improving EFL learners' speaking skill. The hypothesis of the study is that through classroom interaction, learners will develop their oral skills especially their fluency in speaking. In addition, learners will overcome factors behind low-speaking performance such as, anxiety, inhibition.

In order to conduct the investigation, the research has relied on questionnaire as a data gathering tool. On the one hand, the students' questionnaire were given to sample of third year LMD students at the section of English at the university of Biskra. The results showed that the majority of the sample consider classroom interaction as a helpful strategy for them in developing their speaking skill. On the other hand, the analysis of teachers' questionnaire revealed that all teachers are very aware of the importance of classroom interaction and its positive effects on the students' speaking skill. Besides, group work and discussions are the mostly applied activities by OE teachers to elicit the interaction in their classes.

By and large, the results of the study supports the hypothesis that through classroom interaction activities, learners will develop their oral skills in the foreign language because it provides the opportunity for them to generate utterances and practice their stored input in meaningful conversations. Moreover, the results of this research reveals that teachers and students view speaking as an important skill to be developed since the primary aim of EFL learning is communication.

Pedagogical Recommendations

After formulating a conclusion for this study, it is suitable at this situation to suggest some pedagogical implications that would be helpful for EFL students and teachers. This research acknowledges the important role of classroom interaction and its positive effect on the development of EFL learners' speaking skill. Therefore, it is important to recommend some tips and techniques on how to use it.

For learners, classroom interaction is an effective technique that helps them to enhance their fluency in speaking. However, in overcrowded classes, the application of interaction activities can be rigid and time-consuming for teachers. In addition, many students won't have the opportunity to participate and interact due to their large numbers. Hence, it is recommended for the students to interact more often outside the classroom by using social medias and English applications such as "Cambly" or "Speakr" where they can meet and interact with native speakers. Moreover, the students also should expose themselves more frequent to authentic materials such as audio books, radio shows, and movies. In addition, the students should use English with each others outside the classroom.

As for teachers, Celce-Murcia (2005) suggests that when teaching speaking skills, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating, and varied. (P.110). In addition, OE teachers should give more time for their students to interact, allowing the less-talkative ones to speak, and being active and facilitator. If teachers are active and have positive energy, this will impact their students behavior and also make them enthusiastic to participate. In addition, teachers should plan for discussion tasks that are interesting to students to ensure maximum amount of participation and interaction. Furthermore, teachers should encourage introvert students to speak and to integrate more often in group work activities.

Delimitations of the Research

As in any conducted research, this study underwent some limitations that may affect the credibility of the results. Generally speaking, such constraints cannot be controlled by the researcher. These delimitations are summed as follows :

1. Time: The allocated time for the research is insufficient to obtain more credited results. In addition, time constraints was a prominent factor to opt for the descriptive method.
2. Population: many students of the sample were unavailable to answer the questionnaire due to the political crisis in Algeria. The majority of the students at Biskra University did not finish their second semester due to unauthorized strikes. Only 21 out of 30 third year LMD English students were available to answer the questionnaire. Besides, majority of OE teachers were unavailable during the second semester for the same reasons.
3. Classroom interaction is considered by many researchers as a technique to improve speaking skill in the FL. Yet, this cannot be totally confirmed as the lack of experimental researches. Thus, this study needs further investigation based on empirical or quasi-experimental methods to obtain more valid results.

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APPENDICES

Appendix 01: Students' Questionnaire (Piloting Stage)

Dear students,

This questionnaire aims at investigating the effect of classroom interaction activities on the development of learners' speaking skill. By answering the following questions, you will help us to figure out whether or not interaction can enhance your speaking skill level.

Please read each question carefully and cross (x) or tick (√) boxes on the corresponding options and justify your answers where required.

I. Section one: Background Information.

1. Specify your gender ?

a. Male. b. Female.

2. How long have you been studying English ?

.....years.

3. Do you like studying English?

a. Yes. b. No.

II. Section Two: Speaking Skill in Foreign Language learning.

4. Which of the following skills do you focus on?

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

5. Who does most of the talk in the classroom ?

a. Teacher b. Students.

6. How could you describe your level in speaking ?

a. Beginner. b. Intermediate.

c. Upper-intermediate d. Advanced.

7. Do you think speaking is important in English learning ?

a. Yes. b. No.

Whatever your answer, please justify:

.....
.....
.....

8. Which of these factors affect your speaking level ?(choose only one option).

a. Absence of motivation (to learning). b. Low self-confidence.

c. Lack of practice outside the classroom. d. Inhibition

e. Low or uneven participation. f. The use of first language.

g. Others:.....

.....
.....

9. Do you assess (evaluate) your performance in speaking ?

a. Yes. b. No.

If "yes", explain how:.....

.....
.....

III. Section Three : Classroom Interaction Activities.

10. How often do you interact(speak) with your teacher?

a. Always. b. Sometimes. c. Rarely. d. Never.

11. Who participate and interact more in the classroom ?

a. male students. b. Female students.

12. How often do you speak (interact) with native speakers of English ?

a. Always. b. Sometimes. c. Never. d. Rarely.

13. Do you think interaction with native speakers can improve your speaking skill level ?

a. Yes b. No

whatever your answer , please explain.....

.....

.....

14. What type of activities your oral expression teacher use in the classroom?

a. Group/pair work b. Problem solving. c. Discussions

d. Role plays e. Dialogues f. Simulations

g. Others:

.....

.....

15. How far do you agree with the idea that the best way to be good speaker of English is through practice and interaction ?

a. Strongly agree

b. Agree

c. Neutral (you do not know)

d. Disagree.

e. Totally disagree.

Whatever your answer, please justify:

.....

16. Do you have any suggestions you would like to add about classroom interaction ?

.....

.....

.....

Thank you for time

Appendix 02: Students' Questionnaire (final version)

Dear students,

This questionnaire aims at investigating the effect of classroom interaction activities on the development of learners' speaking skill. Please read each question carefully and cross (x) or tick (√) boxes on the corresponding options and justify your answers where required.

I. Section one: Background Information.

1. Specify your gender.

a. Male. b. Female.

2. Do you like studying English?

a. Yes. b. No.

II. Section Two: Speaking Skill in EFL classroom.

3. Which of the following skills you focus on to be good English speaker?

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

4. How could you describe your level in speaking ?

a. Beginner.

b. Intermediate.

c. Upper-intermediate.

d. Advanced.

5. Do you think speaking is a very important skill in English learning ?

a. Very important.

b. Important.

c. Neutral(not sure).

d. Less-important

e. Not at all.

Whatever your answer, please justify:

.....
.....

6. If you consider your speaking skill not good in English, is it because of:

a. Lack of motivation.

b. Low self-confidence.

c. Lack of practice

d. Inhibition(shyness, stress).

e. Low or uneven participation.

f. The use of first language.

(you can choose more than one)

7. Do you evaluate your speaking performance?

a. Yes

b. No

8. If "yes", what type of assessment do you follow ?

a. self-assessment

b. teacher-assessment

c. both

III. Section Three : Classroom Interaction Activities.

9. How often do you interact with your teacher ?

a. Always. b. Sometimes. c. Rarely. d. Never.

10. Do you interact with native speakers of English ?

a. Always. b. Sometimes. c. Rarely. d. Never.

11. Do you think interaction with native speakers would help you to improve your speaking skill level ?

a. Yes b. No

if yes, please explain.....
.....

12. What type of interaction activities your oral expression teacher use in the classroom?(you can choose more than one)

a. Group/pair work. b. Problem solving. c. Discussions

d. Role plays e. Dialogues f. Simulations

g. Others:
.....

13. To what extent classroom interaction can be helpful to improve your speaking skill?

a. Very helpful.

b. somewhat

c. Neutral (not sure).

d. Not very much

e. Not at all

14. Any further suggestions you would like to add on how to improve speaking skill through interaction ?

.....
.....

Thank you for time.

Appendix 03: Teachers' Questionnaire (piloting stage)

Dear teachers,

This questionnaire aims at investigating the role of classroom interactive activities on the development of learners' speaking skill. We would like you to share your experience in the field by answering the following questions. Please cross(x) or tick(√) in the corresponding options and justify answers when needed.

Thank you in Advance.

I. Part One: General Information.

1. What degree do you have?

B.A(Licence). M.A(master or mgister). Ph.d.

2. How long have you been teaching oral expression module?

.....year(s). Ormonth(s)

3. How many hours do you teach oral expression per week?

Hours .

II. Part Two: The speaking skill in English learning.

4. How could you describe the level of your learners in speaking ?

a. Beginners.

b. Intermediate.

c. Upper-intermediate.

d. Advanced.

5. Which elements learners should focus on to be a good English speaker ?

a. Grammar b. vocabulary c. pronunciation d. Speech acts.

e. All of them.

6. In your opinion, which of these factors can negatively affect the speaking level of learners ?

a. Absence of motivation (to learning).

b. Low self-confidence.

c. The use of L1.

d. Lack of practice outside the classroom.

e. Inhibition .

f. Low or uneven participation.

g. Others,.....
.....
.....

7. In few words, how do you evaluate learners performance during speaking tests?.....
.....
.....
.....

8. Do you evaluate them according to their:

a. Grammar & vocabulary. b. pronunciation. c. topic management.

b. Interactive communication.

9. Do you consider speaking an important skill to language learning?

a. Yes.

b. No.

Whatever your answer, please justify:

.....

.....
.....

III. Part Three: Classroom interaction activities.

10. How often do you interact (speak) with your students?

- a. Always. b. Sometimes. c. rarely. d. never.

11. What type of activities do you use to promote interaction in the classroom?

- a. Group/pair work. b. discussions/conversations c. Role plays.

- d. dialogues. e. Simulation. f. Problem solving.

g. others:.....

.....

13. Which factors do you think can hinder the effectiveness of classroom interaction between learners and teacher?

- a. large (overcrowded) classrooms.

- b. Mother tongue use.

- c. Type of the activity.

d. Others,.....

.....

.....

14. How do you group and order students in group work activities?

- a. By level. b. By gender. c. Randomly(they group themselves).

15. Do you think interaction can help students in developing their speaking skill?

a. Yes. b. No.

whatever your answer, please justify.....

.....

.....

16. Do you have any recommendations on how to use classroom interaction?

.....

.....

.....

Thank you for your time.

Appendix 04: Teachers questionnaire (final version)

Dear teachers,

This questionnaire aims at investigating the role of classroom interactive activities on the development of learners' speaking skill. We would like you to share your experience in the field by answering the following questions. Please cross(x) or tick(√) in the corresponding options and justify if necessary.

Thank you in Advance.

IV. Part One: General Information.

12. Degree you have achieved.

B.A(Licence). M.A(master or magister) Ph.d.

13. How long have you been teaching oral expression ?

.....years

14. How many hours do you teach oral expression per week?

Hours .

V. Part Two: The speaking skill in EFL classroom.

15. How could you describe the level of your learners in speaking ?

e. Beginners.

f. Intermediate.

g. Upper-intermediate.

h. Advanced.

16. Which element is the most important in speaking ? order them from 1 to 5

b. Grammar b. vocabulary c. pronunciation d. Speech acts.

e. Discourse

17. In your opinion, which of these factors can negatively affect the speaking level of your learners ? (you can choose more than one)

h. lack of motivation.

i. Low self-confidence.

j. The use of L1.

k. Lack of practice outside the classroom

l. Inhibition (shyness, anxiety)

m. Low or uneven participation.

n. Others(please specify).....

.....
.....

18. In few words, how do you evaluate your learners' speaking performance ?.....

.....

19. Do you evaluate them according to :

c. Grammar & vocabulary. b. pronunciation. c. topic management.

d. Interactive communication.

Others,(please specify).....

.....

20. Do you think speaking is a very important skill in English learning ?

- c. Very important.
- d. Important.
- e. Not sure.
- f. Less-important
- g. Not important.

Whatever your answer, please justify:

.....

.....

VI. Part Three: Classroom Interaction Activities.

21. How often do you interact with your students ?

- b. Always.
- b. Sometimes.
- c. rarely.
- d. never.

22. What type of interaction activities do you use in the classroom ?(you can choose more than one)

- b. Group/pair work.
- b. discussions/conversations.
- c. Role play
- d. dialogues.
- e. Simulation.
- f. Problem solving.

g.

Others:.....

.....

13. How do you group your students in classroom activities ?

- a. By level.
- b. By gender.
- c. Randomly(they group themselves).

14. Which of these factors reduce the effectiveness of interaction between you and the students ?

a. Large(overcrowded) classroom.

b. Using the first language.

c. Type of the activity.

Others,.....

.....

23. Do you think classroom interaction would help students in developing their speaking skill ?

a. Yes. b. No.

whatever your answer, please justify.....

.....

16. Any further recommendations on how to improve speaking skill through interaction?.....

.....

Thank you for your time

المخلص

تهدف هذه الدراسة الى استكشاف الدور الايجابي للتفاعل داخل الاقسام في تحسين القدرة الكلامية لطلبة اللغة الانجليزية و اظهار مدى اهمية التواصل و هذا لكي يركز الطلبة على تحسين مهاراتهم في التحدث باللغة الانجليزية. المشكلة الاكثر تداولاً في مجال تعليم اللغات الاجنبية هو ان الطلبة يدرسون اللغة لمدة طويلة ولكنهم في غالب الاحيان لا يقدرّون على التحدث بها و هذا يعود لعدة اسباب كالخوف من ارتكاب اخطاء و قلة استعمال اللغة في محادثات كلامية. وبناء على هذه الحقائق، فالفرضية المطروحة في هذه المذكرة هو ان الانشطة التفاعلية داخل الاقسام تساعد الطلبة في تحسين مهاراتهم الكلامية و تجاوز العوامل المسببة لقلّة الطلاقة في التحدث و المستوى المتدني. لدعم هذه الفرضية او تفنيدها اعتمد هذا البحث على الدراسة الوصفية كمنهج علمي لتقصي الحقائق و قد استعمل الاستبيان كوسيلة لجمع البيانات لتحليلها. فالاستبيان الاول تم توجيهه لمجموعة من طلبة سنة ثالثة انجليزية في جامعة بسكرة واما الاستبيان الثاني فكان لمجموعة من 5 اساتذة يدرسون التعبير الشفوي للغة الانجليزية في جامعة بسكرة. الهدف من الاستبيان هو اظهار مدى اهمية التفاعل داخل الاقسام ودوره في تحسين المهارة الكلامية للطلبة. ويهدف ايضا الى معرفة نوع الانشطة التفاعلية المتبعة من طرف الاساتذة لتحفيز الطلبة على استعمال اللغة شفويا. و اظهرت نتائج تحليل البحث ان كلا من الطلبة و الاساتذة يدركون مدة اهمية التفاعل الشفوي و يعتبرونه امرا اساسيا في رفع مستوى الطلاقة الكلامية للمتعلمين. وكما اظهرت نتائج البحث ان العينة المدروسة من الطلبة يعتبرون مهارة التحدث و إتقان اللغة و جهان لعملة واحدة و انه لا يمكن الحديث عن متعلم يتقن اللغة من دون قدرته على التواصل بها

