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The Role of Classroom Interaction in Improving EFL learners' Speaking Skill A Case study of third year EFL LMD Students at Mohamed Khieder University of Biskra

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Declaration

I, Nadia Dridi ,hereby that the present research that is entitled “The Role of Classroom Interaction in Improving EFL Learners’ Speaking Skill”,is my own work and has not been submitted beforetime to any academic institution for a degree or a diploma.This study is conducted at the level of Mohamed Kheider University of Biskra,Algeria.

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Dedication

In the Name of Allah, Most gracious, Most merciful

This modest work is fondly dedicated to

- ❖ My beloved father, my energies' source "**Dridi Ahmed**" who has believed in me and worked hard for my success, who is always giving me his care, to whom I owe a great debt.
- ❖ My beloved mother "**Gueg Akila**" who has always encouraged me and has surrounded me with love and care. My deep love and thanks to her for all her sacrifices.
- ❖ To miss "**Boubaker Meriam**" who has always encouraged me and believed that I could do it. To her I am very thankful.
- ❖ My dearest sisters "**Sanan**" "**Safida**" and "**Chaima**" for their support whenever I need.
- ❖ My wonderful brothers "**Ramdan**" "**Wahid**" "**Samir**" and "**Khalifa**" who have always stood by me.
- ❖ To my sympathetic supervisor "**Khaled Lebjar**".
- ❖ Also, I dedicate this work to my Grandmother "**Elkhamsa**" for her precious prayers and the memory of my Grandfathers "**Elomrani**", "**Ahmed**" and my aunt "**Sida**", we all miss her.
- ❖ To the innocent and cute Kids: "**Nor Elislam**", "**Aya**", "**Djohina**", "**Joud**", "**Djana**", "**Malak**", "**Wael**", "**Alaa**", "**Ayoub**", "**Ahmed**" and "**Mohammed**".
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ABSTRACT

The present study aims to investigate the role of classroom interaction in improving EFL learners speaking skill, because the first purpose to learn a foreign language is to communicate with others. Thus classroom interaction is a tool to achieve this goal. In the current work, we hypothesize that the implementation of classroom interaction in EFL classes will enhance students' oral production. For carrying out this research, we opted for a descriptive method, that explains its aims to describe the role of classroom interaction in improving EFL learners' speaking skill. A questionnaire is used to substantiate the effectiveness of classroom interaction on students' oral proficiency and to know teachers' opinions about it. The results obtained to show the significant role of interaction as a pedagogical tool for developing students' language and increasing their confidence. Furthermore, we suggest some recommendations in order to help students overcome their speaking difficulties as well as to help teachers to choose the appropriate tool in their oral classes.

List of Abbreviations and Acronymes

EFL: English as a foreign language

E.g.: For example

Etc : et cetera

FB : feedback

FL: Foreign Language

H: Hypothesis

L1 : first language

L2 : second language

LMD: Licence, Master, Doctorate

(n.d.): No date

Parg : paragraph

Q: Question

ST : students

STT: students talking time

T: teacher

TTT : teachers talking time

TV : television

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المخلص

General Introduction

General introduction

Introduction

Noadays English regarded as one of the most popular languages around the world, since it used everywhere, this shows its importance. In EFL classes students have to master it in order to express their ideas and knowledge, but they face many problems like lack of vocabulary, lack of fluency and enxiety. For that teachers are required to find an appropriate strategy to solve those problems and to improve learners' speaking skill. Many reserchers provide teachers with certain strategies which help them to develop learners speaking abilities ;among these strategies ,scholars present classroom interaction as a useful strategy in improving students' oral production because it has a significant role in the process of second language learning through giving students the opportunities to speak and interact in the classroom with their teacher or their classmates,also it helps learners to reduce anxiety and shyness as well as classroom interaction increase their motivation.

1. Statement of the problem

Students at English devision of Mohamed Khider University face many speakings' problems like pronuciation, lack of vocabulary, therefore classroom interaction is very important to develop the speaking skill. This research is an attempt to investigate the effectiveness of classroom interaction in improving students' speaking skills and to elicit students' attitudes towards it.

2 .Significance of the study

In this dissertation we aim to know more about the speaking skills and we suggest a new teaching tool that is classroom interaction, also spotlight about its signifiante in EFL

classrooms and we aim to find some interacting tools that may help EFL learners to interact more .

3. Limitation of the study

The present research attempted to investigate the effectiveness of classroom interaction in improving students' oral proficiency and to elicit their attitudes towards that strategy. Nevertheless, we face some obstacles which prevent us in getting data that are more adequate, because this data supposed to be qualitative research (classroom observation) but due to the absence of students, we opted for students and teachers questionnaire as a strategy to accomplish this work.

4. Research Aims

The general aim of the study is generalize in improving third year English language learners through the implementation of classroom interaction, and to be more precise ,this research aims to :

1. Introducing the concepts speaking skill and classroom interaction.
2. Investigating the effects of classroom interaction on learners' speaking skill.
3. Determining students' attitudes towards classroom interaction.

5. Research Questions

This dissertation relies mainly to answer the following questions:

Q1. How can EFL teachers make their students interact in the classrooms?

Q2. How classroom interaction improves EFL learners' speaking skills?

Q3. To what extent oral expression teachers can help their students to enhance their speaking skill.

6. Research Hypothesis

This research is based on the following hypothesis:

H. If teachers implement classroom interaction; learners' speaking skill will be improved? and oral difficulties can be traced.

7. Research Methodology

As it was mentioned previously the present research attempted to investigate the role of classroom interaction in improving EFL learners' speaking skill, at Mohamed Khider University of Biskra. A quantitative data collection method (questionnaire) will be an appropriate method of analyzing the information gathered in this research, therefore a semi-structured questionnaire will be submitted to students to identify their attitudes towards classroom interaction, also we submitted a questionnaire for teachers to know their opinions and views about it as a useful strategy that may help students to develop their oral production.

7.1. Population and Sampling

7.1.1 Population

To accomplish our research, we have selected third year LMD students as a population at Mohammed Khider University of Biskra during the academic year 2018/2019. Therefore, we select oral expression teachers of the same population.

7.1.2 Sampling

- **Students' sample:** third year EFL students' over number is (410) and we collect data from 41 students which represents (10%) of the population.

- **Teachers' sample:** it consists of six (6) teachers from the total number of teachers who teach oral expression to third year students.

7.2 Research tools

To test our hypothesis, we adopt a data collecting tool which is a semi-structured questionnaire have been directed to the students in order to investigate their attitudes towards classroom interaction and speaking skill. Furthermore a semi-structured questionnaire was submitted by Email to teachers of oral expression.

8. Structure of the Study

The present research is basically divided into three main chapters. Chapters one and two will be devoted to the literature review about the different studies and researchers related to this dissertation. Whereas the second part which is the practical one includes the analysis of quantitative responses and the results obtained from students and teachers' questionnaire.

Chapter one contains the definitions of speaking skill, its types and importance, besides integration between speaking and listening to know how those skills complete each other .Furthermore, we have to discover how speaking skill will be assessed and types of spoken test, In addition to that we mention speaking' difficulties in foreign language learning. Finally, the chapter explains classroom speaking activities.

The second chapter started with an overview about classroom interaction, then we present some definitions of it, then we mention aspects and types of classroom interaction. Additionally, we talk about teachers' role and responsibilities. Finally, we speak about interaction activities and techniques.

Chapter three presented the results gathering from students and teachers' questionnaires and it contains a description of the two questionnaires. Furthermore, at the end of the questionnaire we suggest some pedagogical recommendations that may help in evolving teaching and learning processes.

Chapter One:

Speaking Skill

Introduction

Communication is a crucial process in our life since people can express their ideas, feelings and problems through it. For that speaking is very important skill in foreign language learning to enable learners to communicate effectively through oral language and to develop their ability to use the target language for communicative purposes. This chapter will be a general overview on speaking skill by dealing with important elements. First of all, we will suggest some definitions to speaking in order to make it more understandable. Then, we will deal with speaking types and the importance of speaking in classroom by focusing on the differences between first speaking using and second language. Later on; we will describe the relationship between speaking and listening by mentioning the importance of the cooperation between them. Also, we will deal with the assessment of speaking, and finally we will show some speaking difficulties that may encounter learners and some speaking tasks that students can practice in classrooms.

1. What is Speaking Skill?

Speaking is one of the main skills required to start a communication in any language. It is one of the productive skills of the oral mode that non native speakers need to develop. It is not a simple skill because it needs continuous practice. Speaking involves not only pronouncing words but also the ability to produce and receive information. As Luoma (2004, p.1) expresses it “speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop.” It means that to be competent in foreign language takes a lot of time because you need to know how this language works and to learn its rules and system and how to use them appropriately.

Similarly, Hedge (2000, p. 261) defines speaking as “a skill by which people are judged while first impressions are being formed.”Therefore, speaking is a crucial skill in people’s life that needs attention since it reflects their ideas and feelings.

In addition to those definitions, Chaney et al. (1998,p.13) indicates that ‘’speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.’’ This point means that speaking leads people to communicate with each others by changing and expressing thoughts and ideas in different speech acts

1.2 Types of Speaking Skill

Since speaking is regarded as one of the language productive skills, Brown (2004, p.271-272.) has stated six types of speaking according to the speaker’s intentions: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

1.2.1 Imitative Speaking: it is the ability to repeat the words or the phrase or sentence, this kind of repetition includes different properties of language like grammar in order to imitate the pronunciation of the native speakers.

1.2.2 Intensive Speaking: In intensive speaking, the student practices some phonological or grammatical aspect of the language. Unlike imitators, intensive, requires working between pairs or groups where learners are learning certain forms of the language.

1.2.3 Responsive Speaking: it includes interaction but it should be short conversation that comments about a giving topic and it must be meaningful and authentic as the following example:

A: How are you today?

B: Fine, thanks and you?

1.2.4 Interactive Speaking: it is the same as the previous type but it differs from responsive speaking in terms of length and complexity of interaction since the students are giving the opportunity to discuss and exchange their ideas. It can be practice by groups or pairs.

According to Brown interactive speaking is classified into two categories:

- **Transactional Language:** aims to exchange specific information.
- **Interpersonal Exchanges:** it aims to reach a social relationships rather than the transmission and it is complicated for the level of students since it involves speaking with colloquial language, slang, ellipsis, sarcasm and covert agenda.

1.2.5 Extensive Speaking: finally the last type of speaking includes extensive monologue, oral production, and storytelling to improve student's understanding but the language that used in this type of speaking should be formal and comprehensible.

1.3 Differences between L1 Speaking and L2 Speaking

Language is the means of communication that we are boren with as human being and we used it to communicate with each others, to share ideas and to express our selves. This language has two main types: first language and second language.

According to Thorn bury (2005, p. 27), first language and second language speaking are quietly similar because they involve the same stages of mental processes. For example, as L1 speakers, L2 speakers also produce speech through a process of conceptualizing, formulating and then articulating. In addition, they attend to their Interlocutors adjust their messages and negotiate the management of conversational turns; therefore, speaking skill

is essentially the same, and it is transferable from the speakers mother tongue into the second language.

However, in terms of differences, Rasier and Hiligsmann (2009) argue that the difference between first language speaking and second language speaking is related to the language itself. For example, second languages' rules involve its grammar and vocabulary which is established as their knowledge of L1. For them, the difference between L1 and L2 speaking is considered as an important factor in explaining the learning difficulties since L1 speaking influences the L2 speaking. For instance, when learners form an utterance in L1 and then translate it into L2.

Indeed, this translation may lead them to make some errors while learning a second language because there are some rules which are related only to L1 and they cannot be applied into L2.

As a conclusion, we can deduce first language and second language speaking are similar in terms of having the same mental processes; they are different in terms of language itself.

1.4 The Importance of Speaking

Speaking skill has acquired a very important role in the communication skills. In foreign language learning, the ability to speak is the most essential skill since it is the basis for communication, and it is the most difficult skill, and in order to become a well rounded communicator we need to be proficient in each of the four language skills (speaking, listening, reading and writing) but the ability to speak effectively provides from the learners many practices, also speakers have to be knowledgeable about the native speaker's culture (as cited in Saifi, 2015, p.8). Therefore, speaking is the most important and essential skill. Ur (2000, p. 120) states:

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

It means that speaking is the most important skill in foreign language and it is the crucial part in language learning and students who are not able to speak the language face many problems to express their thoughts and opinions. The fact that led many scholars to consider its significance while acquiring or learning the target language, in this context Bygate (1987, p.2) says: “Speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language’’. In other words, speaking skills need attention and literacy skills to be competent.

Mastering speaking skill is very important, because people focus more about performance to evaluate others.

Nunan (1991, p.39) points out that : “ To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language’’. Therefore, to be competent in foreign language is a crucial in communication between people. Speaking is a fundamental medium used to convey messages, knowledge and opinions directly in an interaction with the others.

1.5 Integration between Speaking and Listening

For a student, to be a proficient in learning a foreign language, he/she should be competent in four language skills. Speaking as one of these skills, rarely works in isolation

and many researchers has shown its great relationship with reading and writing in general and with listening in particular because speaking is related more to the listening skill. In this sense, A. Anderson and T. Lynch (2000, p.15) state:

For the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener. However, this interdependence has not always been appreciated by language teachers and course writers, who have often separated off “listening” and “speaking” as discrete parts of language competence. Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation.

From that quotation above, in English as a foreign language EFL, speaking and listening are crucial parts of language competence and their integration makes the conversation successful. Furthermore, to have successful discussion EFL learners have to be skilled in both speaking and listening and that skills must be integrated because if they are separated listeners can not interact with the input ; which means that listeners can not be able to indicate a comprehension problem or provide a feedback That they have understood the message (Anderson and Lynch 2000, p. 15). Moreover, speaking and listening make a conversation more effective and more successful since effective speaking depends on successful listening for L2 learning.

Bahns (1995) claims that teaching listening aimed to prepare students for effective communication, and this happens when we relate between the two language skills (speaking and listening), therefore he mention that idea when he said, “it is imperative that developing listening is seen in combination with developing speaking” (As quoted in Lynch ,2009, p.110). Furthermore, in this sense, Harmer (2007, p.267) who states that ,

any speaking activity involves the listening skill since it is impossible to complete a task successfully with one skill without integrating other skills.

Byrne (1976, p.8) states that the listening skill is important as the speaking skill, because both the speaker and the listener have a positive function in performance. Thus, what makes up the whole communication is the interrelationship between the speaker and the listener during face to face communication. Listening is essentially an active process in performance.

In the same context, Nunan (1989, p. 23) states that “We do not simply take a language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our background knowledge”. Accordingly, language is a matter of listening according to the purpose of the speaker.

Communication requires people who are communicating to listen to their interlocutors in order to respond to them through verbal utterances or speech. So, there is “A natural link between speaking and listening” (Brown, 2001, p.275), and when teachers center their attention on speaking, listening is always there. The following figure shows the integration of speaking and listening.

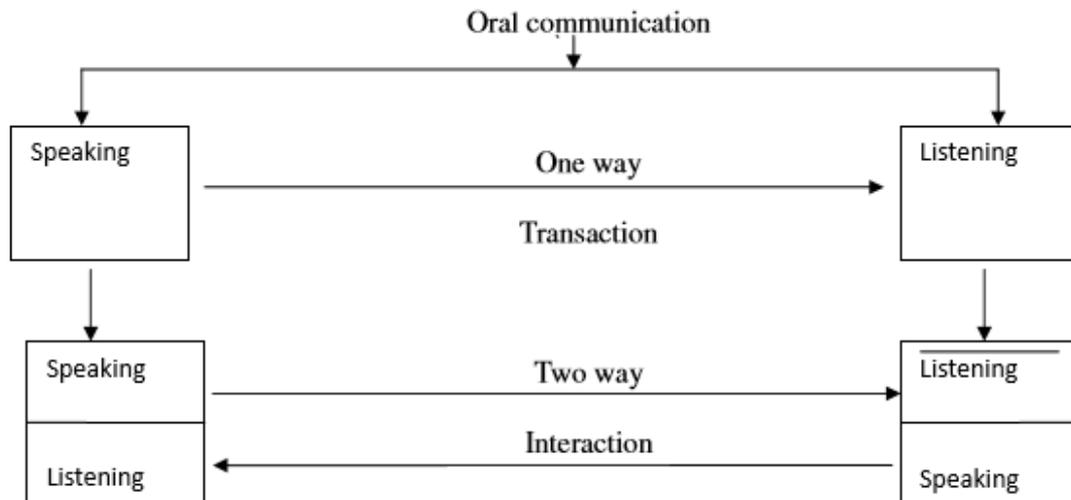


Diagram 1.2: Oral Communication (www.languageinindia.com)

The link between the two skills listening and speaking is very clear in the diagram as we see in all the activities used to teach speaking, therefore; the scope of listening should be treated as an integral part of the speaking skill. In communication process both of them require a special attention. To conclude, we can say that listening skill is important as the speaking skill; they complete each other in order to communicate effectively and correctly.

1.6 Assessment of Speaking Skill

Assessment is a significant element in EFL classes, since it shows students how to correct their mistakes and allows them to learn new vocabularies from their teacher.

Rost (2002) states that “Assessment is an integral part of instruction, in that, it suggests appropriate starting points for instructional design and allows for feedback on learner performance”(p.169),therefore,assessment is very important to the learners. In this sense Black and William claime that assessment refers to the activities that are used either by the teacher in classroom or by the students to assess themselves in order to provide feedback about the teaching and learning activities (As reported in Jackson, 2009, p.125).

Thornbury (2005, p. 124) presents that “speaking assessment can be done either formally or informally. Informal assessment can take place at the beginning and at the end of language courses as well as at various occasions during the course itself by asking questions to check whether learners have understood or not. Whereas, formal assessment can be done through tests using placement, diagnostic, progress or development tests and examinations”. Accordingly, we have two types of assessment, the informal one which uses in the beginning of a sessions and the formal assessment that uses via a tests.

According to Thornbury (2005, p. 132) teachers may use two main ways: the holistic scoring and the analytical scoring. In the holistic scoring either giving it a single score on the basis of overall impression this way has the advantage of being quicker, and is probably adequate for informal testing of progress. Whereas, in the analytical scoring, teachers may give separate scores for different aspects of the task, but it is characterized by taking longer time, and requires testers or teachers to take into account many factors are well chosen, the test is probably both fairer and reliable. Thornbury (2005, p. 132).

1.7 Types of Spoken Tests

Spoken tests are beneficial in oral sessions, because it helps students to perform in different ways. Thornbury (2005), he suggests many types of spoken tests that are commonly used like interviews, live monologues and recorded monologues.

1.7.1. Interviews

Interviews are based on interviewing learners in a room that is apart from the classroom where learners can be easily interviewed. Interviews also can be done during a classroom writing or reading task where students are called out one by one for their interview. Also, in conversational speaking, the interview should be prepared before in order not to surprise the learners since it is difficult to avoid the effects of the interviewer on the interviewee.

This means that the way in which the interviewer is asking his/ her questions affects the interviewee's performance, especially when the interviewer is also the assessor. Hence, this leads to such problems while interviewing and at the same time testing the interviewee's speaking ability by making some objective judgments.

Moreover, in order to overcome these problems, there are some ways that are used at the beginning of the interview such as casual chats, which can put the candidates at ease before the interview, in addition to the use of pre-selected topics when candidates are given one or two minutes to prepare themselves in advance before the interview (Thornbury, 2005, P. 125).

1.7.2 Live Monologues

According to Thornbury (2005, p.126), in this type of spoken tests, the candidates prepare a short talk on a pre-selected topic; this eliminates the interviewer effect and deals with the learner's ability to control an extended turn. This type is also concerned with the speaker's ability to speak interactively especially when the students take the role of the audience in asking and sometimes answering questions, because giving a turn is a really a valid test if it includes the skills needed by the students like when learning English for business or for education.

1.7.3 Recorded Monologues

This type is when the learners can take turns to record themselves in a room talking about a favorite topic. Since using these recorded tests lead to the direct assessment after the event, the results obtained can ensure standardization (Thornbury, 2005, p. 126).Hence, recorded monologues allows students to perform about a choosing topic, then they are evaluated directly.

This type of spoken tests includes role plays. This later deals with student's role plays in the classroom. In other words, the same format can be used for testing and the other role can be played by a tester or by another student without neglecting the influence of the interlocutor that is difficult to control. This type of spoken tests does not need neither much performance skills nor a lot of imagination because it requires real life situation. The validity of this kind of test is closely related to the learner's needs; which means that the test will be more valid when it matches the learner's needs.

In this context, Ladousse (1987,p.5-6) has divided "role play" into two parts; "role" which means when the student play a role either his own part or somebody's role in a given situation, and "play" that is when the students take the role in a safe environment to be as playful as possible. For him, this technique (role play) is used by the learners in classroom in order to have a variety of experience by knowing new functions, structures and other areas of vocabulary which will make the students more skillful when speaking in any situation .Other types of these spoken tests that are stated by Thornbury (2005, p.126) are collaborative tasks which are similar to the role-plays, but here the learners are not required to take a role but just being themselves. For example, when the learners simply respond to a group of statements related to a topic with their own opinions and ideas. In the role plays, the performance of one candidate affects that of the other candidate; however, in this kind of tests, the learner's interactive skills can be observed since they are related to real-life language use.

1.8 Speaking Difficulties in Foreign Language Learning

Speaking skill considered as a very complex process, the majority of foreign language students face various problems with classroom speaking activities. Most of foreign

language learners explain their incapacity to speak English effectively to some difficulties such as: anxiety, inhibition, poor listening practice and nothing to say.

1.8.1 Learners' Speaking Anxiety

According to Arnold and Brown, this type of difficulty is related to negative feelings such as: uneasiness, frustration, self-doubt that prevent learning achievement (1999, p. 8-9). In this sense, Heron (1989) has classified existential anxiety into three components that are relevant to the language classroom. The first component is acceptance anxiety which means when the learner's interests are concerned just with what the others think about him/her using expressions such as: "will I be accepted, liked, wanted?" , the second component is related to orientation anxiety that is linked to the student's understanding of what is going on in the classroom. However, the last component is concerned with performance anxiety which is related to the student's ability to practice some language activities in order to achieve his/her learning objectives, thinking of this kind of questions: " Will I be able to do what I have come to learn?" (As stated in Arnold and Brown, 1999, p.8)

In addition, some learners express their anxiety feeling in terms of other's misunderstanding of their speech. For example, when the learner says: "I am shy to speak in public because the others may not understand what I am saying", or "I wait till someone else express what I wanted to say, and then I feel better" (Coleman 1996, p. 158). Moreover, Spielberg (1983) has defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (As quoted in Brown, 2007, p.161). This means that, anxiety is associated with feelings of uneasiness, self- doubt, and apprehension and so on. In this context, Brown argued that anxiety is something difficult to define since it affects the process of successful second language learning. For him, anxiety plays an important role in second language

acquisition and he suggested two types of anxiety; debilitating anxiety and facilitative anxiety, these two types of anxiety are also called “harmful” and “helpful” anxiety. The former which is debilitating or harmful anxiety is concerned with negative feelings such as: uneasiness, self-doubt and so on and the learners here should avoid this kind of anxiety because it affects the learning process negatively. However, the second type of anxiety that is facilitative or helpful anxiety is considered as one of the keys that lead to success since it affects the learning process positively as when the students feel anxious from the exams, this may motivate them to work harder in order to gain a good marks (2007, p. 162-163).

1.8.2 Learners’ Speaking Inhibition

The problem of inhibition appears when the learner tries to say something in the classroom. Littlewood (1981, p 93) states:

It is all too easy for a foreign language classroom to create inhibitions and anxiety [...] the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge [...] whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment

That is means the student has many things to say in the classroom but something prevents him/her psychologically and effective teachers should never leave a room for inhibition in order to give their students the suitable atmosphere to speak. Ur (2000, p. 111) states that “Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.”Therefore, students face many problems when they try to say something in L2.

1.8.3 Mother Tongue Use

FL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p. 12), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

Students use their L1 when performing pedagogical tasks, especially when one student is explaining something to another. “This is a habit that in most cases will occur without encouragement from the teacher” (Harbord, 1992, p.354). Another cause for mother tongue use can be teachers themselves. If they frequently use the student’s language (whether or not they themselves are native speakers of that language) , then students will feel comfortable doing it too. Teachers need, therefore, to be aware of the kind of example they themselves are providing. (Harmer, 2001, p.131).

1.9 Classroom Speaking Activities

Classroom speaking activities are very important to the learners since it helps them to express themselves and to achieve their goals, also it may promote the speaking skill by decreasing the lack of motivation in learning English.

According to Harmer (2001, p.271), there are many classroom speaking activities used in oral expression course such as: information gap activities, communication games and discussion. He explains them as follows:

1.9.1 Information Gap Activities

According to Harmer (1998), information gap activities is communicative task that aims to exchange information between teacher/learner or learner/learner by gathering the information from each one and relating them one part to another in order to make the whole image, this kind of activity requires from the student his ability to fill gaps when there is a missing piece of information. Also, it needs student's vocabulary in order to exchange information with other student because almost teachers in foreign language classes used this kind of activities which aims to sharing ideas and information between students during classroom oral courses (Harmer, 1998, p.88).

1.9.2 Communication Games

Communication games are designed to make the student learn in enjoyable atmosphere and encourage them to enhance their fluency when the teacher brings these activities from radio games or TV into the classroom. So, the student has to talk with other students to solve a puzzle for instance, "In spot the differences" students are asked to find the differences in two identical images without looking at each other's picture and "In describe and draw", In this game, one student describes a picture to another student who is required to draw it from the description. Finally, "In describe and arrange", here the student is asked to arrange objects from the description and instructions by another student without seeing the original picture (Harmer, 2001, p.272). In this sense McCallum (1980, p.4) states that:

When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need of spontaneous and creative use of that language, one organizes the significant role of word games in achieving these

objectives. Students in the formal atmosphere of game play are less self-conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition games automatically stimulate students' interest a properly introduced game can be one of the highest motivating techniques.

Hence, communicative competence is really important and games help to develop it through practice games activity during the lesson because it teach the student how to create and learn in positive way ,also games motivate students to learn more and push them to speak in front of the class.

1.9.3 Discussion Activity

In addition to the above activities, Harmer (2001, p.272) elucidates that discussion can be seen as one of the most interesting form of oral activity in the class room since it makes the students exchange their feelings, ideas and opinion, also it enable them to talk about their experience in order to improve their oral production. In this context, Littlewood (198, p.47) states that: "It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language". This means that, discussion gives the students real chance to express themselves and what they are feeling through such speaking activities.

Conclusion

In EFL classes speaking is an essential process and learners are suffering with it because they are not native speakers and their mother tongue controls them since it express their identity and they cannot remove it easily, for that teachers give oral classes a special interesting in order to make learners speak fluently and accurately. Therefore; in this

chapter we tried to shed the light on speaking skill through giving its definitions and importance in second language learning and the integration between speaking and listening with regarding of how a complete assessment of speaking skill is designed.

Therefore, in this chapter we have mentioned some speaking difficulties that face learners, also the main speaking tasks that students do during their learning process.

Chapter Two:

Classroom Interaction

Introduction

In the few last years, classroom interaction has been considered as a crucial strategy in EFL classes. Therefore, it is considered as a main factor for successful communication since it is a beneficial tool that makes students active ,as well as classroom interaction increases learners' confident and reduces their anxiety and shyness .

In this chapter we will started with an overview of classroom interaction, then some definitions of classroom interaction which given by different views and its role .Also, we will mention its aspects and types, and we will show teacher's role and responsibilities, therefore; we will mention interactions' activities and its impacts in learners' performance. Finally, we will spot light on interactions' techniques which used by the teacher in order to enhance learners' performance.

2.1 An Overview of Classroom Interaction

Interaction is very important in language learning since it helps learners to develop their speaking skill. According to Kumpulainen and Wray (2002), classroom interaction needs in the process of second language learning the presence of two or more learners who works together in order to achieve communication and who share semiotic rules and list of signs .Interaction then, is a learning process in general and language skills development in particular.

Similarly, Ellis and Fotos (1999) suggest that classroom interaction is crucial to the students to develop their intellectual arts of thinking and communication; therefore, it is suitable for students to have responsibility for their learning, also to be more confident in speaking. Additionally, Richards and Rodgers (1986) point out that teacher have to keep silent and give students the chance to speak and produce the language as much as possible. Classroom interaction makes learners understanding better because it is engaging them to talk

in the classroom, also gives them the opportunity to share ideas freely as well as improving their intellectual abilities. In this sense, FL. Richards and Lockhart (1994) assert that classroom interaction make learners more responsible and allows them to express their own opinion. Hence, it increases their motivation and confidence, therefore; it gives them feedback for understand well their courses.

2.2 Definitions of Classroom Interaction

Defining the concept classroom interaction needs to define each term alone. The word classroom it is the first situation when teacher and students have the chance to use the target language whereas, the term interaction has a different definition in some dictionaries like the Cambridge and the Oxford dictionaries, the first one defines the verb 'to interact' as 'to communicate with or react to (each other)'. Moreover, the Oxford dictionary defines the noun 'interaction' as a 'reciprocal action or influence'. Therefore, interaction is not just an action followed by reaction, it includes acting reciprocally ,acting upon each other.

The concept interaction has a big importance in the classroom since it considered as a main part in learning and teaching process. Riverse (1987, p.57) describes the word through its Latin roots: 'agere' meaning 'to do' and 'inter' meaning 'among'. It shows us the different part of human; the active and the social one which influence other people through interaction. In this sense Celce. Murcia (1989, p. 25) states that "the concept classroom interaction is a system of giving and receiving information". Therefore, classroom interaction considered as a way of exchange ideas between students or with their teacher.

2.3 The Role of Classroom Interaction

The process of communication requires interaction between two or more people interact together; in order to give and take information, to exchange each other culture, and express their ideas. In the same context, classroom interaction, as previously defined, represents the

“mutual action” or the influence among students and teachers through giving and receiving messages, for achieving successful communication in the classroom.

Hedge (2000) states that interaction is a significant factor in the learning process, it helps the student to produce comprehensible output by using all the language they have already acquired in the classroom. Then classroom interaction contributes the learners to get feedback from the teacher or other students. This feedback can develop their knowledge and language system, as well as speaking in the classroom makes the learner able to cope with his/her lack of language knowledge which occurs when the student speaks slowly, repeating or classify his/her ideas. While talking together, it is considered as negotiation of meaning. This latter, aims to make the output more comprehensible. Besides, Chaudron (1988, as cited in Azadi, Aliakbari, Azizifar, 2015, p. 127-128) opines the importance of interaction by providing the learners to analyze target language structure and getting the meaning of classroom events. It also gives learners the opportunities to insert the receiver structures of classroom event into their own speech. In addition, Allwright (1984) regards classroom language learning as well managed, when applying interaction in classroom as productive teaching techniques.

Accordingly, Nugroho (2011) believes that classroom interaction has a greater role in experiencing new things; it helps students to learn it better in a classroom environment that has been reached by applying classroom activities.

2.4 Aspects of Classroom Interaction

Classroom interaction consists of two main aspects: negotiation of meaning and feedback which are considered as the goal of successful language learning. Yu in the Asian social science journal (2008, p.28) mentions that teachers and students in classroom interaction

collaborate to create learning opportunities in order to motivate student's interest for communicate with others.

2.4.1 Negotiation of Meaning

In classroom interaction the skill of share ideas clearly and understandable called negotiation of meaning as Bygate (1987, p.67) sees, also it is considered as an element of spoken interaction. In this kind of negotiation, students do not comprehend part of the foreign language lesson, for that they ask each other to make it clear and comprehensible. To reinforce what mentioned previously Chaudron (1998,p.131) states that “When understanding does not take place, either on the part of the learner nor on the teacher, they can ask for each other clarification by means of comprehension checks, confirmation checks, or clarification request”. Therefore, negotiation of meaning has a big role in classroom interaction since it motivates peer interaction. Negotiation also, plays other roles in assisting language progress, for instance the following which are based on Long's detailed discussion of interaction (Long, 1996, p. 445–454 as cited in saifi, 2015, p.29). Negotiation:

1. It makes input understandable without simplifying it, so that learnable language features are retained.
2. It breaks the input into smaller digestible pieces.
3. It raises awareness of formal features of the input.
4. It gives learners opportunities for direct learning of new forms.
5. It provides a “scaffold” within which learners can produce increasingly complex utterances
6. It pushes learners to express themselves more clearly and precisely “pushed output”.

7. It makes learners more sensitive to their need to be comprehensible

Long in his discussion about classroom interaction shows us the importance of the negotiation of meaning in the language learning development. In the other side Gass (1997) sum up the value of negotiation in that quotation

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

Gass, in his quotation shed the light to the importance of negotiation of meaning in the learning process and how can it promote input to be more understandable to learners.

Similarly, Pica (1994, p.494) supports the big role of interaction in language learning and she focuses on negotiation of meaning as a specific aspect of interaction, therefore she define it as The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in mess comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways.

She sees that the reason of negotiation is the difficulties in comprehensible messages, that problem can be solved through quite linguistic modification by changing structures and syntax.

2.4.2 Feedback

Feedback is one of the most beneficial aspects in classroom interaction; many researchers in the field of applied linguistics define feedback in different terms. UR (2000, p.53) for instance, defines FB as those responses which are given by teachers to learners to know if their performance is good or bad (as cited in Saifi, 2015.p.30). Furthermore, Sàrosdy, Poor and Vadnay (2006, p.253), say that “Feedback refers to the information that learners receive from their teacher about their performance, which will help them take self corrective action and improve their achievement”. (as cited in Saifi,2015, p.30)

In classroom interaction learners are very careful in their performance; they are trying always to avoid mistakes in oral session in order to get positive feedback from their teachers. In that sense Mackey (2007, p. 30) suggested that “Through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification.”Therefore, learners have to create modifications and improve their output.

Additionally, Mackey (2007) proposed two forms of feedback, an explicit and implicit feedback. In explicit feedback, the teacher draws student’s attention directly in order to recognize their mistakes and de not repeat it again. However, in implicit feedback the teacher may recast the learners’ utterance by asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the error directly.

As far as, in classroom interaction feedback can has a negative or positive results; therefore, positive feedback the one which not only shows learners where they went wrong, but also appreciates learners’ efforts and encourages them to do better in the next performances. However, negative feedback increases the level of anxiety in the classroom and leads to a stressful atmosphere, in which everybody prefers to retain silent instead of being

publicly humiliated. That is why teachers should not offend students by reacting to absolutely every mistake but they should make decisions when and how to react to the student's errors so that the interactive activity will not breakdown each time.

To sum up, feedback is considered as a crucial aspect in interaction because it make students more comprehensible and shows them their mistakes ,also it makes them more motivated ,in addition to that feedback has a big contribution in making students more aware during performance.

2.5 Types of Classroom Interaction

Classroom interaction has a big role in foreign language classes because it helps to develop the students 'language and awareness also; it decides what learning opportunities they may have. Then, classroom interaction has two main types which are teacher-student interaction and student-student interaction.

2.5.1 Teacher Student Interaction

Teacher student interaction is regarded as one of the most powerful factors in the learning environment since it affects the students' improvement and performance, this type of interaction may occurs when the teacher asks questions and the students answer them or when they ask for clarifications, therefore; in this situation the teacher is the one who talks most of the time since he considered as the essential part in the interaction. In this sense Kundu (1993, as quoted in Lynch, 1996, p.109) demonstrates:

Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions.

Even on such occasions because we insist on answers in full

sentences and penalize them for their mistakes, they are always on the defensive. (p.13).

Hence, it means that the teacher talks all the time in the classroom interaction because he gives his students questions and he is waiting for their responses' and interventions and to correct their mistakes.

However, recent approaches of language teaching like "the silent way or method" insists on decreasing the teachers' talking time in order to give students opportunity to speak with their teacher ,therefore students will feel that they are free to share the lesson with the teacher because teaching is always a shared-relationship job. It involves many contributions from learners as Brown (2001, p. 99) asserted that "Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk". (as reported in Saifi, 2015, p.34).

Additionally, the teachers' interventions have to avoid it in order to increase the students' participation within the teaching process, that is will help them to improve their performance ,therefore they will be more motivated. As Harmer (2001, p.49) notice, "To foster learners to produce communicative outputs, learners should be engaged in communicative activities". Since communicative activities are regarded as a way which makes learners more effective in the classroom.

Scrivener (2005, p.85) designs the following diagram for teacher student interaction to show the teacher as a center element in classroom interaction and to describe how the teacher provides information and get feedback with his/her students.

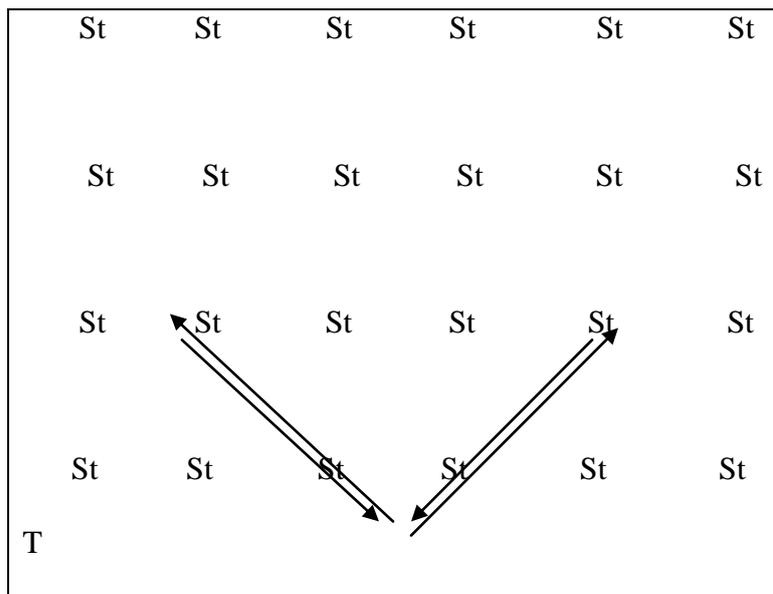
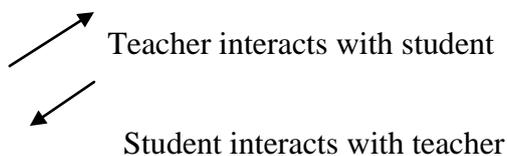


Diagram 2.2: Interactions between the Teacher and the Students (Scrivener, 2005, p. 85)

Key:



ST Student

T Teacher

As the diagram explains, in classroom interaction teacher has a big role, because he/she is the one who guide students in the classroom and corrects their mistakes by giving them questions and receiving feedback.

According to Harmer (2009), in his book “**How to Teach English**”, it is better for teachers to focus on three conditions when they talk with their students. Firstly, they should focus more on the language that can students realize; in other word, the teacher should supply comprehensible output adapted for all levels of students. Secondly, the teachers should

prepare what they will say to their students carefully. Thirdly, teachers have to recognize their behaviors and manners as well as the way of speaking as tone and intonation. (as cited in Djedidi, 2017, p.28).

2.5.2 Student Student Interaction

Interaction between students is very important dimension of classroom interaction, because it impacts the communication process and helps them to improve their speaking abilities. Therefore, many researchers talk about it for example Paula (2002, p.128) suggests that “talking students with their peers about the content is a powerful way for them to reinforce what they have learned”. For that, teachers have to encourage interaction between students and provide them with many opportunities in order to practice the language, also for correct their mistakes.

Additionally, in students students interaction, learners considered as the main participants since they have to interact among themselves for negotiate meaning through speaking tasks. Furthermore, students students interaction occurs either in groups which called students students interaction or in pairs is called peer interaction. (Tuan& Nhu, 2010, p.35) . In the same breath, Naegla (2002, p.128) in her book “**The New Teacher’s Complete Source Book**” argues that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they learned” In other words, teachers have to promote interaction between their students, since it is the appropriate way to exchange ideas and to enhance their speaking skill.

Scrivener (2005, p.86) declares that” knowledge can be improved through student student interaction”, it means that interaction between students will develop their awareness and knowledge. Therefore, he proposes a diagram for student student interaction to explain how they interact and deal with each other and it indicates the reciprocity of the learning

process in which student shares information and gets a feedback in return from his/ her classmate.

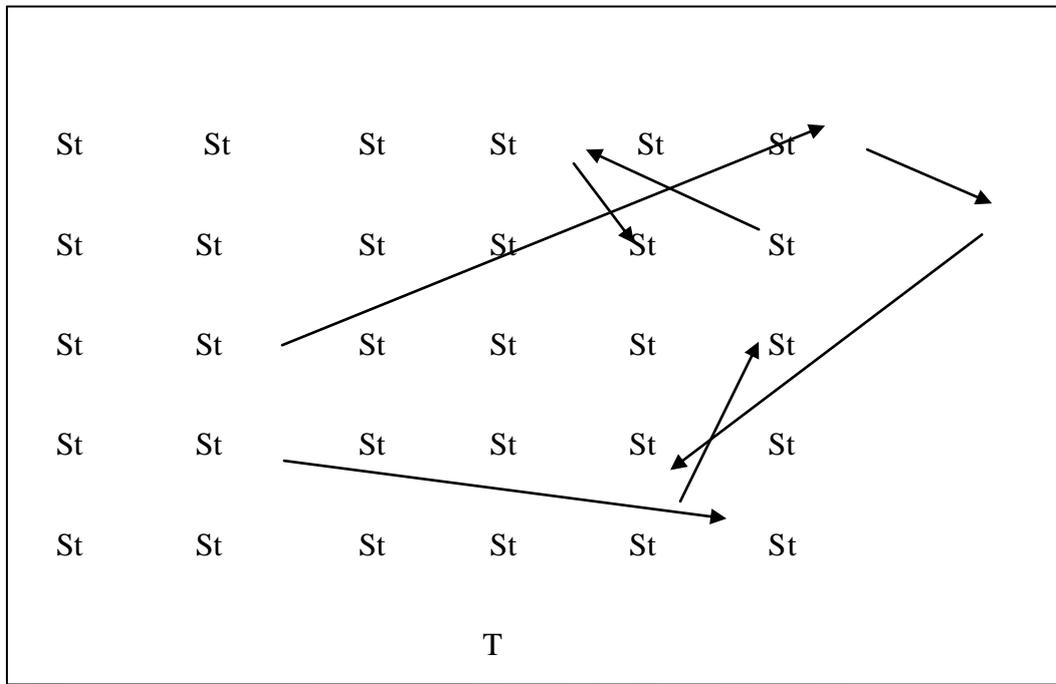
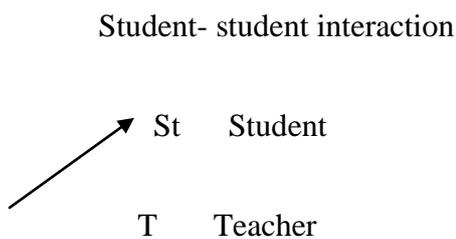


Diagram 2.3 interactions between students (Scrivener, 2005, p. 86)

Keys:



As the diagram shows, interaction between students regarded as an effective way for develop students' oral production and motivate them improve their knowledge through exchange ideas between each other.

2.6 Teacher's Role and Responsibilities

In EFL classes, teacher has an important role in the classroom, because he considered as the source of knowledge and he is the one who facilitate the learning process, therefore he plays many roles: controller, assessor, observer, organizer, prompter, and resource. These roles were classified according to Harmer (2001, p.57-62) as follows:

Role	Features
Controller	This role makes sense when the teacher tells the students' assignments, organize drills, read aloud, lecturing and giving more explanation to their students, organizing questions and answers work.
Assessor	Here the role of the teacher is assessing the student's performance by providing them with feedback and correction.
Observer	He/she observes their students' performance and behaviours in order to gives them feedback and correct their mistakes.
Organizer	Organizes students (pairs/group) to work their activities and inform them with the necessary instruction.
Prompter	The teacher has to encourage his/her students to think creatively, and to be autonomous in their learning.
Resource	Teacher acts as a resource for students when they face difficulties.

Table 2.1 Teachers' Roles and Responsibilities. (Harmer, 2001, p.57-62)

The above mentioned roles are very crucial during classroom interaction, because they help in developing the students 'oral production and performance. Classroom interaction will

be improved when teacher play many roles in the classroom and when they give their students the opportunity to share ideas with him/her and with each others.

2.7 Interaction Activities

In EFL classes teachers have to use a variety of activities in order to make their students more engaged and interact in the classroom, furthermore to reach a successful management in the classroom; they implement these activities: pair work, group work, discussion, simulation and role play.

2.7.1 Pair Work

Pair work is regarded as one of the most effective strategies in classroom interaction, since it increase students' talking time (STT),therefore he/she has opportunity to express his/her ideas and to share knowledge through playing games, practicing dialogues, and fill in the blanks of information gap activities. Harmer (2001) argues that pair work activity is quick and easy to organize. In addition, it leads the teacher to work with one or two pairs while the rest of the students go on working. Further, it helps shy students to believe in their competencies, and take part in lessons. Moreover, it provides learners with the opportunity to learn from each other, and exchange knowledge. Nevertheless, pair work becomes a very noisy task, especially when teachers could not put control over their classes. (as reported in Djedidi,2017,p.33).

2.7.2 Group work

In group work ,the teacher divides his/her students into small groups in order to perform role play or a learning task, group work interaction increases the amount of students 'talking time as it was mentioned by Ur (2000, p.121) in his book “ **A course in language teaching** “ saying that Group work increases the sheer amount of learner talk going on in a limited period

of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class“ (as cited in Saifi,2015,p.41). Therefore, group work decreases learners’ inhibition and fosters their independence; also it can promote student’s motivation and provides them with an opportunity to express their selves freely, while some teachers avoid it because they are afraid to lose control over their classes, since group work will be a noisy task.

2.7.3 Discussion

Discussion is one of the most crucial strategies in learning process and it is used often for advanced learners which may help them to exchange their ideas and opinions. According to Harmer (2001,p.128) “Discussion, whether spontaneous or planned, has a great advantage of provoking fluent language use”. Thus, discussion is important element in improving the use of language in interactive situations, since it helps students to discuss different topics for their interest and by time their speaking skill will be enhanced. On the same breath, Unlike Burton, Heilker and Rutkowski (n.d, parg: 7) assert that discussion is not just students’ answer when the teacher asks questions in the classroom it exceeded that, successful discussion happens when more than one learner interact and start talking with other learners. (as cited in Djedidi,2017,p.35).Hence, successful discussion occurs in interaction between students when they start to talk about specific topic which have their interest.

2.7.4 Simulation and Role Plays

Simulation and role play are the most common activities that used by the teachers for their students, since they simulate real situations in life and motivate them to speak more, also it increase their self confidence when they interact. Ladousse (1987,p.5) describes role play in the following quotation as “a group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors and nurses or star war” (as cited in Djedidi, 2017, p.34). For him role play gives students the opportunity

to play different characters which may help them to enhance their oral abilities and reduce shyness. On the same breath, Klippel (1984, p.121) declares that “This activity is composed of both ‘realistic short scenes’ where learners act out real life situations and ‘fantasy short scenes’, where learners act out non-existing scenes in reality”, it means that students have the chance to play real life situations and imaginary one through role plays.

2.8 Techniques for Classroom Interaction

Improving interaction in EFL classes needs some techniques to be completed; therefore El-Koumy (1997) in his article proposed three crucial techniques for EFL teachers to implement interaction in their classes. These techniques are: The scaffolding technique, the questioning technique, and collaborative learning technique (p.3).

2.8.1 The Scaffolding Technique

The teacher has to support his/her students by using conversational techniques that may help them to get what they want to say. Celce-Muria (2001, p.195) explained the term, “scaffolding,” as “The way in which a teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learner’s participation in the learning task.” He means that scaffolding technique is reached when a teacher or a learner builds a learning task and provides clues by using conversation to guide the students ‘contribution in the learning task.

2.8.2 The Questioning Technique

It is regarded as one of the most important techniques that used by teachers to increase their students’ interaction in the classroom, this technique occurs when the teacher gives questions to students and encourages them to create answers. (Aliponga, 2003, p. 83) . In the same context, Daly et al. (1994, p.27) declare that "In classrooms, questioning on the part of

teacher and students takes up a significant portion of the day”. Therefore, questioning technique is important part in teacher-student interaction.

2.8.3 The Collaborative Learning Technique

The collaborative learning technique refers to a number of instructional activities when learners work in groups, Collaborative learning is opposed to individualistic and competitive learning, which has been proclaimed as an effective instructional approach that involves the characteristics of learner-centred approaches. Collaborative learning requires learners to work in groups to achieve a common goal. (Chafe, 1998, p.74), he adds working together maximizes opportunities for student-student interaction with meaningful input, and output in a supportive environment. Moreover, collaborative learning provides students with greater opportunities to interact with each other, negotiate for meaning, work in a variety of projects that are of interest to them, and participate in real-world communicative activities more frequently than in traditional teacher-fronted classrooms.(as mentioned in Saifi,2015,p.44).

Conclusion

To conclude, classroom interaction is important in EFL classes, since it provides opportunities for students to improve their speaking abilities and taught them the way of share ideas between each others, as well as interaction in the classroom helps learners to overcome their speaking difficulties through communicative activities. Teachers then should reduce his/her talking time in the classroom to leave enough time to students’ to interact and be involved in the learning process. Moreover, the student’s participation is highly suggested for the reason of fostering classroom interaction through allowing learners’ to share their opinions and knowledge.

Chapter Three: Field work

Chapter Three : Data Analysis

Introduction

The present conducted chapter is focus mainly in finding out the relationship between classroom interaction and speaking skill among EFL learners. Therefore,we have submitted a questionnaire to both teachers and students of third year of the English division at Biskra University.The participants' views are very important and helpful in this investigation.The students' questionnaire is intended to discover whether students are appreciates classroom interaction as a way to improve their speaking skill,whereas teachers' questionnaire aims to investigate the teachers's opinions about the value and implementation of classroom interaction as a significance element in developing their students speaking skill.

3.3 Students' Questionnaire

3.1.1 Aims of the Questionnaire

The questionnaire is designed to explore student's attitudes towards classroom interaction as well as their views about speaking abilities as a result of interaction Moreover, the questionnaire aims to investigate the role of students' classroom interaction in enhancing EFL speaking skill.

3.1.2 Population and Sampling

The population investigated in this study concerns third year students in the department of English at university of Biskra Mohamed kheider, their overall number is about (410).Therefore, the sample needs to sow up a ratio of at list (20%).However, due to the absence of students, I only could collect data from a number of 41 students, which represents only (10%) of the population.

3.1.3 Description of the Questionnaire

The designed questionnaire consists of three sections, where students required to answer a sum of close-ended questions : yes/no questions and to choose the appropriate answer(s) from the proposed options. There are other type of questions that is open-ended questions, where the participants are required to give their opinions and justified their choices.

Section One: The Student's Profile (Q1)

This section contains one question about the sample we work on. This question is dedicated to study students' urge of studying the English language (e.g. future job requirements or communication...etc).

Section two: Speaking Skill (Q2-Q16)

This section investigates issues in the skill of speaking among EFL learners. At first, respondents in (Q2) students are requested to pick who talk the most in oral class, then we asked them in (Q3) about their attitudes when discussion is raised in the classroom. Next, in (Q4) were asked whether they agree or not that they need to develop their listening skill in order to improve the speaking one, after that in (Q5) and (Q7) participants are asked to tick how they evaluate their oral production as a result of classroom interaction, therefore they were asked about their frequency of practicing English outside. In (Q8) and (Q9) respondents were required to set the frequency of their teachers' evaluation and his/her motivation of their speaking skill.

Moreover, in (Q10) representatives were required whether English is difficult task or not and if they tick yes they have to give justification for their choice. Concerning question (11) students were asked about the frequency of their teachers' speaking correction of their

mistakes, furthermore students were asked in (Q12) about their agreement or disagreement about speak English means practice it ,then they were politely requested to give their justification whatever their answers. Additionally, in(Q13) participants were asked about their reaction when their teacher gives them negative feedback. Participants in (Q14) are asked about the reasons that prevent them to speak inside the classroom and if they have other reasons they were asked to state them. Finally, respondents in (Q15) and (Q16) are asked about the oral activities the most implemented by their teachers in the classroom, then they are asked about which one they prefer and they have to give justification about their choice(s).

Section Three: Classroom Interaction (Q17-Q20)

The first question of this section in (Q17), the students are requested to tick the frequency of the opportunity given by their teachers to interact in the classroom. Then in (Q18) participants were asked to give their opinion about classroom interaction whether it is important or not, later in (Q19) students were requested to tick the type of interaction they prefer the most and whatever their answer they had to justify. After that, representatives were asked in (Q20) to give their opinions about whether classroom interaction develop their oral production or not. The last question in this section students are asked to tick the frequency of interaction with their classmates. At the end of the questionnaire, we added a space for further comments and suggestions

3.1.4 Analysis of Students' Questionnaire

Question1 : Why do you choose to study English at university?

Table 3.2 : Student's Reasons for Choosing English

Options	Frequency	Ratio
a- For communication	2	4.88%
b- Because it is a global language	8	19.51%
c- For future job requirements	18	43.90%
d- For Scientific meetings	2	4.88%
e- For leisure	11	26.83%
Total	41	100%

This table diagnoses the leading reasons for choosing studying English at university. The participants answered by giving (43.90%) to the third option which focuses on studying English for future job requirements. Other participants by (26.83%) to English for leisure, (19.51%) for the second option which is studying English since it becomes a global language, whereas (4.88%) went to the first option which is English for presenting international communication and the fourth one which is English for scientific meetings.

Question 2 : Who talks most in oral expression class?

Table 3.3 : Amount of Talking Time in Class

Options	Frequency	Ratio
The teacher	13	31.71%
The students	28	68.29%
Total	41	100%

Relying on the data presented in table (3.3), we can notice that the students are the ones who dominate the amount of talking time in classroom with the percentage of (68.29%). Whereas (31.71%) declare that teachers are talking most in the classroom. Therefore, students have the opportunity to speak in oral expression classes that is may help them to develop their speaking abilities.

Question 3 : When discussion is raised in the classroom, you:

Table 3.4 : Students'Role in Discussion

Options	Frequency	Ratio
Raise your hand to speak	23	56.10%
Keep silent	9	21.95%
Feel anxious	9	21.95%
Total	41	100%

Based on the information presented in table (3.4), we notice that (56.10%) of the students volunteer speaking when discussion is raised in the classroom, while nine (21.95%) answers went to keep silent, we deduce from this result that the students' silence may arise since they are not motivated from the teacher to speak, the same percentage (21.95%) went to feel anxious that is may be because they are stressed when they speak publicly. This confirms that the students are active in discussion and they have the urge to speak, however They face psychological and personal problems.

Question 4 : To improve your oral profeciency, you have to improve your listening skill first.

Table 3.5 : Students Opinion about Developing Listening Skill

Options	Frequency	Ratio
Strongly agree	26	63.40%
Agree	15	36.60%
Disagree	0	0%
Strongly disagree	0	0%
Total	41	100%

This question aims to know students' opinions about the development of listening skill with speaking skill in order to see how much those two skills impact each other since they are interrelated in using any language, from the data indicate in table 3.(5) ,we notice that twenty six (63.40%) students are strongly agree with this statement, whilst 15students with the percentage of (36.60%) agreed because they believe that a good listner is agood speaker, whereas none of the students opted for disagree and strongly disargree. This elucidate that the majority of participants are aware about the crucial role of listening skill in improving the speaking one.

Question 5: How do you describe your level of speaking ability as a result of classroom interaction?

Table 3. 6 : Students' Level of Speaking as a Result of Classroom Interaction

Options	Frequency	Ratio
Very good	5	12.20%
Good	24	58.53%
Average	11	26.83%
Poor	1	2.44%
Total	41	100%

Through this question we try to know students' opinions concerning their level of speaking English as a result of classroom interaction, From the choices given to them the results show that (58.53%) of students elucidate that their level is good, whereas 24 students with the percentage of (26.83%) declare that their level is average .Whilst, five students (12.20%) assert that are very good in speaking English and just one student (2.44%) states that his/her level is poor. This means that students find classroom interaction as a helpful way to practice and use the English language at the same time their oral production will improved through it.

Question 6: How often do you practice English outside the classroom?

Table 3.7 : Students' Practice of English Outside the Classroom

Options	Frequency	Ratio
Always	9	21.95%
Sometimes	20	48.78%
Rarely	10	24.40%
Never	2	4.87%
Total	41	100%

Based on the data stated above, 20 (48.78%) students demonstrate that they practice speaking English outside the classroom, perhaps they enjoy it or they find it beneficial, while 10 (24.40%) participants declare that they rarely practice the English language, besides nine students with the percentage of (21.95%) elucidate that they always exercise English outside the classroom. Only two students (4.87%) assert that they never practice English, may be because English is absent in our speech community they find it useless. This means the majority of participants are aware about practice English wherever they are since it is the effective way to learn English.

Question 7: How often does your teacher evaluate your speaking skill?

Table 3.8 : The Frequency of the Teacher's Evaluation

Options	Frequency	Ratio
Always	9	21.95%
Sometimes	20	48.78%
Rarely	11	26.83%
Never	1	2.44%
Total	41	100%

Speaking assessment is very important in language learning, 20 students with the percentage of (48.78%) said that their teachers sometimes evaluate their speaking, whereas 11(36.83%) stated that they rarely evaluated from their teachers, but nine students with the percentage of (21.35%) assert that their teacher evaluates their speaking skill, whilst just one student (2.44%) who states that his/her teacher never evaluates him/her.

Question8 : How often does your teacher motivate you to speak English ?

Table 3.9 : The Teachers' Motivation

Options	Frequency	Ratio
Always	12	29.27%
Sometimes	24	58.53%
Rarely	5	12.20%
Never	0	0%
Total	41	100%

Results in table (3.9) shows that 12 (29.27%) students confirms that their teachers always motivate them to speak, whereas 24 participants who represent (58.53%) declare that sometimes are motivated to talk by the teacher, whilst five students (12.20%) state that are rarely motivated from their teachers and no one (0%) chooses never. This confirms that the teacher did not play his/her role as a motivater in oral expression classes.

Question 9 : Do you think that speaking English is a difficult task?

Table 3.10 : The Students’s Speaking Difficulties

Options	Frequency	Ratio
Yes	26	63.41%
No	15	36.59%
Total	41	100%

Looking at the results above in table (3.10), a noticeable increasing for the first option ‘yes’, where (63.41%) dominate the whole percentage and that is explains that students face difficulties which may hardle them from any sort of interaction in the classroom, meanwhile (36.59%) state that they have not any difficulties with speaking English.

If yes, please justify

A considerable number of participants who said that they have certain speaking difficulties which they stand as an obstacle in their paths to be fluent speakers claim that most of these difficulties are psychological such as (anxiety, shyness, fear, lack of vocabulary, lack of fluency and confusion).

Question10 : How often does your teacher correct your mistakes?

Table 3.11 : The Teachers' Correction of Students' Mistakes

Options	Frequency	Ratio
Always	6	14.63%
Sometimes	24	58.53%
Rarely	11	26.84%
Never	0	0%
Total	41	100%

Based on the question 10 addressed to learners to obtain certain data about the role of teacher as a corrector, the table reveals that (58.53%) participants declared that sometimes the teacher corrects their mistakes, whereas six (14.63%) students state that are always corrected by the teacher, while eleven (11) students with the percentage of (26.84%) asserted that rarely when the teacher corrects their errors and no one (0%) chooses never. In fact, the teacher has many roles in the classroom and his/her role as corrector is a vital element in learning process.

Question11 : In order to speak a language, you have to practice it.

Table 3.12 : Speaking a Language Means Practice it

Options	frequency	Ratio
Strongly agree	31	75.61%
Agree	10	24.39%
Disagree	0	0%
Strongly disagree	0	0%
Total	41	100%

The results gained show that most of the participants (75.61%) strongly agree that in order to speak a language they have to speak it, perhaps because speaking helps them to express their feelings and communicate with other people, whilst (24.39%) declare that they agree, maybe they believe that the four skills (speaking, listening, reading and writing) have the same importance in learning a language. No one votes for disagree and strongly disagree.

Whatever your answer, please justify

Students justifying their answers by giving these reasons :

- ✓ Practice makes better.
- ✓ The more you practice the more you have the ability to speak, it is easier the use of language is more effective than learning it.
- ✓ With practice we can develop our pronunciation and learn new words.
- ✓ Practice means make it as a habit, for that the more we use the language the more we master it.

- ✓ When we practice a language, it make easy to speak and it helps us to correct our spelling mistakes and our pronunciation.

Question12 : What is your reaction when the teacher gives you negative feedback?

Table 3.13 : The Effect of Feedback on Students

Options	Frequency	Ratio
Be motivated	22	53.66%
Be ensure of your answer	11	26.83%
Refuse to speak	8	19.51%
Total	41	100%

The common shared reaction between most of the students (53.66%) is that they accept teachers' negative feedback and they will motivated more, they consider it as a challenge to improve their capacities. However eleven (26.83%) participants elucidate that they will be unsure of their answers, this indicates that they avoid negative feedback by avoiding answers in front of their teachers. Whereas, eight students who represent the percentage of (19.51%) state that they will never speak again in the classroom ; this may be due to the fact that they are always interrupted by the teacher.

Question13: You do not speak inside the classroom because:

Table 3.14 : Students' Unwillingness to Ineract

Options	Frequency	Ratio
You are afraid of making mistakes	11	26.83 %
The topic is not interesting	16	39.03%
The teacher deos not motivate you	5	12.19%
The classroom is overcrowded	9	21.95%
Total	41	100%

Based on the data stated above ,16 participants with the percentage of (39.03%) declared that they do not speak in the classroom since the topic is not interesting, perhaps teachers have to put into consideration the kind of topics which attract their students' attention in order to make them more interactive, meanwhile 11(26.83%) students asserete that their feeling of making mistakes prevent them to speak ,while 9 (21.95%) students demonstrated that the reason of their silence is the overcrowded of classroom ; it means that crowdedness inhibits the students' interaction. However, only five students (12.19%) stated that they did not talk in the classroom because their teacher deos not motivate them ; therfore they did not interest.

Others, please specify

Students give us some other reasons which prevent them to speak inside the classroom, most of them are psychological problems for example (anxiety, shyness and fear).

Question 14:What are the oral activities your teacher implements the most in the classroom?

Table 3.15 : Oral Activities Students' Prefer

Options	Frequency	Ratio
Pair work activities	8	19.52 %
Group work activities	2	4.88%
Open discussion	21	51.22%
Guided discussion	6	14.63%
Simulation and role play	4	9.75
Total	41	100%

Teachers in EFL classes implement different oral activities, but some of these activities may not meet the student's needs. Hence , a question was posed to these students to see what kind of oral activities teachers implement more. The results obtained show that the biggest percentage (51.22%) went to open discussion, whereas (19.52%) students declared that their teachers use pair work activities in oral session, others (14.63%) choose guided discussion, while simulation and role plays take (9.75%). Just two (4.88%) students choose group work activities.

Question 15 : Which one do you prefer, and why ?

The students give other reasons for their choices which are summarised as follows :

- ✓ **Open discussion** : students declared that they feel free and comfortable with this kind of activities and they can share more information, moreover, participants confirme that open discussion gives them more space to express their ideas and it is illimited.

- ✓ **Guided discussion** : those students defence their opinion by saying that the teacher gives them one topic to focus in and he gives every one the opportunity to speak for express his idea.
- ✓ **Group work activities** : participants beleive that group work more helpful to them because, they share ideas in the same time they correct each other and be motivated.
- ✓ **Pair work activities** : students asserted that they feel confident in pair work and have more opportunity to share their knowledge and because organizer.
- ✓ **Simulation and role play** : students see it as a way that may helps them to improve their speaking abilty in the same time learn it creates an enjoyable atmosphere,therefore it presents real situations in life.

Question 16 : How often does your teacher give you the appportunity to interact in the classroom?

Table 3.16 : The Frequency of Students Interaction

Options	Frequency	Ratio
Always	10	24.39%
Sometimes	29	70.73%
Rarely	2	4.88%
Never	0	0%
Total	41	100%

Relying on the data indicated in table (3.16), we notice that most of participants (70.73%) points out that they sometimes have the opportunity to interact in the classroom.

While, ten participants who represent (24.39%) asserted that they always are given the opportunity to interact in the class. Whilst, two participant with the percentage of (4.88%) declare that their teacher rarely gives them the chance to interact. Whereas, the last option which is never did not take any vote from the students. In fact these results show that the students are really have the opportunity to interact in classroom.

Question 17 : Classroom interaction is important:

Table 3.17 : The Importance of Classroom Interaction

Options	Frequency	Ratio
Strongly agree	30	73.17%
Agree	11	26.82%
Disagree	0	0%
Strongly disagree	0	0%
Total	41	100%

The aim of this statement (3.17) is to determine whether students agree or disagree with the importance of classroom interaction as a way that may help in enhancing their oral proficiency. As it is shown in the table 4, the majority of participants (73.17%) pointed out that they are strongly agree that means students see the crucial role of classroom interaction during oral session, whereas 11 participant who present (26.82%) agreed with the importance of classroom interaction, and none of the students opted for disagree and strongly disagree. This confirms that classroom interaction can be an effective strategy that may help in promoting students' speaking skill.

Question 3.18 : Which type of classroom interaction do you prefer?

Table18 : Type of Interaction that Students Prefer the Most

Options	Frequency	Ratio
Teacher-student interaction	31	75.60%
Pair work	5	12.20%
Group work	5	12.20%
Total	41	100%

Based on the data indicated in table (3.18), we notice that the majority of students are prefer teacher -student interaction ,31 students represent (75.60%) out of (100%), whereas five students (12.20%) declared that they are choosing pair work ,two other students pointed out that they prefer group Work. I n fact students give big importance to the teacher as a center element in the classroom interaction in order to help them to develop their speaking abilities.

Whatever your answer is, please justify

Participants who choose “ teacher-student interaction“ said that they prefer this type of interacion because the teacher can correct their mistakes and he has knowledge ,also from the teacher they get feedback and students will be more understandable with teacher.Meanwhile,those who prefer pair work elucidated that they appreciate work with peers because they feel free and comfortable .Whereas, students who prefer group work interaction for bring many opinions.

Question 19 : Classroom interaction is helpful to improve your oral production.

Table 3.19 : Classroom Interaction Effectiveness

Options	Frequency	Ratio
Strongly agree	29	70.70%
Agree	12	29.30%
Disagree	0	0%
Strongly disagree	0	0%
Total	41	100%

According to table (3.19), twenty nine (70.70%) students showed their strong agreement about the effectiveness of classroom interaction in their speaking skill, meanwhile 12 students who represent (29.30%) asserted that they agree on the classroom interaction as a useful tool to improve their speaking skill. However, disagree and strongly disagree options did not take any vote from the students .In fact students are appreciate the implementation of class room interaction in their oral classes.

Question 20 : How often do you interact with your classmates inside the classroom

Table 3.20 : Students' Frequency of Interaction

Options	Frequency	Ratio
Always	8	19.50%
Sometimes	28	68.30%
Rarely	4	9.80%
Never	1	2.40%
Total	41	100%

As we notice in table (3.20) students who represent (68.30%) from the sample stated that they are sometimes interacting in the classroom, while 8 participants (19.50%) elucidate that they interact always inside the classroom, meanwhile four (9.80%) students declared that they are rarely interacting in the classroom, but one student asserted that he/she is never interacting perhaps he/she face some psychological problems like (anxiety, fear or shyness).

Any other comments and further suggestions, please mention them

To sum up, we have asked the students to help us with some comments and suggestions, some students reported that teachers have to choose interesting topics in order to motivate them to speak. Others demonstrated their appreciations toward classroom interaction as a tool that helps them to enhance their speaking skill, and they hope to be a competent speakers of English in the future.

Interpretation of Students' Questionnaire

Based on the results obtained from the questionnaire, which was delivered to third year students at the level of Mohamed Kheider University, which is entitled "The role of classroom interaction in improving EFL learners' speaking skill", we infer that students do appreciate classroom interaction as a strategy to develop speaking skill. From the data provided in the questionnaire, we notice that the majority of students choose to study English in university for future job requirements, they believe that English is a global language that in this way may have opportunities to have a job.

Relying on the information we deduce from the questionnaire, we can say that the majority of students consider speaking skill as a difficult task because they encounter many problems like anxiety, fear and shyness, therefore they declared that they need to develop speaking skill, which means that they need to communicate more in order to improve their oral production.

Furthermore, students asserted that they speak more than their teacher, it means that teachers give the opportunity to their students to talk in oral sessions but in the same time teachers have to encourage them more to speak because motivation has a big influence in students' interaction. Besides, students elucidated that teachers have to choose interesting topics which attract the students' attention also to push them to speak.

According to students' answers, the majority of them demonstrated the importance of listening skill beside the speaking one since if they want to pronounce correctly, they have to listen well. Therefore, most of students show that they are satisfied from their level of English as a result of classroom interaction, they declared that their oral production has developed. Additionally, participants show that teachers sometimes assess their oral

production for that teachers have to focus more in assesment since it is a crucial in language learning .

Regarding to teachers' negative feedback,respondents confirmed that they be motivated because negative feddback give them another reason to work hard and push them to give better ,while just few students stated that they are not satisfied because they will be unsure of their answers and refused to speak again.Moreover,students were asked to pin point the kind of activities adopted by their teacher and which one they prefer ;most of them choose open discussion and pair work activities since they fell confident free and comfortable.

In this questionnaire students were asked which type of interaction they prefer,the majority (75.60%) choose teacher student interaction since they see their teacher as a source of information ,motivater,guider,and corrector. Besides, participants elucidated that their reasons to interact in the classroom is to practice speaking skill and to show their competent ; students aware about the effectiveness of classroom interaction as a strategy that develop their speaking skill. Moreover,participants declared that they are sometimes when practice English out side perhaps they believe that practice it inside the classroom is enough.we conclude that students demonstrate positive attitudes towards classroom interaction as a strategy to develop students'speaking skill.

3.4. Teacher's Questionnaire

3.4.1 Aims of the Questionnaire

This questionnaire is designed to investigate the role of classroom interaction in improving EFL learners' speaking skill, therefore it is very important to gather teachers' opinions about the use of classroom interaction in EFL classes because their views is helpful to investigate how interactional teaching can reduce speakings' problems.

3.4.2 Administration of the Questionnaire

The target population of the current piece of research consists of Oral Expression teachers in the department of English at Biskra University, this questionnaire was submitted directly and by Email to (6) teachers of oral expression on May 2019 and all of them have handed back their questionnaires.

3.4.3 Description of the Questionnaire

The teacher's questionnaire consists of (21) questions, classified into three sections, also it includes two types of questions open ended questions where teachers are asked to give their opinions and explains their answers. The second type is close ended questions where they have to choose Yes or No answers or by ticking one answer(s) from a set of options.

Section One : Background Information (Q1-Q2)

In section one questions aim in gathering personal information about the teachers. In (Q1) teachers are asked to state how many years they have been teaching English at university, whereas in (Q2) were asked about their years in teaching oral expression.

Section Two : Speaking Skill (Q3-Q7)

The main aim of this section is to gather information from teachers concerning their learners' speaking skill and the effectiveness of classroom interaction as a strategy to develop students' oral production. In (Q3) teachers were asked whether they agree or not about speaking skill is the most important skill learners have to master. Then, in (Q4) teachers were required about if is it possible to make all students participate in speaking activities or not and whatever they answer ,teachers have to give justification for their choices. After that (Q5) was addressed to teachers about which problems face students in

oral expression classes and if these options were unsatisfactory they had to state their own, later in teachers in (Q6) were asked about giving the frequency of how often students speak in oral sessions. Finally, we asked teachers about oral activities they implement the most in order to create a successful interaction.

Section Three: Classroom Interaction (Q8-Q20)

The third section contains questions about teachers' implementation of classroom interaction in oral classes. Teachers in (Q8) were asked about whether agree or not about the effectiveness of classroom interaction in improving their students' oral production, and whatever their answers they had to justify them. Then, teachers in (Q9) they had to give the frequency of how often they invite their students to interact, and whatever their answers teachers had to justify them, after that in question ten teachers were required about which techniques they use to encourage their students to speak choosing between three given options. Furthermore, in (Q11) teachers asked whether they try to create a friendly environment in the classroom or not. In question 12 we asked teachers whether they promote classroom interaction while teaching oral skill or not. Next in (Q13) teachers were required to tick what do they do to make their learners interact in the classroom by given three options, but if they have other ones, teachers have to state them.

In question 14 teachers were asked about their evaluation of their students' oral production during classroom interaction. In (Q15) teachers had to give the frequency of how often they evaluate their students' speaking skill when interacting. Additionally, in (Q16) teachers were asked about what do they do when their students are in the middle of interactive activity by giving them four options. Next, in question 17 they had to give the frequency of how often they correct their students' mistakes, and whatever their answers they had to say why. Later in, teachers in (Q19) were asked to tick their students' feeling

when they give them a negative feedback . The last question in this section requires teachers to give their opinions about if their students ‘speaking ability is improved as a result of classroom interaction, and if yes how they notice their progress. At the end of the questionnaire, we added a space for further comments and suggestions.

3.4.4 Analysis of Teachers’ Questionnaire

Section One : Background Information

Question1: How long have you been teaching English at university?

Table 3.21 : Teachers’ Experience in Teaching English at University

Years	Frequency	Ratio
1-5	4	66.66%
5-10	0	0%
More than 10 years	2	33.33%
Total	6	100%

Teachers in this question were tasked to pin point their experience in teaching English at university , as it is revealed in table (3.21)where four teachers with the percentage of (66.66%) elucidated that their experience in teaching at university is between 1-5 years ,whereas (33.33%) declared that they are teaching in university for more than 10 years .This results confirms that teachers are experienced enough to know how to develop their students’ speaking skill through using the appropriate strategy.

Question 2 : How long have you been teaching oral expression?

The second question was an open ended question where teachers are asked to answer the question how many years they had been teaching oral expression. Teachers responses were as follows: one teacher said that he has been teaching oral expression since one year, another teacher since two years, an other one since four years, where two teachers declared that they have been teaching oral sessions since five years years and the last teachers asserted that he has 7 years in teaching oral expression.

Section Two: Speaking Skill

Question 3 : To what extent do you agree with the following statement: “speaking is the most important skill that learners have to master”?

Table 3.22: The Extent of Agreement with the Importance of Speaking Skill

Options	Frequency	Ratio
Strongly agree	0	0%
Agree	6	100%
Disagree	0	0%
Strongly disagree	0	0%
Total	6	100%

The aforementioned table displays that (3.22) teachers with the percentage of 100% agreed upon the big importance of speaking skill, therefore learners have to do their best to master it.

Justify your answer please:

Teachers justify their answers which are as followes:

- ❖ Most of our daily interactions are spoken.
- ❖ Speech is the primary tool for communication.
- ❖ It is the first means of communication; it is through speaking that students can deliver points of views, practice communication, vocabullary use and master fluency.

Question 4 : Is it possible to make all students participate in speaking activities?

Table 3.23: The Possibility of Students’ Participation in the Speaking Activities

Options	Frequency	Ratio
Yes	2	33.33%
No	4	66.66%
Total	6	100%

As it is shown in table (3.23), the majority of teachers (66.66%) declared that it is imposible to make all the learners participate during speaking session, while two teachers (33.33%) elucidated that it is possible to do so.

Whatever your answer is, please justify:

Teachers clarify their answers which are as follows:

Teachers stated that it is imposible to make all students participates sinse:

- ❖ Many students have psychological factors: they suffer from shyness or anxiety, they can be afraid to speak in public and make mistakes.
- ❖ Students are not motivated or interested to interact in class.
- ❖ This process needs time, motivation and strong puch from both teachers and learners.

Two teachers said that it is possible to make all students interact in speaking activities because:

- ❖ There are many activities that encourage the students to speak whatever the number of the students in the group.
- ❖ A good lesson plan can ensure the involvement of every one in the classroom.

Question 5: What are the main problems your students face most in oral expression classes?

Table 3.24: Student’s Problems in Oral Session

Options	Frequency	Ratio
Nothing to say about the chosen topic	1	16.66%
Inhibition because of anxiety	3	50%
Mother tongue use	2	33.33%
Total	6	100%

The table shows that the most speaking difficulties that face students in oral session is inhibition because of anxiety with the percentage of (50%),it means that most student’s difficulties in speaking is due to psychological problems,whereas two teachers (33.33%) choose mother tongue use ,perhaps since we are not native speakers and our mother tongue has a big impact in our life. finally, just one teacher with the percentage of (16.66%) chooses nothing to say about the chosen topic,may be because students are not interesting and the topic did not attract their attentions.

Other problems :

- ❖ Lack of vocabulary and shyness.

Question 6: How often do your students speak in oral sessions?

Table 3.25: Students' Frequency of Speaking in Oral Session

Options	Frequency	Ratio
Always	3	50%
Sometimes	3	50%
Rarely	0	0%
Never	0	0%
Total	6	100%

According to table (3.25) three teachers (50%) declare that their students are always talking in oral session, this result affirms that teachers decrease their speaking time and give their learners the opportunity to speak, whilst the other three teachers (50%) state that their students are sometimes speak during oral expression classes, may be because they do not motivate the students enough to participate.

Question 7: What are the speaking activities do you use the most to create a successful interaction?

Table 3.26: Teachers' Use of Speaking Activities

Options	Frequency	Ratio
Dialogues	1	16.66%
Presentations	2	33.33%
Debates and discussions	0	0%
Role plays	3	50%
Total	6	100%

From the table (3.26) we can notice that the majority of teachers (50%) focus more with role plays to create a successful interaction, perhaps they find it useful and funny at the same time, whereas two teachers with the percentage of (33.33%) preferred presentations. Meanwhile, one teacher (16.66%) use dialogues for create a successful interaction; this can make students feel free when they express their ideas.

Section Three: Classroom Interaction

Question 8: Classroom interaction is helpful to improve your students' oral production:

Table 3.27: Teachers Attitudes towards Classroom Interaction

Options	Frequency	Ratio
Strongly agree	6	100%
Agree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	6	100%

According to table (3.27) all teachers (100%) show their strong agreement with the statement (8.2), where teachers are asked about the effectiveness of classroom interaction in enhancing EFL students' speaking skill.

Justify your answer please:

Teachers are justifying their answers as follows:

- ❖ Interaction helps to make students share ideas with their teacher or classmates as students feel more comfortable in the group. Moreover shyness and anxiety are reduced, so students will take risks to participate.
- ❖ Interaction breaks the ice in the classroom and helps students to step out of their comfort zones to try new situations.
- ❖ Classroom interaction increases students' talking time, and thus, their use of the target language.

Question 9 : How often do you invite your students to interact?

Table 3.28: Frequency of the Teacher's Invitation for their Students to Interact

Options	Frequency	Ratio
Always	6	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	6	100%

Relying on the data indicated in table (3.28), we notice that all the teachers (100%) elucidated that they are always inviting their students to interact in the classroom. This implies that teachers realize the big role of interaction among learners.

Whatever you answer is, please justify:

In this question teachers gives these justifications:

- ❖ “Students usually learn from their peers more than they do from the teacher”
- ❖ “I always encourage my students to speak even if they use “code switch”: they are allowed to use Arabic or French when they stuck on a word”
- ❖ “It is a way to increase their self -confidence, self- esteem and motivation”.
- ❖ “It is to make them practice the language as much as possible to master pronunciation ,intonation and vocabulary use in context”

Question10: Wich of the following techniques do you use to encourage your students to speak?

Table 3.29: Teachers Techniques to Encourage Learners to Speak

Options	Frequency	Ratio
The questioning technique	2	33.33%
The scaffolding technique	1	16.66%
The collaborative learning technique	3	50%
Total	6	100%

The answers provided in table (3.29) demonstrated that three teachers (50%) pointed out that they use the collaborative learning technique in their EFL classes to encourage their students to interact, whereas (33.33%) of them use the questioning technique. Whilst, just one teacher (16.66%) use the scaffolding technique. From that result we can say that the majority of teachers use the collaborative learning technique because it reduces student's shyness and anxiety when they work in groups or pairs.

Question11: Do you try to create a friendly atmosphere in the classroom?

Table 3.30: Classroom Environment

Options	Frequency	Ratio
Yes	6	100%
No	0	0%
Total	6	100%

As table (3.30) presented, all the teachers declared that they try to create a friendly atmosphere in their classes; this confirms that teachers recognize the importance of positive environment to achieve classroom interaction and to improve student's oral production.

Question12: Do you often promote classroom interaction in oral expression sessi

Table 3.31: The Promotion of Classroom Interaction

Options	Frequency	Ratio
Yes	6	100%
No	0	0%
Total	6	100%

Because classroom interaction is a crucial strategy, we asked teachers whether they promote it in oral sessions or not. From the results obtained all teachers (100%) stated that they promote classroom interaction in oral classes. This affirms the benefits of interaction in developing learners' speaking skill.

Question13: What do you do to make your students interact in the classroom?

Table 3.32: Teachers' Techniques to make their Students Interact.

Options	Frequency	Ratio
Choose interesting topics	2	33.33%
Use simulation and role plays	2	33.33%
Design groups and pairs	2	33.33%
Total	6	100%

The results represented in table (3.32), show that two teachers (33.33%) choose interesting topics as a helpful technique to make their students interact in the classroom, while (33.33%) use simulation and role plays in order to increase their student's interaction perhaps because it is funny and beneficial in the same time. Finally, the two last teachers

who represent the percentage of (33.33%) design groups and pairs to make their learners interact in the classroom , perhaps because that technique develop cooperative work and enhance tolerance by insisting on the fact that each one should respect others'opinion.

Use other means, please state them:

Teachers are using other techniques in their classes to make students interact which are:

- ❖ “Use communicative games”
- ❖ “Use audio-visual aids to raise their motivation and interest and thus make them discuss what they have seen/listned to”.

Question 14: How can you evaluate your students’oral production during classroom interaction?

Table 3.33: Teachers’ Evaluation of ral Production

Options	Frequency	Ratio
Very good	0	0%
Good	5	83.33%
Average	1	16.66%
Bad	0	0%
Total	6	100%

Relying on the data indicated in table (3.33) , we notice that most of the representatives (83.33%) declared that their students’ oral production during interaction is good, whereas one teacher (16.66%) pointed out that their students’ level during classroom interaction is average.This confirms that classroom interaction iproves learners’ speaking skill and promotes their production.

Question 15: How often do you evaluate your students' speaking skill when interacting?

Table 3.34: Teachers' Evaluation of Students' Speaking Skill when Interacting

Options	Frequency	Ratio
Always	2	33.33%
Sometimes	3	50%
Rarely	1	16.66%
Never	0	0%
Total	6	100%

We figure out from table (3.34) that (50%) from the teachers declared that they sometimes evaluate their students' speaking skill during interacting, while two teachers who represent the percentage of (33.33%) pointed out that they always assess their learners' oral production when interacting. Whereas one teacher (16.66%) stated that he/she rarely evaluates his/her students' speaking skill. The findings indicate that teacher's interest and focus in assessment because they know its importance in learning process.

Question 16: As your students are in the middle of interactive activity, what do you do?

Table 3.35: Teachers' Attitudes towards Students' Mistakes

Options	Frequency	Ratio
You correct their mistakes immediately	3	50%
You correct after finishing the task	3	50%
You do not correct them at all	0	0%
You encourage students to correct each other	0	0%
Total	6	100%

Based on the information offered in table (3.35), we notice that (50%) of the teachers elucidated that they correct their students' mistakes immediately, perhaps because he wants them to pay attention for every mistake and take the correction, meanwhile (50%) of the participants they prefer to correct after finishing the task, since they do not want to confuse students .

Question 17: How often do you correct your students' mistakes?

Table 3.36: Teachers' Frequency of Mistakes' Correction

Options	Frequency	Ratio
Always	1	83.33%
Sometimes	5	16.66%
Rarely	0	0%
Never	0	0%
Total	6	100%

Based on the data stated above, 5 (83.33%) of teachers asserted that they sometimes correct their students' mistakes, whereas one teacher (16.66%) elucidated that he/she always corrects his/her students' errors; maybe since he/she wants to make them aware more in order to avoid errors every session.

Whatever your answer is, please say why?

Teachers declared that they some times correct their learners's mistakes; they clarify their answers as follows:

- ❖ “Feedback is very important with in/after each task; however if the students is “always” corrected, he/she will feel confused stressed and will get bored and he /she may stop speaking. Therefore, it is good for the teacher not to focus on every mistake, but only choose the most reported and important ones”.
- ❖ “Teacher's intervention should be limited to correcting common mistakes or errors”.

Teacher who asserted that he/she always corrects students' mistakes, justify his/her answer as follows :

- ❖ “At the beginning of each session with my students, I used to correct their mistakes, then I showed them how to correct themselves”.

Question 18: How do your students feel when you give them negative feedback?

Table 3.37: Students’ Reaction about Negative Feedback

Options	Frequency	Ratio
Be motivated	1	16.66%
Be encouraged	3	50%
Be disappointed	1	16.66%
Be unsatisfied	1	16.66%
Total	6	100%

Teachers feedback is really important in EFL classes because students learn more from their teachers, in table (3.37) teachers describe their learners’ reaction about negative feedback where three (50%) of them stated that their learners are encouraged, whereas one teacher (16.66%) declares that his/her students are motivated, while other teacher (16.66%) asserts that his/her students are disappointed and the last teacher points out that his students are unsatisfied from negative feedback. This result confirms that EFL learners show different reactions about negative feedback.

Question 19: Do you think that your students’ speaking ability improves as a result of classroom interaction.

Table 3.38: Teachers' Opinion about Classroom Interaction.

Options	Frequency	Ratio
Yes	6	100%
No	0	0%
Total	6	100%

The aim of this question is to know teachers' opinion about classroom interaction as a significant strategy in EFL classes. As the aforementioned table (3.38) declared, all answers went for yes with the percentage of (100%), and it means that all teachers recognize that interaction is a crucial between students to develop their speaking skill.

If yes, how do you notice their progress?

Teachers give reasons about their answers which are:

- ❖ “No shyness, courage and motivation to participate, accepting classmates' comments, use of newly learned language forms with confidence”.
- ❖ “Students will be more positively, more involvement in tasks and less mistakes”.
- ❖ “Students use correct grammatical structures, good pronunciation, appropriate words and expressions use”.

Interpretation of the Results

The analysis of the teachers' questionnaire has revealed results about speaking skill and classroom interaction. Furthermore, teachers are experienced in teaching English at university as well as they taught oral expression for many years, therefore teachers can reduce students' speaking difficulties.

From the results obtained we can confirm that all teachers are agreed that speaking is the most crucial skill, students have to master it in order to communicate with others, also teachers see that is imposible to make all students participate in the classroom since they face many psychological factors like shyness, anxiety and low of self confidance. Additionally, there are other problems encounter students in oral session for instance: lack of vocabulary and mother tongue use, that why most of teachers notice that the majority of students are sometimes speaking .Then, teachers use some speaking activities to create a successful interaction as role plays and presentations because those activities may help learners to interact in classroom.

As we notice from that investigation, all the teachers are strongly agree with the implementation of a classroom interaction as a beneficial strategy to improve students' oral production; since interaction helps learners to share ideas with their teachers and classmates. Moreover, teachers point out that they are always invite their students to interact even if they use "code switch", Arabic or French.

In order to encourage students to speak, most of teachers declare that they use the collaborative learner technique, whereas some teachers state that they use the questioning and the scaffolding techniques. In addition to that teachers are always trying to create a friendly and comfortable atmosphere to their students and they promote classroom interaction in oral sessions.

According to teachers answers, all of them use some means to make their students interact, the most used means are communicative games and designing groups and pairs. Conserning teacher's evaluation of their students' oral production during interaction, the majority of teachers state that their students' level is good for the majority and average

for few students, consequently this may be due to insufficient time allocated for evaluation students' speaking skill when interacting.

In this questionnaire teachers asked about their reaction when students are in the middle of interactive activity, where (50%) point out that they correct them after finishing the task, may be for do not confused them, while (50%) declare that correct their students' mistakes immediately. Moreover, most of the respondents state that correct their students' mistakes sometimes, because feedback is very important and teachers have to focus on the most repeated mistakes.

Relying on the information we deduce from the questionnaire, we can say that all teachers confirme that their students' speaking abilities are improved through classroom interaction, since interaction makes students practice the language. Moreover, as interaction is also about correct mistakes and share ideas.

From the results of both students and teachers questionnaire, we notice that students are suffer a lot in EFL classes. Therefore, teachers' duties in their classes have to meet the students' needs; teachers have to fill the gap when there is a problem in the classroom, they have to slve it and they have to help learners to find the correct way to learn Eglish.

Conclusion

To sum up, the results obtained from this chapter confirm the importance of classroom interaction as a useful strategy that improve students' oral production, as well as it asserts our hypothesis, also explains the link between speaking skill and classroom interaction .Classroom interaction is one of the most beneficial pedagogical strategies that contribute to enhance EFL learners' speaking skill .

Additionally, this chapter occurs the significant role of teacher as a vital element in the classroom; because he/she motivates and encourages their learners in the classroom. Furthermore, based on the current research findings in this chapter clarify that implementation of classroom interaction can reduce speaking difficulties and increase students' self confidence

Pedagogical Recommendations

The present conducted research aim to shed the light on the positive influence and the effectiveness of classroom interaction as a tool to develop speaking skill, for that we attempt to propose some pedagogical recommendations that may help in implementing classroom interaction successfully, therefore, we suggest these recommendations which are explained as follows:

Recommendations for teachers

- ✓ Teachers are advised to search deeply about classroom interaction, its implementations and the difficulties that may face them and its solutions.
- ✓ Teachers have to put into their considerations the significance role of classroom interaction in EFL classes and specially in speaking skill, because it increases participation between students.
- ✓ Teachers have to urge their students to work in groups or pairs in order to exchange information and share ideas.
- ✓ Teachers are advised to create a friendly classroom in order to make students feel comfortable and to break the daily routine.
- ✓ Teachers advised to know their students' level in speaking in order to help them to develop their oral production.

- ✓ Teachers need to choose interesting topics in order to attract their students' attention and to make them more motivated.

For Students

- ✓ Students need to share ideas with their teacher in order to create a friendly way in teaching, which in turn will reduce their speaking difficulties.
- ✓ Students should be committed in the classroom; therefore they have to follow teachers' instructions.

For Administration

- ✓ Administration has to provide a comfortable physical setting for both teachers and students in order to achieve better results in teaching and learning process.

General Conclusion

Studies are always discovering new teaching tools which can improve the learning process. Therefore teachers have to choose the appropriate strategy in their classes. In the current conducted research, we shed the light about classroom interaction and its importance in improving EFL learners' speaking skill, as a consequence in this research we hypothesize that in order to develop students' oral performance; classroom interaction should be implemented ,since it provides opportunities to students to speak the language.

Implementation classroom interaction in EFL classes offer opportunities for students to communicate with their classmates, also they share ideas and knowledge. The current research encompasses three chapters, where the first and the second chapters are devoted to the theoretical parts about the speaking skill as well as classroom interaction as a tool that will develop learners's performance .The first chapter focuses about several issues related to the speaking skill. It provides speakings' definitions, its types and the difference

between L1 and L2 speaking, also in this chapter we talk about the importance of speaking skill and the integration between listening and speaking, besides assessment and types of speaking, we shed light on the difficulties that face learners in speaking and the activities which are implemented by the teacher to motivate students. However, in the second chapter we speak about the classroom interaction strategy. This chapter yields several data about classroom interaction, starts with an overview of classroom interaction, then it mentions some definitions and its aspects. Additionally, we talk about types of interaction and teachers' roles and responsibilities. Finally, this chapter focuses on interaction activities and techniques for classroom interaction.

Concerning the third chapter, we choose third year students as a sample for our study, where we submit a questionnaire for the students to elicit their attitudes towards the implementation of classroom interaction to improve their speaking skill. Moreover, we submit again a questionnaire for teachers who taught oral sessions, in order to know their opinions and views about interaction and how can this tool help them to promote their students' performance.

Hence, the results obtained assert the aforementioned hypothesis that there is a close relationship between classroom interaction and speaking skill. Throughout students and teachers' questionnaires presented in this investigation which affirms that the implementation of classroom interaction in EFL classes is crucial to enhance learners' speaking skill.

To conclude, the current research is helpful for teachers; since it aids them to select the appropriate and suitable strategy as well it can help them in evolving teaching and learning processes. Besides, this work can help students to develop their speaking skill and overcome their fears and problems when they are performing.

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Appendix 1

A Questionnaire for Third Year EFL Students

Dear Student,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. It is about 'The Role Classroom Interaction in developing EFL Students' Speaking Skill'. Your contribution will be of great importance for the success of my study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration

Prepared by:

Nadia DRIDI

Supervised by:

Mr. Khaled LEBIAR

2018-2019

Section One: Background Information

Q1 : Why do you choose to study english at university?

- a) For communication
- b) Because it is a global language
- c) For future job requirements
- d) For Scientific meetings
- e) For leisure
- f) Others

Section Two: Speaking skill

Q2 : Who talks most in oral expression class?

- a) The teacher
- b) The students

Q3 : When discussion is raised in the classroom, you:

- a) Raise your hand to speak
- b) Keep silent
- c) Feel anxious

Q4 : To improve your oral profeciancy, you have to improve your listening skill first ?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Q5 : How do you describe your level of speaking ability as a result of classroom interaction?

- a) Very good
- b) Good
- c) Average
- d) Poor

Q6 : How often do you practice English outside the classroom?

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

Q7 : How often does your teacher evaluate your speaking skill?

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

Q8 : How often does your teacher motivate you to speak English ?

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

Q9 : Do you think that speaking English is a difficult task?

- a) Yes
- b) No

If yes , please justify

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Q10 : How often does your teacher correct your mistakes?

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

Q11 : In order to speak a language, you have to practice it.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Whatever your answer, please justify

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Q12 : What is your reaction when the teacher gives you negative feedback?

- a) Be motivated
- b) Be unsure of your answers
- c) Refuse to speak

Q13 : You do not speak inside the classroom because:

- a) You are afraid of making mistakes
- b) The topic is not interesting
- c) The teacher deos not motivate you
- d) The classroom is overcrowded

Others , please specify

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Q14 : What are the oral activities your teacher implements the most in the classroom?

- a) Pair work activities
- b) Group work activities
- c) Open discussion
- d) Guided discussion
- e) Simulation and role play

Q15 : Which one do you prefer, and why ?

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Section Three: Classroom Interaction

Q16 : How often does your teacher give you the opportunity to interact in the classroom?

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

Q17 : Classroom interaction is important:

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Q 18 : Which type of classroom interaction do you prefer?

- a) Teacher student interaction
- b) Pair work
- c) Grup work

Whatever your answer is, please justify

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Q 19 : Classroom interaction is helpful to improve your oral production.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Q 20 : How often do you interact with your classmates inside the classroom

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

Q20. What is your reaction when the teacher give you negative feedback?

- a) Be motivated
- b) Be unsure of your answers
- c) Refuse to speak
- f) Guided discussion
- g) Simulation and role play

If you have any comments or suggestions, please feel free

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Thank you for your time and collaboration

Appendix 2

A Questionnaire for EFL Teachers

Dear teacher,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. It is about 'The Role of Classroom Interaction in developing EFL Learners' Speaking Skill'. Your contribution will be of great importance for the success of my study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration

Prepared by:

Nadia DRIDI

Supervised by:

Mr. Khaled LEBIAR

2018-2019

Section One:Background Information

Q1: How long have you been teaching English atuniversity?

- a) 1-5 years
- b) 5-10 years
- c) More than 10 years

Q2: How long have you been teaching oral expression?

Section Two: Speaking Skill

Q3: To what extent do you agree with the following statement: “speaking is the most important skill that learners have to master”?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Justify your answer please

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Q4: Is it possible to make all students participate in speaking activities?

- a) Yes
- b) No

Whatever your answer is, please justify

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Q5: What are the main problems your students face most in oral expression classes?

- a) Nothing to say about the chosen topic
- b) Inhibition because of anxiety
- c) Mother tongue use

Other problems

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Q6: How often do your students speak in oral sessions?

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

Q7: What are the speaking activities do you use the most to create a successful interaction?

- a) Dialogues
- b) Presentations
- c) Debates and discussions
- d) Role-plays

Section Three: Classroom Interaction

Q8: Classroom interaction is helpful to improve your students' oral production:

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Justify your answer please

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Q9: How often do you invite your students to interact?

- a) Always
- b) Some times
- c) Rarely
- d) Never

Whatever you answer is, please justify

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Q10: Wich of the following techniques do you use to encourage your students to speak?

- a) The questioning technique
- b) The scaffolding technique (the way in which a teacher structures a learning task
And provides directives and clues to guide the learner's participation in
the learning task)
- c) The collaborative learning technique (It refers to a set of instructional activities,
In which students work in groups)

Q11: Do you try to create a friendly atmosphere in the classroom?

- a) Yes
- b) No

Q12: Do you often promote classroom interaction in oral expression sessions?

- a) Yes
- b) No

Q13: What do you do to make your students interact in the classroom?

- a) Choose interesting topics
- b) Use simulation and role play
- c) Design groups and pairs

Use other means, please state them

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Q14: How can you evaluate your students' oral production during classroom interaction?

- a) Very good
- b) Good
- c) Average
- d) Bad

Q15: How often do you evaluate your students' speaking skill when interacting?

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

Q16: As your students are in the middle of interactive activity, what do you do?

- a) You correct their mistakes immediately
- b) You correct after finishing the task
- c) You do not correct them at all
- d) You encourage students to correct each other

Q17: How often do you correct your students' mistakes?

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

Whatever your answer is, please say why

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Q19: How do your students feel when you give them negative feedback?

- a) Motivated
- b) Encouraged
- c) Disappointed
- d) Unsatisfied

Q20: Do you think that your students' speaking ability improves as a result of classroom interaction?

- a) Yes
- b) No

How do you notice their progress

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If you have any comments or suggestions, please feel free

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Thankyou for your time, efforts and collaboration

المخلص

الهدف من اجراء هذا البحث هو تاكيد دور تفاعل الطلاب داخل الفصول الدراسية في تحسين مهارة تكلم اللغة الانجليزية كما تطمح الى تاكيد الدور الفعال للاستاذ في تحفيز الطلبة من اجل تحسين نطقهم للغة الانجليزية. ان الفرضية المطروحة في هذا البحث تبين اهمية تفاعل الطلاب داخل القسم في تحسين مهاراتهم الشفاهية من خلال التفاعل المستمر بينهم , كما يهدف هذا البحث الى تبين اهمية الاستاذ في توجيه الطلبة وتعليمهم اساليب الكلام الصحيحة مع الاخذ بعين الاعتبار النطق الصحيح والواضح للكلمات سواء داخل القسم او خارجه, وذلك من خلال تطبيقه لبعض التمارين والتقنيات التي توضح للطلاب النطق الاصح للغة الانجليزية بمختلف لهجاتها ومن اجل توثيق وتاكيد الفرضية المطروحة قمنا بتوزيع استبيان للطلبة سنة ثالثة في جامعة مجد خيضر بسكرة لمعرفة مدى وعيهم حول هذه الاستراتيجية في تطوير عملية النطق عندهم كما قمنا بتوزيع استبيان لاساتذة المختصين لمعرفة ارائهم عن هذه الاستراتيجية ومدى تطبيقهم لها من اجل مساعدة الطلبة في تعلم النطق الصحيح لهذه اللغة ولقد استنتجنا من خلال هذا البحث ان الطلبة تفاعلوا مع هذه الاستراتيجية حيث اشادوا بدورها الايجابي في تحسين مهاراتهم الشفاهية.