

Peopole's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Division



**Improving Students' Level of English Fluency through Classroom
Interaction**

A Case Study of Second Year, L.M.D. at the English Division in the University
of Biskra

A Dissertation submitted in partial fulfillment of the requirements for

'Master Degree' in Language Sciences

Supervisor:

Mr. Hoadjli Ahmad Chaouki

Candidate:

Belamri Houda

Board of Examiners:

Mr. Laala Youcef

Mrs. Bekhoush Rim

Academic Year

2013

Dedication

I would like to dedicate this work to:

My wonderful parents, my caring mother 'Zahia' and father 'Saad Eddine' who hold all my love and gratitude. Thank you for your unconditional and never-ending love, for your support that you have always given me. Your warmth and encouragements gave me the courage I needed to keep going when time were really hard.

My fiancé 'Hacene' for his help, patience and continuous encouragements.

My brother 'Amine' and sisters 'Yousra, Sundus' to whome I wish success in their lives,

Thank you for everything. I do love you!

Houda

Acknowledgements

I thank GOD for giving me strength and patience to fulfill this work.

I would like to express my deepest and infinite gratitude to my teacher and supervisor: Mr. Houdjli Ahmed Chawki, whom I respect deeply, and who has seriously directed me to complete my research with his competence, generosity, and patience. I thank him for his understanding, encouragements, and precious advice.

I wish to address my sincere thanks to the head of the Department Dr. Boudhiaf.

I owe my thanks to all the teachers and students who have accepted to fill in the questionnaires.

Special thank go to both Mrs. Bakhoush, and Mr. Laala, for being patient in reading my piece of work.

Abstract

This dissertation attempts to investigate classroom interaction as a way that is used to improve students' level of English fluency. This study is a total of three chapters that are theoretical which consist general overview about teaching English as a Foreign Language and about classroom situation. The main objective of this work is to enable learners to interact in the classroom with their teacher or with their classmates. It presents learners with some interactive activities in order to improve student's level of English and to develop their interaction ability. The present dissertation based on two questionnaires administered to both teachers and second year L.M.D students at the departments of English at the University of Mohamad Khider Biskra, which we investigate the hypotheses that if the students are given the opportunities for interaction in the classroom their fluency would develop. The results of the study show that most of the teachers and learners believe that the good interaction depends on motivation and on the use of interactive activities such as designing group work that push them to interact with their classmates in order to promote fluency, this analysis showed that both learners and teachers consider classroom interaction as an important strategy in improving students level of English.

List of Acronyms

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

FLL: Foreign Language Learning

SLA: Second Language Acquisition

SL: Second Language

%: Percentage

List of Tables

Table 1: Teachers' Gender.....	40
Table 2: Teacher's Degree.....	41
Table 3: Years of Teaching English at University.....	41
Table 4: The Opportunity of talking in the class.....	42
Table 5: Students feeling.....	43
Table 6: The reasons that hurdle students interaction.....	44
Table 7: Teacher's Role.....	45
Table 8: Teacher's Encouragements.....	45
Table 9: Methods Used by Teachers.....	46
Table 10: Ways of Making Silent Students Interact.....	47
Table 11: Teachers' Focuses on Interactive Activities.....	48
Table 12: The possibilities of Making in the Interactive Activities.....	49
Table 13: Learner- Learner Interaction.....	50
Table 14: Teacher's Attitude towards correcting students mistakes.....	51
Table 15: Students' Gender.....	52
Table 16: Student's Age.....	52
Table 17: English Choices.....	53
Table 18: Students' level of English.....	54

Table 19: Students Interaction in the Class.....	55
Table 20: The Opportunities Given by the Teacher.....	56
Table 21: Students' Interaction outside Classroom.....	56
Table 22: Students' Feeling during Interaction.....	57
Table 23: Students' Contribution in Interaction.....	58
Table 24: Students' Preferences Activities.....	69
Table 25: Activities Most Used by the Teachers.....	60
Table 26: Teacher's Role.....	61
Table 27: Teachers' Encouragements.....	62
Table 28: Students and Teacher Relationship.....	63
Table 29: Students' Reasons behind not Interacting.....	64
Table 30: The Teachers' Behavior in the class.....	65
Table 31: Teacher's Invitation for Students Speaking.....	66
Table 32: Teacher's Interruptions for students' mistakes correction.....	67
Table 33: Mistakes Correction.....	68

List of Figures

Figure A: The Relation between Plans and Outcomes.....	31
Figure B: Teacher- Learner Interaction.....	32
Figure C: Learner- Learner Interaction.....	33
Figure 1: Teacher’s Gender.....	40
Figure 2: Teacher’s Degree.....	41
Figure 3: Years of Teaching English at University.....	42
Figure 4: The Opportunity of Talking in the Class.....	43
Figure 5: Students feeling	43
Figure 6: The Reasons that hurdle Students Interaction.....	44
Figure 7: Teacher’s Role.....	45
Figure 8: Teacher’s Encouragements.....	46
Figure 9: Methods Used by Teachers.....	46
Figure 10: Ways of Making Silent Students Interact.....	47
Figure 11: Teachers’ Focuses on Interactive Activities.....	48
Figure 12: Possibility of Making Interaction in the Interactive Activities.....	49
Figure 13: Learner- Learner Interaction.....	50
Figure 14: Teacher’s Attitude towards Correcting Students’ Mistakes.....	51
Figure 15: Students’ Gender.....	52

Figure 16: Student's Age.....	53
Figure 17: English Choices.....	54
Figure 18: Students' level.....	54
Figure 19: Students' Interaction in the Class.....	55
Figure 20: The Opportunities Given by the Teacher.....	56
Figure 21: Students' Interaction outside Classroom.....	57
Figure 22: Students' Feeling during Interaction.....	58
Figure 23: Students' Contribution in Interactive Activities.....	59
Figure 24: Students' Preferences Activities.....	60
Figure 25: Activities Most Used by the Teachers.....	61
Figure 26: Teacher's Role.....	62
Figure 27: Teachers' Encouragements.....	63
Figure 28: Teachers and Students relationship.....	64
Figure 29: Students' Reasons behind not Interacting.....	65
Figure 30: The Teachers' Behavior in the Class.....	66
Figure 31: Teacher's Invitation for Students Speaking.....	66
Figure 32: Teacher's Interruptions for students' mistakes correction.....	67
Figure 33: Mistakes Correction.....	68

Contents

Dedication.....	i
Acknowledgments.....	ii
Abstract.....	iii
List of Acronyms.....	iv
List of Tables.....	v
List of Figures.....	vi

General Introduction

Introduction.....	02
1. Statement of the Problem.....	02
2. Significance of the Study.....	02
3. Aim of the Study.....	03
4. Problematic.....	03
5. Hypothesis.....	03
6. Research Methodology.....	03
7. Tool of Study.....	03
8. Structure of the Dissertation.....	04

Chapter One: General Overview about Teaching English

Introduction.....	06
1. Language Teaching Skills.....	06
1.1. Listening Skill.....	06

1.2. Reading Skill.....	08
1.3. Speaking Skill.....	09
2. Methods of Teaching English.....	10
2.1. The Communicative Method.....	10
2.2. The Grammar Translation Method	11
2.3. The Direct Method.....	12
2.4. The Audio-Lingual Method.....	13
2.5. The Silent Way Method.....	14
3. Fluency.....	16
3.1. Grammar.....	17
3.2. Vocabulary.....	18
3.3. Pronunciation.....	18
Conclusion.....	19
 Chapter Two: Classroom Interaction	
Introduction.....	21
1. Teaching/Learning Process.....	21
1.1. The Relationship between Teachers and Students.....	21
1.2. The Role of the Teacher.....	22
1.3. The Role of the Learner.....	25
2. Motivation.....	27
2.1. Definition of Motivation.....	27
2.2. Types of Motivation.....	27

2.2.1. Intrinsic Motivation.....	28
2.2.2. Extrinsic Motivation.....	28
2.3.Motivating Interaction in Classroom.....	28
3. Classroom Interaction.....	29
3.1.The Importance of Classroom Interaction.....	29
3.2.Types of Classroom Interaction.....	31
3.2.1. Teacher-Learner Interaction.....	31
3.2.2. Learner-Learner Interaction.....	32
3.3.Interactive Activities.....	32
3.3.1. Question-Answer.....	33
3.3.2. Group Work.....	33
4. Feedback.....	34
4.1.Definition of Feedback.....	34
4.2.Forms of Feedback.....	34
4.2.1. Explicit Feedback.....	34
4.2.2. Implicit Feedback.....	34
4.3.Role of Feedback.....	35
Conclusion.....	36

Chapter Three: The Field Work

Introduction.....	38
1. Description of the Questionnaire.....	38
1.1. Teachers' Questionnaire.....	38
1.2. Students 'Questionnaire.....	38

2. Administration of the Questionnaire.....	39
2.1. Teachers' Questionnaire.....	39
2.2. Students' Questionnaire.....	39
3. Analysis of the Questionnaire.....	40
3.1. Teachers' Questionnaire.....	40
3.2. Students' Questionnaire.....	53
4. Discussion.....	69
5. Suggestions and Recommendations.....	70
General Conclusion.....	71
References.....	73
Appendix A	
Appendix B	

General Introduction

Introduction	02
1-Statement of the problem	02
2-Significance of the Study	02
3-Aim of the study	03
4-Problematic	03
5-Hypothesis	03
6. Research Methodology	03
6-Tool of the Study	03
7-Structure of the study	03

General Introduction

Introduction

The Teaching of Foreign language by its very nature is an interactive process, which involves active interaction of both the teacher and the learner. The concept of classroom interaction plays a significant role in the process of second language learning; in fact the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. As far as we will try to shed some light on the importance of investigating the influence of classroom interaction in improving students level of English.

1. Statement of the problem

When Students come to a new environment, they face difficulties in speaking and in interaction with their teacher. This is due to, maybe, their poor vocabulary store in and grammar mistakes, in addition to, some psychological problems such as anxiety and of course the bad and the negative attitude of some teachers with the students for example, lack of interaction and sexism.

2. Significance of the study

The significance of the study is to show the importance of classroom interaction for both teachers and students, in addition to indicate the helpfulness of classroom interaction in improving students level of English and the role of the teachers in motivating the learners to interact and to use the language in their lives.

3. Aim of the Study

The research aims are to study student's fluency in classroom by urging them to interact without thinking about the difficulties that may face them, and to provide solutions for the learners to make them more confident in communication. The teachers must take into consideration the psychological factors of each student.

4. Problematic

The subject under study is concerned with the following questions:

- 1 .What are the main reasons that hurdle students interaction?
2. Which methods should the teachers follow to make the students interact?
3. How classroom interaction help in improving students level of English?

5. Hypothesis

The classroom context in which students learn English gives a lot of opportunities for natural language use. It enables the students to interact and speak fluently and this leads us to hypothesize that:

If the students are given the opportunities for interaction in the classroom their fluency would develop.

5. Research Methodology

The research method we will employ to conduct the investigation and answer the questions we mentioned above in the problematic is the descriptive method.

6. Tools of research

In order to investigate our hypotheses and to obtain that information and fit the objectives of our study, we used one main tool; the questionnaire.

The study will take place at the university level, with the second- year students of English. I will deal with two samples chosen from the whole population:

Teachers at the English division (10 teachers) and, Second year students of the English division (25 students). It is difficult to work on the whole population. I have chosen a random sample to be given the questionnaire.

7. Structure of the Dissertation

The dissertation is divided into three chapters. The first two chapters constitute the literature survey. Chapter one represents a review of Teaching English as a Foreign Language the main focus of this chapter is on its main methods, skills and fluency. Chapter Two is devoted to teaching and learning process, motivation, classroom interaction and finally the feedback. The last chapter concerns the analysis of the collected data by means of the teachers' and the student' questionnaires.

CHAPTER ONE

General Overview about Teaching English

Introduction.....	05
1. Language teaching skills.....	05
1.1.Listening Skill.....	05
1.2.Reading Skill.....	06
1.3.Speaking Skill.....	07
2. Methods of Teaching English.....	08
2.1.The Communicative Method.....	08
2.2.The Grammar Translation Method	09
2.3.The Direct Method.....	10
2.4.The Audio-Lingual Method.....	10
2.5.The Silent Way Method.....	11
3. Fluency.....	12
3.1.Grammar.....	13
3.2.Vocabulary.....	14
3.3.Pronunciation.....	14
Conclusion.....	14

Introduction

Teaching English as a Foreign Language is very important and difficult at the same time either for learners and teachers, for learners because they face problems and difficulties in learning the language .Otherwise, teachers may find problems in the way of teaching this language

Teaching English as a foreign language requires learners to know what is called the foreign language skills: reading, speaking, writing and listening, The aim of acquiring these skills is a to achieve a high development of receiving and producing the second language either in oral or written, So, In this chapter light will be shed on three skills which are: listening, reading and speaking

The relationship between teachers and students is based on friendship and trust; the pressures and anxieties that many students feel in classroom are reduced to minimum and that depend on the methods that teachers follow in teaching English, in this chapter we deal with: CommunicativeMethod, DirectMethod, LectureMethod, the silent way and the Audio lingual Method.

The aim of this dissertation is to make a comfortable classroom in order to produce excellentresults, then to achieve the target language and make fluent speakers, Fluency is the ability to speak quickly but in this chapter we will see in more details fluency and what order it consists: grammar, vocabulary and pronunciation.

1. Language Teaching Skills

1.1. Listening Skills

Listening is a communicative skill with the purpose of receiving, comprehending and interpreting an oral message. Listening is the natural ancestor to speaking; the early

stages of language development in a person's first language (Brown, Shillock, R and Anderson, A and Yule, G1984) showed that both oracy and literary development needed to the first language education and it was taken for fixed that first language speakers needed instruction in how to read and write but not how to listen and speak because these skills were automatically acquired by native speakers.

Some approaches to language teaching have given a lot of importance to speaking. In the other hand approaches gave more importance to listening based on different ideas.

Nord (1980:17) expresses this view:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind

It means people think that when they talk; they may indicate that the language was learned, but they do not believe that practice in talking is the best way to build this cognitive map in the mind.

- There are two Models of Listening :

1-In the past listening is a passive process which the listener receives information sent by speakers.

2-More recent models view listening as an active process in which the message is created in the interactional space between participants.

To sum up, listening is the way of learning the language, the listening only period of observation and gathering information and from that step the students can begin to speak.

(Lynch and Mendelsohn2002:193) claimed that;

Meanings are shaped by context and constructed by the
listen through the act of interpreting meaning rather
receiving it intact

1.2. Reading Skills

Reading is that complex process which involves both cognitive and linguistic abilities. It is kind of interaction between the readers and the text.

Reading is slowly creeping into the composition class: researchers like Rainies (1979) suggest that teachers can not restrict themselves solely to composition; they should also consider reading which is essential because it is the study of what has been written and spoken.

Generally speaking, the reading skills can be viewed to be the act of decoding graphic symbols, Many linguists are convinced that it is a cognitive process which involves strategies, Williams (1984:02) defines reading as « The process where by one looks at and understands what has been written »and he explains that key word here is « understands » because understanding is the important point in reading. In other word, the reader has to select only the part that he is concerned with: to obtain meaning .Williams states that the cognitive process relates to the metacognitive act of understanding.

Widdonson (1979:56) see the reading process as:

Not simply a matter of extracting information from the text it is
one in which the reading activates a range of knowledge with
the readers' mind that may be refined and extended by the new
information supplied by the text

For him reading is a kind of dialogue between the reader and the text.

When some teachers and learners complain about difficulties in speaking, they often talking about pronunciation, here we may say that reading help a lot in speaking.

Moreover, the notion of reading is often paralleled to speaking in the sense that both are receptive skills.

1.3.Speaking Skill

Speaking is a basic skill that language learners should master with the other language skills .It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as: gestures and facial expressions.

Hedge (2000:261) defines speaking as: “A skill by which they (people) are judged while first impressions are being formed “

It means speaking is an important skill which deserves attention inboth first and second language because it reflects people’s thoughts and personalities.

In speaking, it is important to be clear about what kind of speaking to deal with. For example:we are not going to look at controlled language practice where students say a lot of sentences using particular piece of grammar or a particular function but the kind of speaking we are talking about is performance and participation. In other word, the students are using any and all the language to perform some kind of oral task or to participate in the classroom.

Luona (2004:1) argues that « Speaking foreign language is very difficult and competence in speaking takes a long time to develop » it means speaking is not simple skill; its complete mastery requires some experience and practice

Today, many second language learners give the speaking skill priority in their learning because if they master this skill, they will be considered as if they mastered all the other skills. Sometimes the main given questions to foreign language learners is « do you speak English? But not do you write English?

Celce-Murcia (2001:103) argues that:

The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication

From that, we understand that most of people take speaking and knowing language as synonyms, with speaking learners can express their personal feeling, opinions or ideasetc. also speaking can help students to develop their vocabulary and grammar.

2. The Methods of Teaching English

2.1.The Communicative Method

With the importance of English nowadays, teachers look for significance method to urge students to use this language for communication. The Communicative Approach is considered as the approach for this purpose. It is related to the idea « Language learning will take care of itself »(Harmer: 2001:70).

Here we may say that CLT and its implication, for classroom practice very important for both learners and teachers especially when it aims: helping learners to use the target language for communication, Lindsay and Knight (2006) say that CLT appeared by the end of 1960 and continued to evolve, Communicative Approach based on the idea that language learning means how to use language to achieve a better communication inside and outside the classroom.

This method also focuses on the ability to communicate and interact which absent in the other methods. Harmer (2001) also claimed that the important point that learner's always in need to be exposed to language and given the opportunities to use this language in order to develop their knowledge and skills.

The Communicative Approach was used; it expanded the creation of communicative competence, and aimed at creating realistic context for language acquisition in the classroom. Richards and Rogers (1986:72) underline three elements that characterize CLT classroom:

One such element might be described as the communication principle: Activities that promote real communication promote learning. A second element is the task principal. Activities in which language is used for carrying out meaningful tasks promote learning. A third Element is the meaningfulness principle: language that is meaningful to the Learner supports the learning process

Nunan (1991:279) explains the same principles of Richards and Rogers and talks about CLT as an approach that emphasizes communication through interaction in the target language.

2.2.Grammar translation method

Grammar- Translation Method (G.T.M) was originally used in teaching Greek and Latin. Then it has been applied to the teaching of modern languages. Classes are taught in the mother tongue (MT), with little use of the target language (TL) except reading aloud the translated sentences. Hence, the pronunciation of the TL is overlooked. This method aims at acquiring the TL deductively; it applies a deductive approach to grammar learning.

The grammatical rules are presented explicitly. Grammar instruction provides the rules of putting words together; instruction often focuses on the form and inflection of words (Mora 2008). This method focuses also on the memorization of vocabulary in the form of lists of isolated words. The learning activities consist of the translation of isolated sentences from the TL into the MT and vice versa. On the One hand, the emphasis is on form rather than meaning, and on the other hand, the reading skill is comparatively overemphasized in comparison with the neglected of oral skills. Moreover, errors which are part of any learning process are not tolerated. This has an inhibiting effect on the learners. However, with this method learners have no opportunity to use the language they are learning. In fact, they become proficient translators but not competent language users. The Grammar teaching does not allow the learners to use grammatical rules creatively, they are simply memorizing the inflections and structuring of words, and have no opportunity to use TL orally except when reading aloud the translated sentences.

2.3.The Direct method

It was at the turn of the 20th century that the Direct Method (DM) become widely known and practiced. It was developed initially as a reaction to the GTM in an attempt to integrate more use of the TL in instruction. The basic to this teaching method is the belief that the TL is the only language of instruction, which is presented orally to the learners' right from the beginning. According to this method, oral skills are best learned via practice. There is a frequent use of dialogues, followed by questions in the TL, which are to be answered also in the TL. There is no explicit grammar teaching, and grammar is also acquired via practice.

Advocates of this method state that students learn to understand a language by listening to a great deal of it, and that they learn to speak it by speaking it. The stress associating speech with appropriate action, in other words, learning a foreign language has

to be through direct association of words with actions and objects without the use of the native language. In fact, it has to be like the way children learn their native language or how foreign children acquire a second language in a second language environment. Among the characteristics of this method, Richards and Rogers (1986) suggest:

Vocabulary is presented through detonated objects actions using both the physical and semantic contexts relying on the exclusive use of the TL. The teacher replaced the textbook of the early stages of learning. Speaking began with systematic attention to pronunciation. Both speech and listening comprehension were taught.

2.4. The Audio-lingual method

Early, it was called the "oral approach" or "aural-oral method". The term audio-lingual becomes popular around 1960 by Nelson Brooks. This method is based on the principles of behaviouristic psychology, led by Skinner, and structural linguistics led by Leonard Bloomfield. The effect of the world war, and the urgent need to teach militarians serving overseas oral skills of various languages in a brief period of time, in addition to the development technology enhanced the development of the audio-lingual method. A major tenet of this method is that language learning is a matter of habit-formation. This method believes that the learner of the foreign language (FL) must train his ears to ensure good language proficiency. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined. The Audio-lingual method according to Brooks (1969) considers language as structuralism point of view: sound, word, sentence...etc. He argues that learners go through all these steps by means of imitations, repetition, and memorization. The student would be required to identify whether the sentence was intended, for example: as a

statement, an instruction or a polite request. Rost (1990) says that later variations of aural recognition exercises included recorded situational dialogues and read-aloud written texts often performed repeatedly by comprehension questions on the content. William Moulton (1961) summed up the basic principles of the audio-lingual method:” language is speech not writing; a language is a set of habits; teach the language, not facts about the language; a language is what native speakers say, not what someone thinks they ought to say; languages are different.”

This method provides learners with a stock of readymade expressions and sentences which are identified as appropriate responses in some situations. However, it so often happens that learners fail to use these expressions accurately in the appropriate social instances. It produced good speakers in terms of pronunciation and behavioral responses, but not necessarily good communicators who are able to use the foreign language creatively and appropriately in different situations.

2.5.The silent way

The silent way developed by Gattegno (1972), characterized as a problem solving approach to learning. Gattegno believed that learners should develop autonomy and responsibility through solving problems related to different linguistic knowledge.

This method is based on the idea that learning is facilitated if the learner discovers or creates rather than repeats and remembers what is to be learnt. The teacher is silent much of the time, hence, the name of the method, teachers have to resist their tendency to help students at the slightest difficulty and allow the possibility to work out solutions by themselves. In a silent way classroom, the students have to cooperate with each other in the process of solving language problems. The teacher uses as a material a set of colored rods of varying lengths and a series of colored wall charts. The rods are used to introduce vocabulary, colors, adjectives, verbs..., and syntax: tenses word order ...etc. The charts

introduce punctuation models (rules) and grammatical paradigms. According to Newton (1989):" the advantage of the silent way is that it combines a high degree of mental involvement and interest with actual use of the language", i.e. it combines intensive listening and concentration with language production. The silent way based on the Principle that the teacher should be silent as much as possible and the learner should produce the language as much as possible. The method uses basically color charts and color rods for the reason that learning will be facilitated by mediating physical objects and problem solving involving the material to be learned. The silent ways method views learning as a problem- solving, creative, and discovering activity in which the learner is a principle actor rather than a listener. In addition to that, the rods and the color charts create memorable images to facilitate student recall. These visual devices serve as mediators for students learning. For earl Stivick (1976,25): " If the use of associative mediators produces better retention than repetition does, it seems to be the case that quality of the mediators and the student's personal investment in them may also have a powerful effect on memory". The teacher's silence is the most demanding aspect of the silent way. The teacher has to resist his desire to remodel, assist, and control students' responses. Moreover, the teacher is responsible for creating the environment that encourages students risk taking and facilitate learning in the sense that he teaches, tests, and get out of the way (Stervick 1980).

The silent way learners are expected to develop independence, autonomy, and responsibility. They must depend on their own resources, choose proper expressions in a given set of situations, and realize that they are free to choose among any set of choices (Stervick 1980, 42).

3. Fluency

Fluency is the ability to speak or read words accurately and quickly. The component of fluency are automaticity, prosody, accuracy and speed, expression, intonation and phrasing.

Although students may recognize words, their oral reading may be expressionless and lack phrasing and punctuation. Fluent readers know when to pause in the middle and at the end of sentences.

Speaking Fluency does not consist the ability to read words automatically (sight words) because the ability to speak or read these words may not change when the same words appear in sentences or in connected text. Therefore, it is important to give students instruction and practice in fluency as they read connected text. A study by the National Assessment of Educational Progress (NAEP) found a close relationship between fluency and comprehension, in other word, readers they can recognize words and construct meaning at the same time, they are able to make connections between the text and their background knowledge (Rasinki 2000)

Ways to improve and build fluency:

- Modeling good oral reading : reading to students in a natural manner models fluent reading
- Encouraging fluency through phrasing :often the meaning of a text is found, not in the isolated words
- Providing oral support: when a student simultaneously hears and reads a fluent rendition of a text, his or her fluency and comprehension improve.
- Offering many practice opportunities: with practice, students can move from deciding words to making sense of the reading.

To sum up, the main goal of teachers to achieve in teaching the productive skill of speaking is oral fluency: it is the main characteristics of the speakers' performance, to achieve this goal; the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Tricia (2000:54) adds also that:

‘The term fluency relates to the production and it is normally reserved for speech. It is ability to link units of speech together with facility and without strain or in appropriate showiness.’

Many of second language learners think of fluency as the ability to speak fast, Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Therefore, Students should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

3.1. Grammar

According to (IELTS,2001) the grammatical structures refer to the range and the appropriate use of the utterances in addition to the ability to the subordinating classes, the grammar of speech differs of that of writing, Thornburg (2005) lists the following features of spoken grammar.

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinat).
- Head + body + tail construction.
- Direct speech favored.
- A lot of ellipsis.

- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompletion,

Syntactic blends)

3.2. Vocabulary

Achieving fluency in terms of vocabulary refers to the appropriate selection of words during speaking, students may find difficulties when they try to express what they want to say, they don't find the appropriate vocabulary and sometimes use words and incorrectly, Students have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances

3.2.Pronunciation

English language considered as a difficult language because its pronunciation by either native speakers or non-native speakers. Learners who want to develop their speaking in English should practice pronunciation and the different sounds, and about the words should be stressed ,and of course about raising intonation and when to use falling one, and all these information help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007, 104) argue that:

It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood

From the quotation above, we may say if the pronunciation is not correct, the speakers will not be understood.

Conclusion

From what has been said before, we come to a conclusion which we say that mastering second language is a difficult process that requires both learners and teachers to have some necessary knowledge and information such as; listening, reading and speaking that reinforce and make teaching and learning easier and important. Other ways to achieve this goal is to look at the methods of teaching English and to know the main points that help learners speak English fluently. To conclude this research will further show the impact of these studies in improving students' level of English.

CHAPTER TWO

Classroom Interaction

Introduction	21
1. Teaching/Learning Process.....	21
1.1.The Relationship between Teachers and Students.....	21
1.2.The Role of the Teacher.....	22
1.3.The Role of the Learner.....	25
2. Motivation.....	27
2.1.Definition of Motivation.....	27
2.2.Types of Motivation.....	27
2.3.Motivating Interaction in Classroom.....	28
3. Classroom Interaction.....	29
3.1.The Importance of Classroom Interaction.....	29
3.2.Types of Classroom Interaction.....	31
3.3.Interactive Activities.....	32
4. Feedback.....	33
4.1.Definition of Feedback.....	33
4.2.Forms of Feedback.....	34
4.3.Role of Feedback.....	35
Conclusion	36

INTRODUCTION

Classroom interaction is very important in the field of SLA and the relationship between the teacher and students inside the classroom plays a big role in teaching and learning process because when both are comfortable with each other, success is much more likely. The aim of this study is to achieve a high development of abilities of producing the second language ,i.e. the ability to communicate and interact .

In this chapter, we will deal with the teaching and learning process starting with a brief view about the relationship between the teacher and students and their roles in the foreign language learning. Moreover, we will explain motivation, its types and how we motivate interaction in class, in addition to the importance of classroom interaction, types and some interactive activities. Finally, we will see a short view, forms and role of feedback.

1. Teaching/Learning process

1.1.The relationship between Teachers and Students

The teacher student relationship is very important for students. We ask ourselves what is measured a good teacher? All of us have gone through classroom, and if fortunate had a favorite teacher. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. According to(Hedge, 2000) teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a good relationship in the classroom. A few students in a classroom will grasp and learn quickly, but at the same time

there will be those who have to be repeatedly taught using different techniques for the student to be able to understand the lesson. On the other hand, there are those students who fool around and use school as entertainment. Teaching then becomes difficult, especially if there is no proper communication. Yet, teachers, creating a positive relationship with their students, will not necessarily control of all the disruptive students.

Scrivenes (2005) stated that teachers need to continuously check the student in order for him or her to be aware of any difficulties the student faced. Understanding the student's problem, fear, or confusion will give the teacher a better understanding the student's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the student feel secure or less confused when learning is taking place in the classroom.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment, of course a teacher is not going to understand every problem for every student in his or her classroom, but will acquire enough information for those students who are struggling with specific tasks. A significant body of research indicates that "academic achievement and student behavior are influenced by the quality of the teacher and student relationship" The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

1.2.The Role of the Teacher

The teacher has several roles in the classroom. According to J. Harmer (2003) s/he can be a controller, an organizer, an assessor, a prompter, a participant and resource.

- **Controller**

This role is useful during the accurate reproduction stage of the lesson and in frontal Activities. At the practice stage and especially at the production stage of the lesson, this control should be relaxed to some degree. Teachers as controllers are in charge of the class and of the activities going on in groups. This control is not the most effective role for the teacher to adopt.

- **Organiser**

It involves giving the students information, defining the work forms in the classroom and organizing teaching material. Organizing students to do various activities is one of the most important roles that teachers have. Skillful classroom management involves the following areas:

A- Organizing the Environment: it means decorating the walls of the classroom with culture-related posters, maps, flags etc. and arranging the desks and chairs so that the students can learn in different work-forms (in group-, pair-work etc.);

B- Organizing the students : according to language proficiency or language abilities;

C- Organizing activities: so that the ideal balance of skills and activities should be maintained. After each stirring activity a settling activity must be planned, and various skills should be developed in different work-forms;

D- Organizing time: in an average lesson maximum five minutes must be devoted to a warm-up activity, which is followed by the so-called 3Ps (presentation, practice, and production with about ten-fifteen minutes spent on each). The last period of lesson is to be spent on revision and giving feedback to the students;

E- Organizing resources – is as important an area as the ones mentioned previously,

because all types of teaching material such as the course book, the workbook, handouts, cassettes etc. must be kept in a well-organized way so that the teacher can use them smoothly without making a chaos;

- **Assessor :**

A major part of a teacher's job is to assess the students' work, to see how well they are performing and how well they have performed. The different types of error correction must be distinguished. At the accurate reproduction stage, where the teacher is totally in control, s/he must be correcting each student error or mistake. Where students are involved in immediate creativity (at the production stage of the lesson) gentle correction or delayed correction should be used lest the teachers should make students inhibited.

- **Prompter :**

The role of prompter has to be performed with discretion because if the teacher is too aggressive, s/he will take over the jobs from the students and he will make the students lazy and passive. Moreover, in this role the teacher needs to encourage students to participate in a role play activity or needs to make suggestions about how students may proceed in an activity.

- **Participant :**

Teachers should not be afraid to participate in certain activities as a partner but s/he should not get involved in pair-work or group-work because it will prevent him/her from monitoring the students and performing other important roles.

- **Resource :**

Teachers are supposed to organize and coordinate the process of acquisition, while Students have an access to the Internet and other important sources so teachers can add only some pieces of information to the ones gained from other sources. Teachers used to be the

only resource of information but this role cannot be performed these days as it was done several decades ago. (Harmer2003: 56-63).

Here is selection of some major roles of teachers in the teaching/learning process:

Teacher as Tutor: Among the many roles supporting the learning process, the tutoring role is one widely recognized. The tutor's role is not just the subject matter expert who facilitates learning activities, solves problems, and updates the contents. But it involves also many other roles like:

A. Facilitator: Johnson (1995) describes the facilitator role as follow:

As facilitators, teachers provide rich learning environments, experiences and activities; create opportunities for students to work collaboratively, to solve problems, and do authentic tasks and share knowledge and responsibility.

The facilitator role indicated a shift from transmission approaches with the teacher as a knowledge authority to constructivist approaches with the teacher as learning facilitators. (Corbel 2007:1114).

B. Modeller: implies someone who stimulates the learner by creating materials and situations for active learning

C. Teacher as collaborator: There are many based activities in which project-based learning is the pedagogical strategy. In such activities, teachers tend to participate as peers.

D. Teacher as developer: The teacher develops learning materials mainly in electronic format, or provides input to professional developers.

1.3.The role of Learners :

Learners are basically required to interact with each other and not only with the teacher. They should learn the language in a cooperative manner.

Larson- Freeman (1986: 131) states:

Students are, above all, communicators. They are actively engaged in negotiating meaning- in trying to make them understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning.

Students are responsible for managing their learning process (time and place to learn number of courses undertaken, rest time, frequency of revision and practice sessions...)

Students' independence can go further through setting the learning objectives and the courses content. Students in such environment are expected to learn how to collaborate with other students and perform groupworks with the help of the teacher who has to create encouraging and motivating class environments (Huot& al: 2006).

If the roles of the teacher are moderator, tutor, etc., learners need to become self-reliant, active searchers for relevant information. The role of a self-reliant student is the corollary to a less directed role of the teacher. This raises the level of student's responsibility in learning and confidence in their abilities. The roles of students appear to depend on the pedagogical approach used in classroom and on the roles played by the teacher, and finally, the classroom peers. (Pallof& Pratt: 2007).

In general, students tend to adopt a more active, motivated, and deep and self-regulated learning role. Collaborative rather than individual learning tends to occur. Teachers tend to move from a traditional role toward one of a "learning facilitator". Nevertheless, these changes tend to be restricted to learning situations which employ applications, as interactive educational programs and use them as information resource.

2. Motivation

It is accepted for most fields of learning that motivation is essential to success: that we want to do something to succeed at it. Without motivation we will certainly fail to make the necessary effort. If motivation is so important, therefore, it makes sense to try and develop our understanding of it and that push us to ask many questions such as: what is motivation? What are that types of motivation? And how to motivate learners?

2.1. Definition of motivation

'Motivation' is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation. Many researchers find that 99 per cent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude. It is argued that motivation is a crucial factor that pushes someone to do something.

Richards, et al (1992:61) define motivation as:

The factor that determines a person's desire to do something in second and foreign language learning, learning may be affected differently by different types of motivation.

2.2. Types of Motivation: Motivation can be divided into two types: intrinsic (internal) motivation and extrinsic (external) motivation.

2.2.1. Intrinsic Motivation

Intrinsic motivation has been studied since the early 1970s. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Students who are intrinsically motivated are more likely to engage in the task willingly as

well as work to improve their skills, which will increase their capabilities: According to (Turner 1978; 234) Students are likely to be intrinsically motivated if they:

- attribute their educational results to factors under their own control, also known as autonomy
- believe they have the skills to be effective agents in reaching their desired goals, also known as self-efficacy beliefs
- are interested in mastering a topic, not just in achieving good grades

Extrinsic motivation:

Extrinsic motivation comes from outside of the individual. Extrinsic motivation refers to the performance of an activity in order to attain an outcome, whether or not that activity is also intrinsically motivated. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior. Competition is in an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity.

2.3.Motivating interaction in classroom

The interaction cannot be smooth and successful without the instructor's powerful position. That is, one of the responsibilities of the teacher is to guide and motivate his students to work out the appropriate strategies to succeed in such a delicate assignment as FLL. It is, indeed, a difficult task to motivate the students or to maintain their motivation alive. The reason is that foreign language classrooms are complicated social communities. Individual learners come to them with their own constellation of native languages and

culture, proficiency level, learning style, motivation and attitudes toward language learning”.

According to (Kral, 1999: 59). To say it otherwise, learners are different from each other and the instructor is said to be aware of the individual learner’s differences to succeed in teaching. Consequently, it is difficult for the teacher to deal with each individual solely and to motivate him successfully. Accordingly, the students’ motivation can be either high or low before attending the classroom and even once in the classroom. However, the interaction between the learners and the teacher may affect the students’ level of motivation because everything depends on the emotions and feelings that this interaction generates. Additionally, the strains that the peers exert on the learner and the teacher’s error-correction method have an effect on the beginners’ motivation.

Class room Interaction

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together.

2.4. The Importance of Classroom Interaction

Allwright and Bailey claimed that: Only through interaction, the learner can decompose the TL structures and derive meaning from classroom events. Also that

Interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principles) and The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Moreover, Allwright and Bailey (1991:25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching /learning process. Furthermore, Rivers (1987:6-9) stated that the teacher in teaching learning process should not be too focus on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher is being flexible, while keeping interaction central; interaction between teacher and learners, learners and teacher, learner and learner, learner and authors of texts, learner and the community that speak the language.

The classroom interaction has important role in teaching- learning process. It can be seen from the figure below:

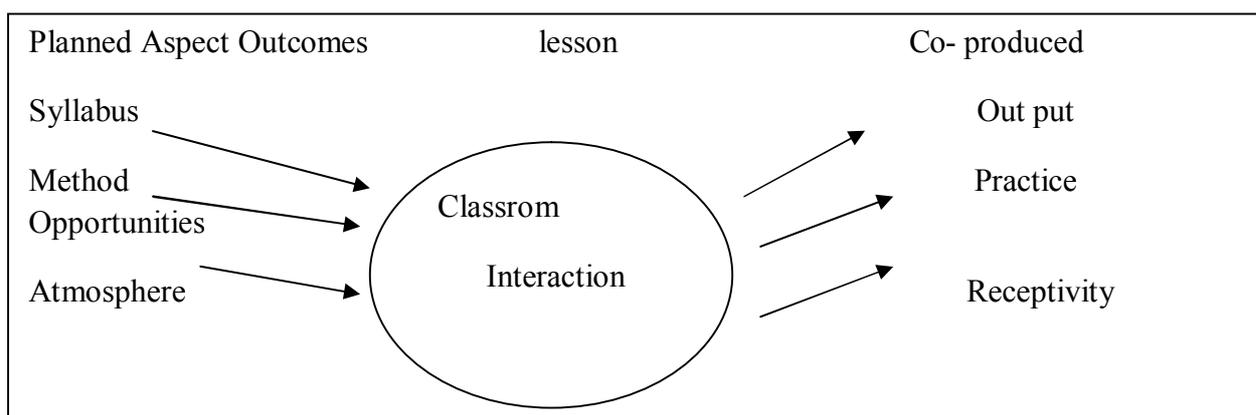


Figure A: the relation between plans and outcomes

2.5. Types of Classroom Interaction

There are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on two main types.

2.5.1. Teacher-Learner Interaction

This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

Scrivener (2005: 85) made the following diagram to show clearly how the interaction happens between the teacher and the students.

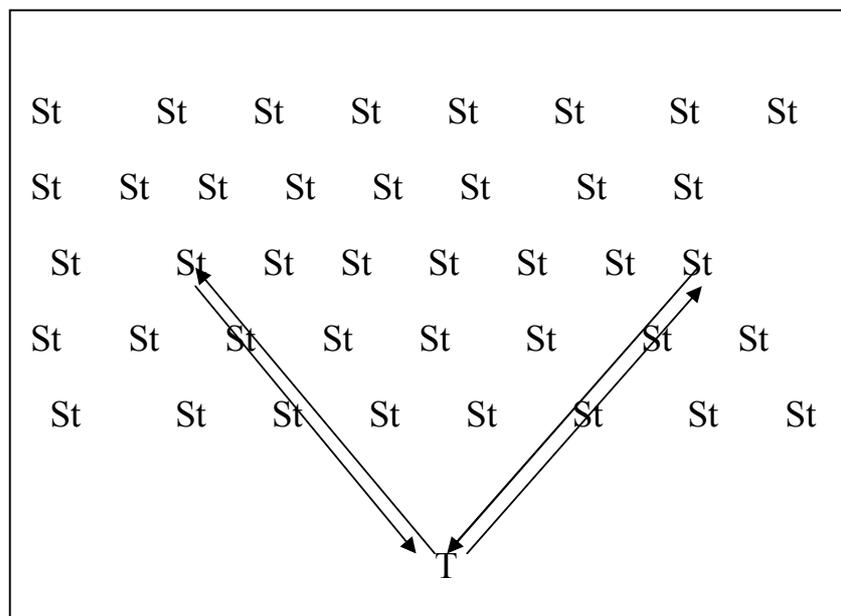


Figure B: Teacher-Learner Interaction

2.6. Interactive Activities

2.6.1. Question and Answer

Question-and-answer as a form of interactive learning allows students to have a large influence on the agenda of the classroom, because it allows them to freely express their thoughts and feelings. Question-and-answer is a traditional form of classroom interaction in which a teacher or student explains and poses a question for the other. Questions asked by the teacher are usually for the purpose of assessment, while questions asked by the students are usually for obtaining new information.

2.6.2. Group work

Group work is one pedagogical strategy that promotes participation and interaction. It fosters a deeper and more active learning process, and it also provides instructors with valuable demonstrations of the degree to which students understand particular topics or concepts. In addition to exposing students to different approaches and ways of thinking, working with other students in groups can promote a sense of belonging that combats the anonymity and isolation that many students experience. Some students may initially be reluctant to participate in group work, so sharing the reasons for group work with your students can help to convince the reluctant ones. It might help them to know that research has shown that groups frequently devise more and better solutions than the most advanced individual (Barkley et al., 2004; Cooper et al., 2003). Working together in groups also gives students the opportunity to learn from and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher (Barkley et al. 2005, 16–20)

3. Feedback

3.1. Definition of feedback :

Feedback generally refers to the listener's or Reader's response given to the learner's speech or writing". (Dulay, Burt and Krashen, 1982: 34). Feedback refers to the information that is given to the learners about their performance. It is the input from a reader to the speaker with the effects of providing information to the speaker for revision; or in clearer words, any procedure used to inform a learner whether an instruction response is right or wrong, and via feedback learners are provided with information on aspects of their performance, through explanation, or proposition of better options, according to (Nicol and Macfarlandick: 2006), good feedback performs the following functions:

1. Clarifies what good performances are (goals, criteria, and standards).
2. Facilitates the development of self- assessment and reflection about the language.
3. Delivers high quality information to students about their learning of the communicative competence.
4. Encourages teacher and peer dialogue around learning which promotes communicative competence.
5. Provides opportunities to close the gap between current and desired performance.
6. Encourages positive motivational beliefs and self-esteem.
7. Provides information to teacher that can help shape teaching.

4.2. Forms of Feedback

Mackey (2007) suggests two forms of feedback, an explicit and implicit feedback. **Explicit feedback:** is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because teachers provide the learners with the linguistic form of their errors. Recently, many studies have shown that the explicit feedback is more effective than the implicit

feedback; this means that in explicit feedback, the teacher draws the students' attention directly to the errors so that the students do not use them again.

Implicit Feedback: implicit feedback refers to the corrective feedback that includes requests for clarification or recasts, in other words, teachers rephrase the learners' utterance by changing one or more sentence component, the teacher asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly. In brief, the feedback role of interaction is of crucial importance. Students often want to know how they are doing in relation to their peers. However, teachers should not deal with all oral production of the students and during all the time, they should make decisions when and how to react to the students' errors so that the interactive activity will not break down each time.

Feedback plays an important role in learning a foreign language and instructional feedback provides students with information that either confirms what they already know or changes their existing knowledge and beliefs about language (Mary, 2004: 745-783). Nicol and Macfarlandick (2006: 205) suggest that feedback serves as a form of formative assessment, designed to improve and accelerate learning the target language. Specifically, they describe feedback as "anything that might strengthen students' capacity to self-regulate their performances".

3.2.Role of Feedback

Researchers have suggested that oral feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Mackey (2007: 30) "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification." In order for interaction to develop the speaking skill, learners must notice the errors and recognize them for correction. Thus, for some researchers attention is very crucial for learning. Feedback may occur from

learners, i.e. learners are able to correct and call each other's attention to the errors. In doing so, they very rarely replace their interlocutors' correct form with incorrect form. However, feedback from teachers can be different from the learners' one, because teachers employ many types of correction strategies.

Conclusion

Most teachers observe that keeping silent in that classroom without being active may affect the process of acquiring a foreign language. The learners may lack the ability to communicate but classroom interaction gives opportunities to learners to use the language not only inside the classroom but also in real situation.

Classroom interaction is viewed as significant because it aims at meaningful communication among the students in foreign language and it gives them opportunities to negotiate, interact and incorporate structures in their speech

CHAPTER THREE

The Field Work

Introduction.....	38
1. Description of The Questionnaire.....	38
1.1. Teachers' Questionnaire.....	38
1.2. Student's Questionnaire.....	38
2. Administration of The Questionnaire.....	39
2.1. Teacher's Questionnaire.....	39
2.2. Student's Questionnaire.....	39
3. Questionnaire Analysis.....	40
3.1. Teacher's Questionnaire	40
3.2. Student's Questionnaire	52
Discussion.....	69

Introduction

In the first and second chapters, we talk about teaching English in general, then we have presented a literature review about the importance of classroom interaction in improving students level of English moving to the activities we should use to make students interact in the class.

This study has been conducted during the academic year 2012 / 2013 we have chosen to work on second year students at the department of English, university of Mohammedchider biskra Algeria . We have collected the data by administering of questionnaires in order to find out the opinions of teachers and students about classroom interaction and it's helpfulness in improving student's level of English.

1. Description of the Questionnaires

1.1. The Teachers Questionnaire

The teacher's questionnaire was composed of 16 questions, aims at finding out the teachers attitudes towards the classroom interaction and the method used to make their students interact in the class. Teachers are asked to answer by 'yes' or 'no' some questions, in other questions are asked to pick out the right answer from the options are given.

1.2. The Students Questionnaire

The students questionnaire composed of 19 questions, aims at finding out learners views about classroom interaction and their attitudes towards their situation in the classroom and to know what kind of activities they need in order to interact. Learners asked to answer by 'yes' or 'no' with their justifications, and sometimes they choose the right answers from different options.

2. Administration of the questionnaire

2.2. The Teachers Questionnaire

The teachers questionnaire was administered to 10 teachers were selected randomly, this number is a mixture between old and new teachers to collect different views about classroom interaction.

2.1. The Students Questionnaire

The students questionnaire was administered to second year students as a population but since it is difficult to cover all the groups simply, we choose to work on sample (were randomly selected). the number of learners is 25, we choose two or three learners from different groups and we give them the questionnaire. Polit et. al. (2001). stated that :

Sampling involves selecting a group of people, events; behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible

4. Questionnaire Analyses

5.1. Teachers' Questionnaire

5.2. Students' Questionnaire

Part One: Analysis of the Teachers Questionnaire

Item1: Specify your Gender?

Sex	Male	Female	Total
Number	5	5	10
%	50	50	100

Table1: Teachers' Gender

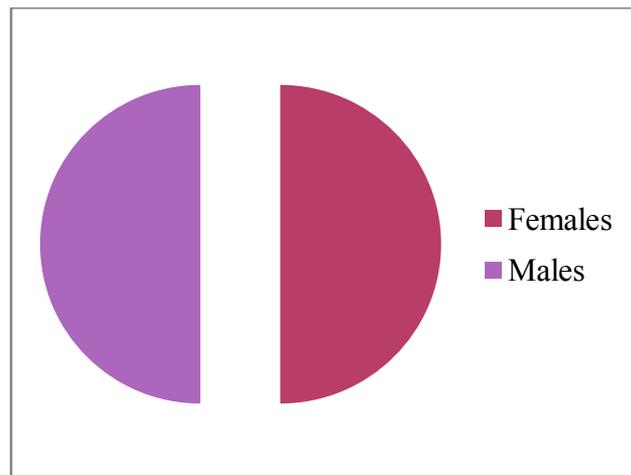


Figure 1: Teachers' Gender

From the table above we found that 50% of teachers are females and the same percentage (50%) represent males, these results reveal that both males and females are interesting by teaching English.

Item 2: Your Degree is;

Options	license	Magister	PHD	Total
Number	1	7	2	10
%	10	70	20	100

Table 2: Teachers' Degree

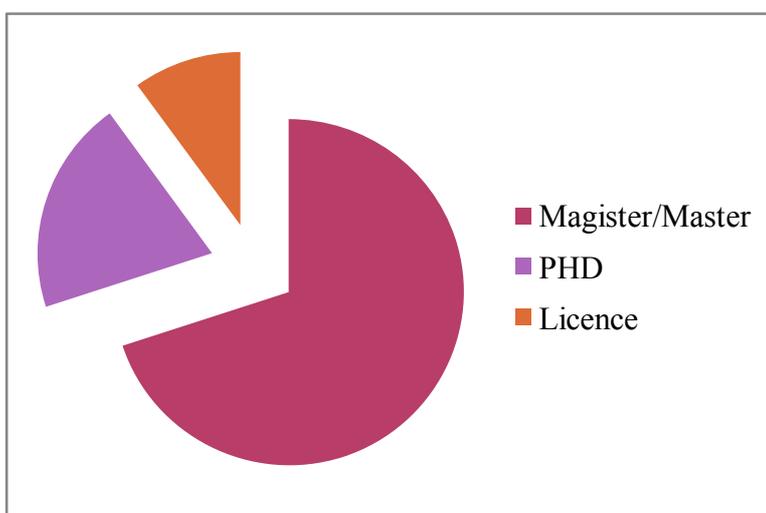


Figure 2: Teachers' Degree

From the results we found that the majority of teachers (70%) have (master/magister) degree, while (20%) have PHD (Doctorate) however the remaining (10%) have (license) degree.

Item 3:How many years have you been teaching at the university?

Options	1-5	5-10	More than 10	Total
Number	6	2	2	10
%	60	20	20	100

Table 3: Years of Teaching English

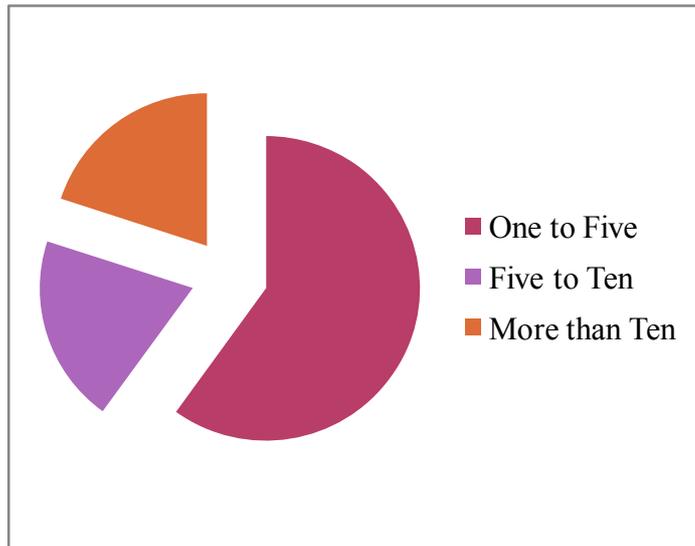


Figure 3: Years of Teaching English

The majority of teachers (60%) have been teaching English for few years, while 20% affirmed that they have been teaching for more than 5 years; also 20% of teachers claimed that they have been teaching for more than 10 years.

Item 4:In the classroom, the opportunity to talk is for;

Options	Both	You	Students	Total
Number	7	1	2	10
%	70	10	20	100

Table 4: The Opportunity of Talking in the Class

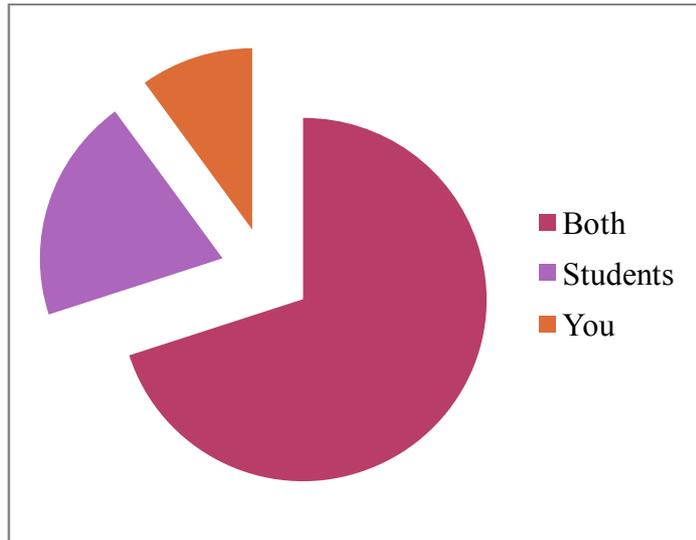


Figure 4: The Opportunity of Talking in the Class

70% of teachers claimed that the opportunity of talking in the class is for both; however, 20% of teachers affirmed that it is for students while the remaining 10% noted that the opportunity of talk is for their teachers.

Item 5: Do your students feel comfortable?

Options	Yes	No	Total
Number	9	1	10
%	90	10	100

Table 5: Students' Feeling

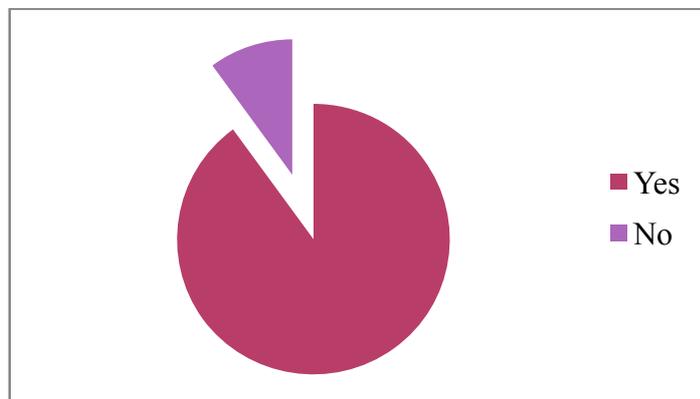


Figure 5: Students' Feeling

The vast majority of teachers 90% answered by “yes” their students felt comfortable inside the class. In this question we asked the teachers to say what make their learners felt so, they all share the same points which are: the teacher attitude and his/her effective activities that use them in the class, and the interesting activities.

Item 6: What are the reasons that may hurdle students to interact?

Options	Teachers and students attitude	Psychological factors	Total
Number	3	7	10
%	30	70	100

Table 6: The Reasons that Hurdle Students Interaction

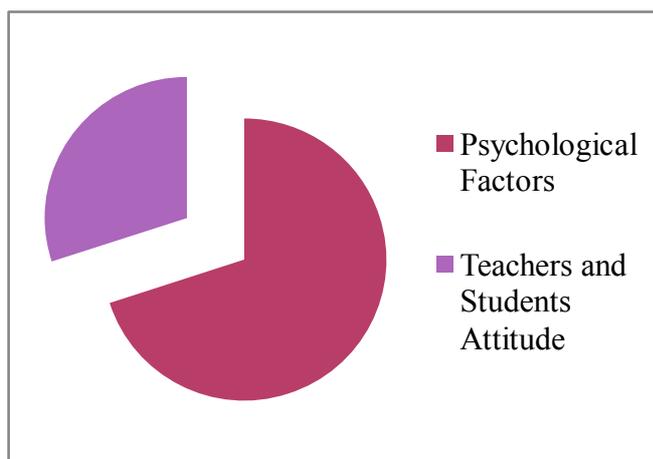


Figure 6: Reasons that Hurdle Students Interaction

The majority of teachers 70% thought that the reasons that may hurdle the students to interact is related to the psychological factors, while 30% of teachers related to the students and teachers attitude, they affirmed that students don't interact because they fear from the reaction of their teachers and their classmates. We ask teachers to give us other reasons, they all say the lack of self-confidence and motivation, may be the fear to make mistake, , and only one teacher who had related that reasons to the social environment.

Item 7: What is your Role in Teaching English?

Options	Guide	Controller	total
Number	8	2	10
%	80	20	100

Table 7: Teachers' Role

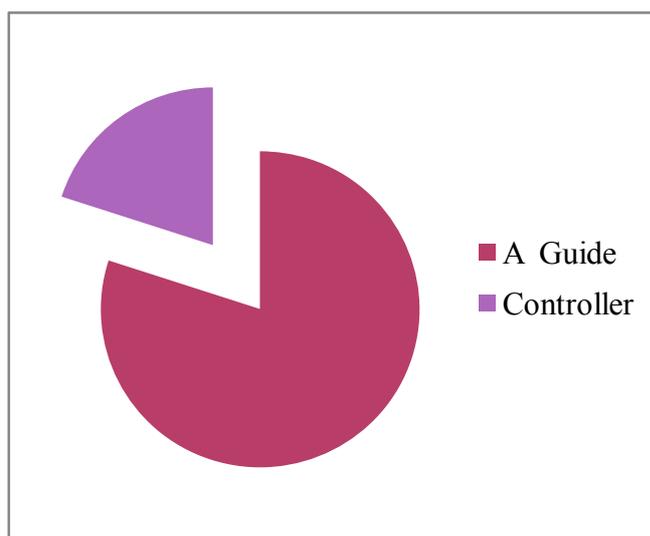


Figure 7: Teachers' Role

The majority of teachers (80%) claimed that the best role in teaching English is a guide while (10%) of teachers choose controller, we asked teachers to add other roles, one of the teachers said a prompter because for him that role push students to do their best about learning, an other teacher add adviser and said that it's necessary to certain students.

Item 8: Do you encourage your students to interact?

Options	Yes	No	Total
Number	10	/	10
%	100	/	100

Table 8: Teachers' Encouragements

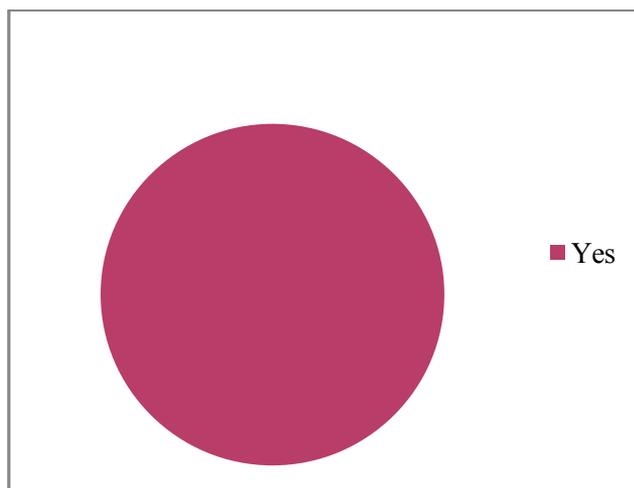


Figure 8 : Teachers' Encouragements

All teachers (100%) answered by “Yes” and we asked them to say how, we found that the majority of them said that group work and pair work are important to encourage students interact and other teachers claimed that motivations can encourage students to interact in the class.

Item 9: Have you followed a particular method in teaching English?

Options	Yes	No	Total
Number	8	2	10
%	80	20	100

Table 9: Methods Used by Teacher



Figure 9: Methods used by Teachers

By asking this question, we wanted to know whether our teachers followed particular method in teaching English, (80%) of teachers answered by “yes” they affirmed that they used a communicative approach and task-based approach, (20%) of teachers answered by “No” and they alarmed that since all the methods aim to help teaching better they used a special approach which is appropriate to the situation of learning, it means no particular method.

Item 10: what do you do to make silent students interact?

Options	Group work	Interesting topics	Total
Number	4	6	10
%	40	60	100

Table 10: Ways of Making Silent Students Interact

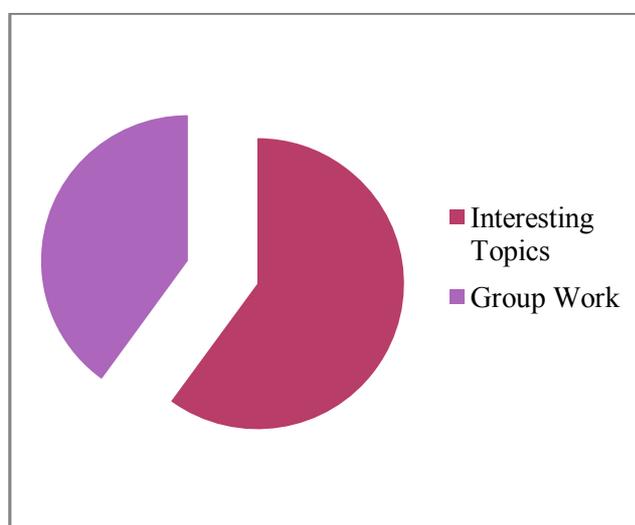


Figure 10: Ways of Making Silent Students Interact

Most teachers (60%) responded by saying that they choose interesting topics in order to make silent students interact, and the remaining (40%) choose option “a” it means design group work.

Item 11: What are the interactive activities you focus on?

Options	Dialogue	Other things	Total
Number	6	4	10
%	60	40	100

Table11: Teachers Focuses on Interactive Activities

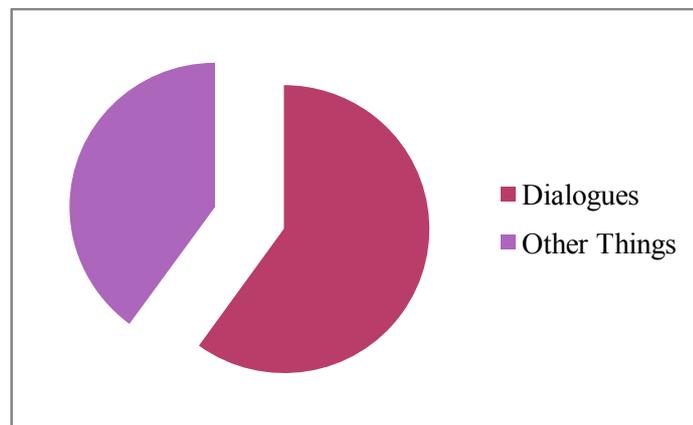


Figure 11: Teachers Focuses in Interactive Activities

The table above showed that, the majority of teachers (60%) focused on dialogues to create meaningful interaction, we asked teachers to justify, on the other hand (40%) of teachers responded by using other things such as group activities and collective presentation, one teacher said that a direct conversation make students facing a real situation to use language. All the teachers said that dialogues help them to create ideas and to speak fluently, Moreover to gain new vocabulary and become able to interact easily.

Item12: Is it possible to make students participate in the interactive activities?

Options	Yes	No	Total
Number	7	3	10
%	70	30	100

Table 12: Possibilities of Making Interaction in the Interactive Activities

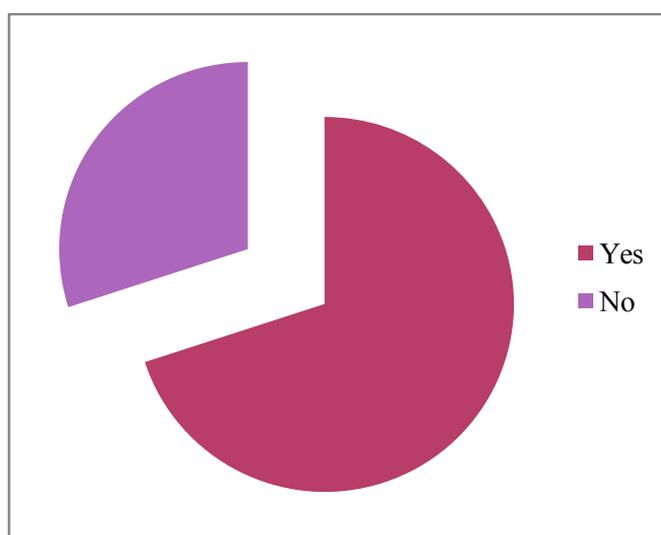


Figure 12: Possibilities of Making Interaction in the Interactive Activities

(70%) of the teachers considered that it is possible to make all the students interact in the interactive activities. However, (30%) of teachers stated that it is impossible to do that.

We asked our teachers to justify their answers, those who said 'yes' it is possible because in that type of activities all the students have the opportunity to talk, have the chance to appear and show their abilities, other teachers said 'yes' but it depends on the teacher attitude and on the students personality, There were three teachers who stated that it is impossible to make all students interact in the interactive activities because it is difficult to make students who are shy and who are not talkative to talk. In addition to the personal reasons and disponibility of information.

Item 13: Does your students enjoy this type of Learner-Learner interaction?

Options	Yes	No	Total
Number	10	/	10
%	100	/	100

Table 13: Learner- Learner Interaction

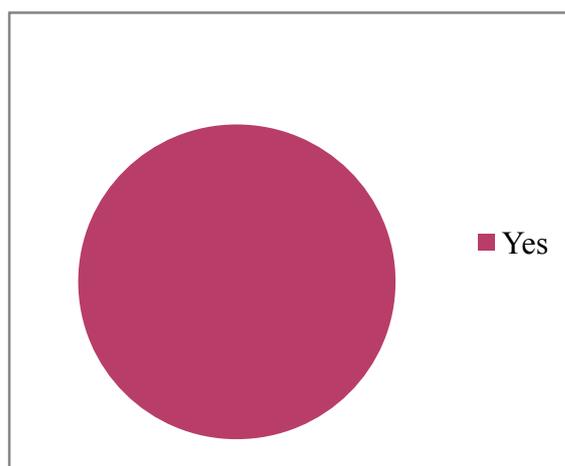


Figure 13: Learner- Learner Interaction

In this question, we found that all the teachers (100%) stated that learners do really enjoy this type of interaction, we asked teachers to justify their answers, they stated that learners enjoy that type of interaction because it creates a funny, friendly, and relaxing atmosphere, other teachers said that it is a stress- free situation; students feel less inhibited, only one teacher said, this type of interaction make the creation of kind of competition- inter and intra groups, motivates the students.

Item14: If your students say anything wrong during interaction, do you;

Options	Interrupt them to correct	Correct them later	Do not correct	Total
Number	4	6	/	10
%	40	60	/	100

Table 14: Teachers' Attitude towards Correcting Mistakes

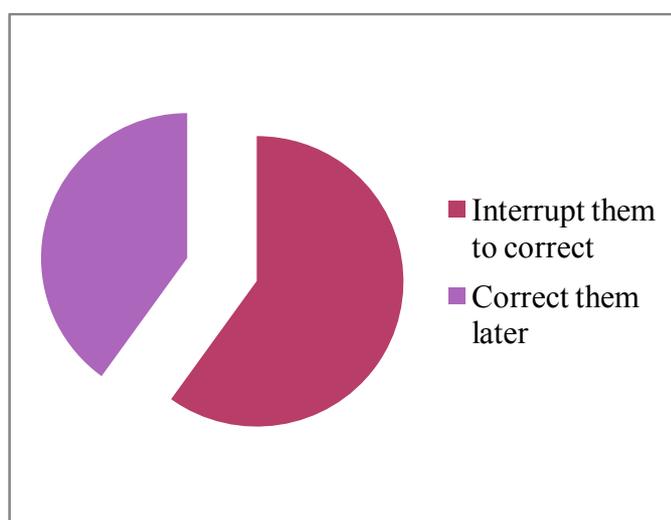


Figure 14: Teachers' Attitude towards Correcting Mistakes

It is obvious from the table that most of the teachers (60%) preferred to correct their student's mistakes later. However, (40%) of the teachers claimed that they interrupt their students to correct their mistake. From the teachers explanation we found that those who responded by 'a' they said that when you interrupt to correct the mistake at the same time they'll never repeated it again, other teachers said that correcting mistakes directly make students feel that they are under interest. Teachers who choosed 'b' it means(prefer to delay the correction) because the correction should be smooth and indirect and this way it help to avoid students inhibition, one other teacher said that when you interrupt them to correct their mistake they become shy/disturbed and they may forget their ideas and the other words they want to say.

Part Two: Analysis of the Students' Questionnaire

Item 15: Specify your gender;

Gender	Male	Female	Total
Number	3	22	25
%	12	88	100

Table 15: Students' Gender

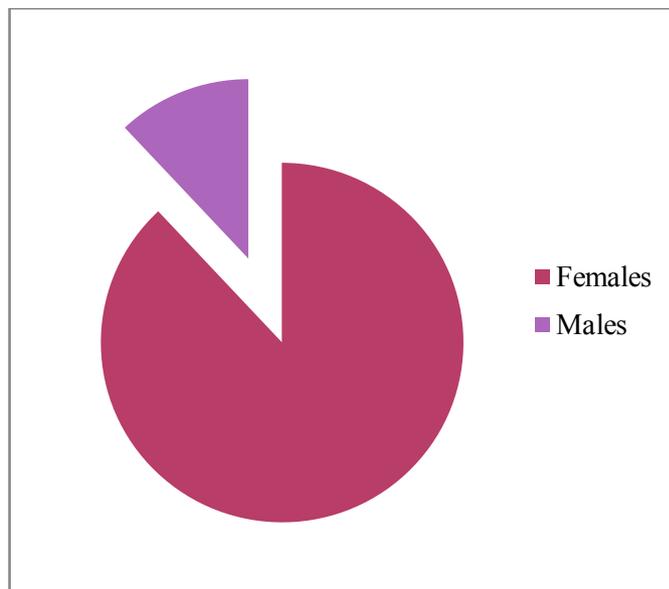


Figure 15: Students' Gender

We have recorded just “12%”, whereas the rest is “22” represented female gender m “88%”. We may say, female are expected to be more interested in studying foreign language more than male.

Item 16: How old are you?

Age	19	20	21	22	Total
Number	10	9	4	2	25
%	40	36	16	8	100

Table 16: Students' Age

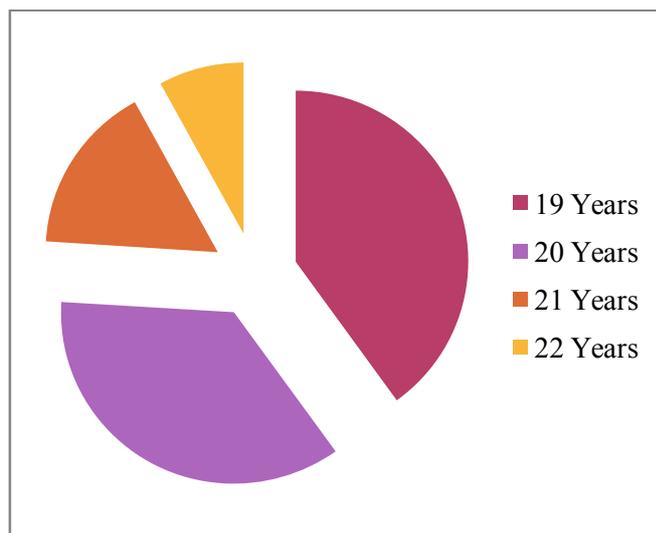


Figure 16: Students' Age

From the result, we noticed that most of learners are approximately at the same age between 19 and 22 year old also we noticed that there are four age groups in our selected sample, we have the group of 19 years old represented 40%. 20 years old make the whole population which is 36%. In addition, 21 years old represented 16% and the students that their ages 22 year old are only 8% of the students.

Item 17: Was English your first choice?

Option	Yes	No	Total
Number	15	10	25
%	60	40	100

Table 17: English Choices



Figure 17:English Choices

By this question, 60% of the students, they answered by ‘yes’ while only 10 students represented 40% they answered by ‘no’.

Item 18: Is your level of English;

Options	Good	Average	Bad	Total
Number	9	14	2	25
%	36	56	8	100

Table 18: Students’ Level

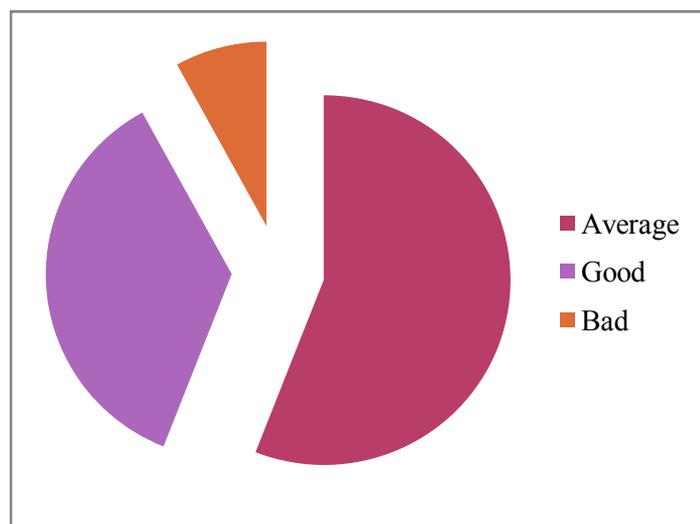


Figure 18: Students Level

The question aims at assessing students level of English; they are asked to answer by ‘good’, ‘average’, and ‘bad’. 36% stated that their level is good. 56% who assume that their level is average, and we have only 8% who stated that their level of English is bad or less than average.

Item 19: How often do you interact in the classroom?

Option	Always	Sometimes	Never	Total
Number	5	18	2	25
%	20	72	8	100

Table 19: Students’ Interaction in the Class

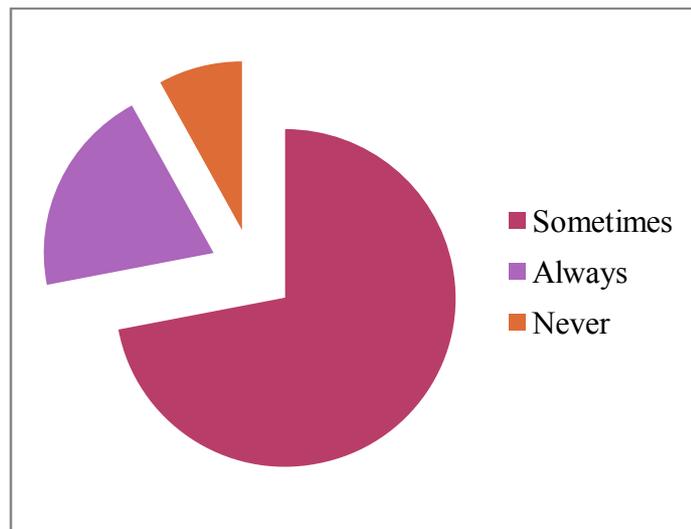


Figure 19: Students’ Interaction in the Class

Most of the learners 72% responded with ‘sometimes’, only 20% participants responded by ‘always’ and this small number if we compare it with the number of population, in addition to 8% are answered by ‘never’.

Item 20: How often the teacher gives you the opportunity to interact with him?

Option	Always	Sometimes	Never	Total
Number	10	11	4	25
%	40	44	16	100

Table 20: The Opportunities Given by the Teacher

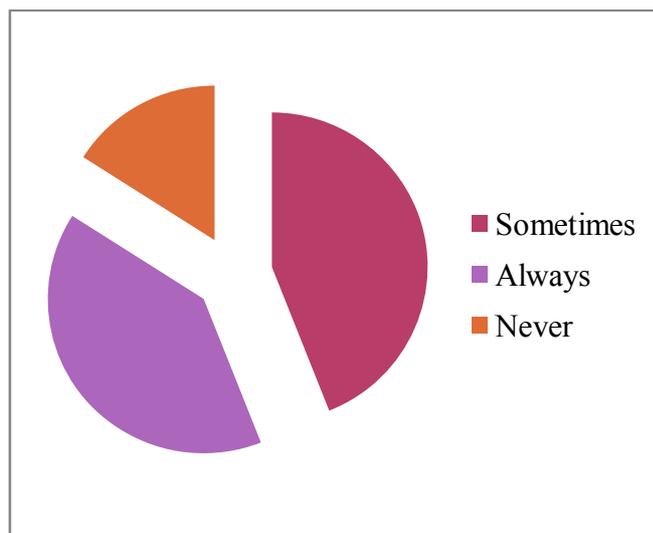


Figure 20: The Opportunities Given by the Teacher

The majority of students 44% stated that; they are sometimes given the opportunity to interact with their teacher, and 40% who opted ‘always’ but 16% of the students affirmed that they never interact with their teacher because they are not encourage enough.

Item 21: Do you interact in English with your classmate outside the classroom?

Option	Yes	No	Total
Number	16	9	25
%	64	36	100

Table 21: Students’ Interaction outside the Classroom

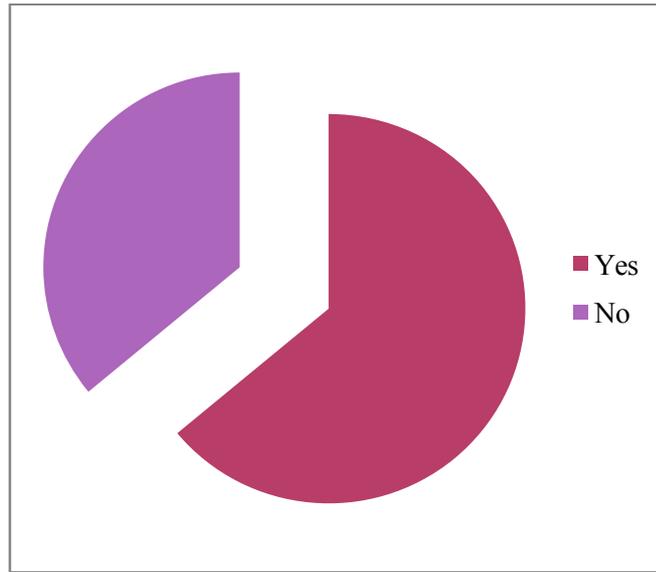


Figure 21: Students' Interaction outside the Classroom

Students are asked to say whether they interact in English outside the class then from the result we noticed that 64% of them responded by 'yes' the majority of them justified their answers by saying, in order to master the language you have to interact, the remaining students '36' answer by 'no' because they lack vocabulary, they are shy and for them the classroom is enough to interact.

Item 22: How do you feel when you interact in the classroom?

Option	Comfortable	Uncomfortable	Total
Number	18	7	25
%	72	28	100

Table 22: Students 'Feeling during Interaction

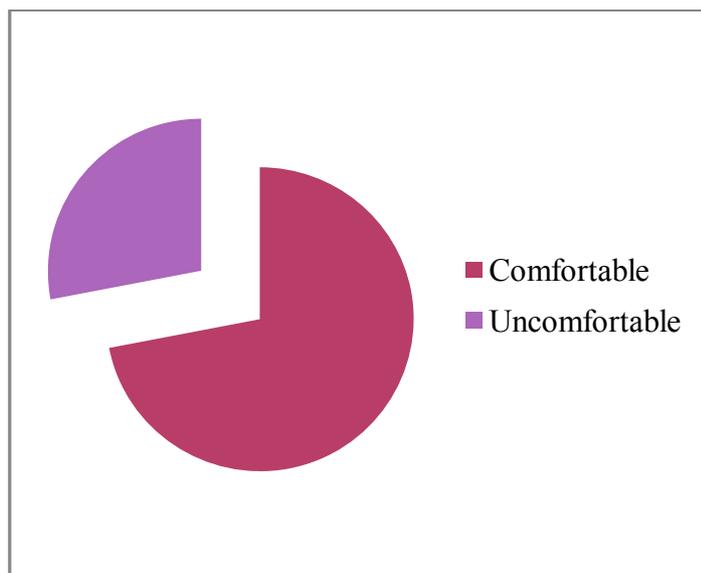


Figure22: Students ‘Feeling during Interaction

The majority of the participants 72% stated that they feel comfortable when they participate, while 28% of the students affirmed that they feel uncomfortable, we asked students who feel uncomfortable to justify their answers in order to know the reasons behind ‘the uncomfortable feeling’, they declared that they feel ‘uncomfortable’ because of the activities used by the teacher in the classroom (always the same subject) and the lack of motivation (teachers don’t motivate them).

Item 23: In the classroom, you prefer to interact;

Options	By yourself	Teacher asks you	Total
Number	25	/	25
%	100	/	100

Table 23: Students’ Contribution in Interaction Activities

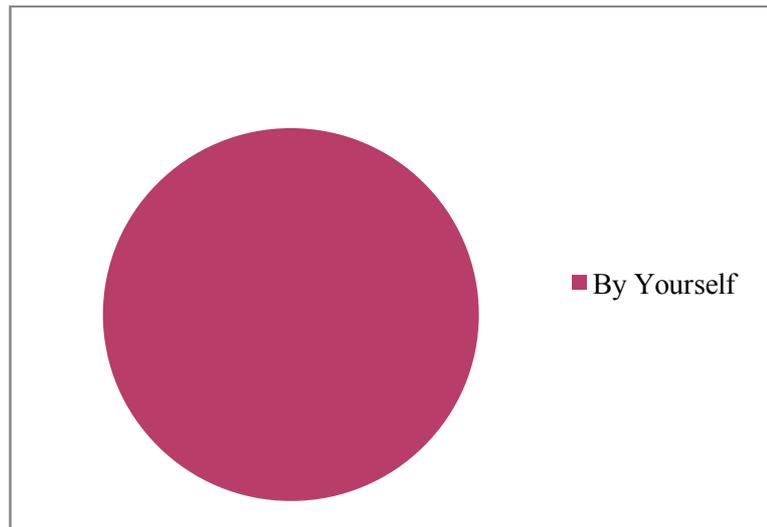


Figure 23: Students' Contribution in Interaction Activities

All the sample selected prefer to talk by themselves and they don't like when the teacher asks them and in their justification the majority of them stated that; they don't speak until they feel that what they want to say is correct, some of them said that they feel afraid of their teacher and classmates reaction i.e. they prefer to prepare their answers before respond.

Item 24: Do you prefer?

Options	Group work	Individual work	Total
Number	21	4	25
%	84	16	100

Table 24: Students' Preferences Activities

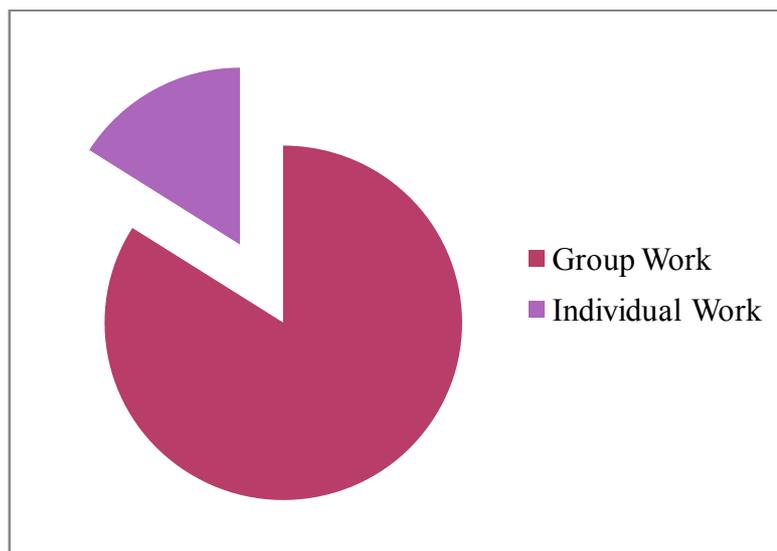


Figure 24: Students' Preferences Activities

The majority of the participants 84% preferred group work, while the rest of students 16% who preferred the individual work, learners are asked to justify their answers. In the different justification we noticed that learners prefer group work because they exchange ideas and opinions, they discover new information, two students stated that most learners are shy to talk in front of his/her teacher. So, group works make them feel confidence. The other students 16% who preferred individual work stated that; they hate to work with noise, and the individual work help them to improve their English.

Item 25: Which activity does teacher use most?

Options	Discussion	Role-play	Question-answer	Total
Number	15	0	10	25
%	60	0	40	100

Table 25: Activities that Used Most by Teacher

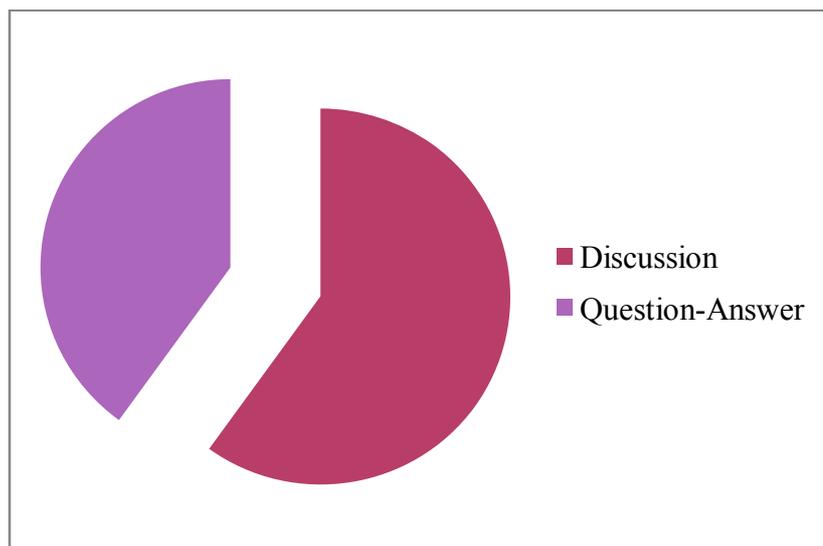


Figure 25: Activities that Used Most by Teacher

The results are described as follow; 60% stated that their teachers use discussion, the remaining students stated that their teachers used ‘Question- answer’ Students think that it is good if the teacher change and use different activities.

Item 26: the role of your teacher is;

Options	Guide	Controller	Total
Number	23	2	25
%	92	8	100

Table 26: Teachers’ Role

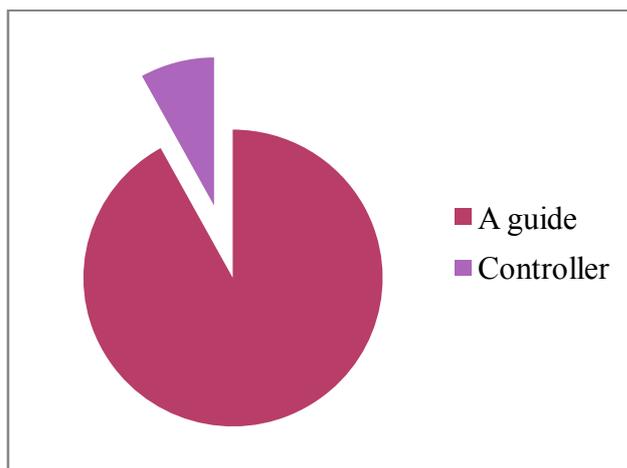


Figure 26: Teachers' Role

92% of the students affirmed that the role of the teacher is a guide, while 8% of the whole population they said that; the role of the teacher is controller, we asked the learners if there other roles, only one students who stated that the teacher plays a role of organizer in several situation.

Item 27: does your teacher encourage you to participate?

Options	Yes	No	Total
Number	20	5	25
%	80	20	100

Table 27: Teachers' Encouragements

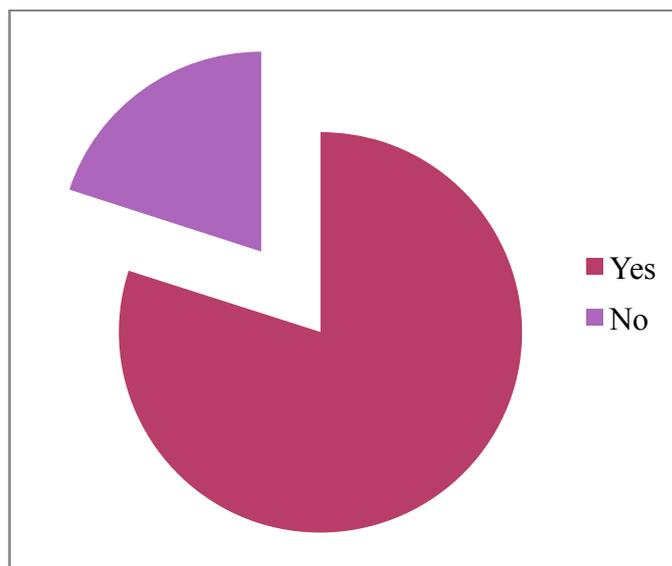


Figure 27: Teachers' Encouragements

From the result, we formed that 80% of the students answered by 'yes' while the rest of participants 20% answered by 'no' but it is important on the part of the teacher to encourage his/her students his or her students to interact for the sake of improving their level of English.

Item 28: What type of relation exists between you and your students?

Options	Good	No relation	Total
Number	9	16	25
%	36	64	100

Table 28: Teacher and Students Relationship

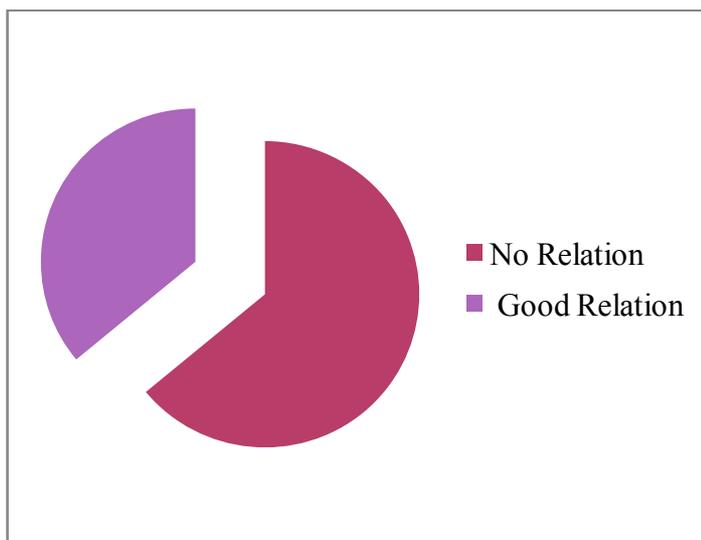


Figure 28: Teacher and Students Relationship

That table showed that 64% have no relation with their teacher. However, 36% said that a good relation exists between them and their teacher.

Item 29: If you don't interact because;

Options	You are not talkative	The topic is not interesting	Teacher doesn't motivate you	You fear to make mistake	Total
Number	1	6	10	8	25
%	4	24	40	32	100

Table 29: Students Reasons behind not interacting

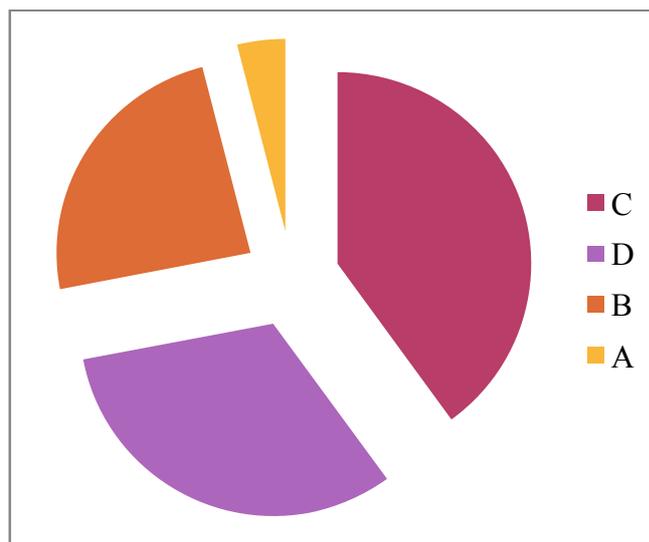


Figure 29: Students Reasons behind not interacting

We can noticed that the highest percentage of students 40% stated that the teacher doesn't motivate them. However, 32% of the students fear to make mistakes. While just 4% of the student claimed that s/he is not talkative The remaining percentage 24% % of the students said that most of the topics are not interesting, that is why they do not interact.

Item 30: your teacher is;

Options	Talkative	Average	Less talkative	Total
Number	13	12	/	25
%	52	48	/	100

Table 30: Teacher's Behavior

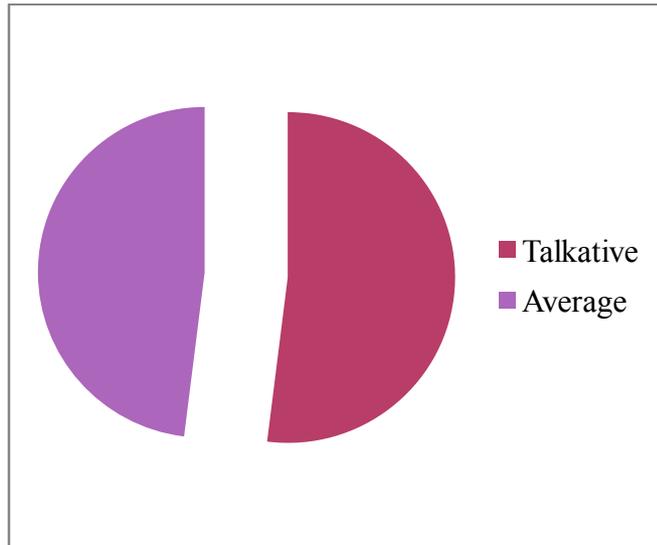


Figure30: Teacher's Behavior

From the table above, we found that the majority of the students 52% revealed that their teacher is talkative, while the remaining 48% stated that their teacher is in the average.

Item 30: how often does your teacher invite you to speak?

Options	Often	Always	Sometimes	Never	Total
Number	5	10	6	4	25
%	20	40	24	16	100

Table 30: Teachers' Invitation for Students Speaking

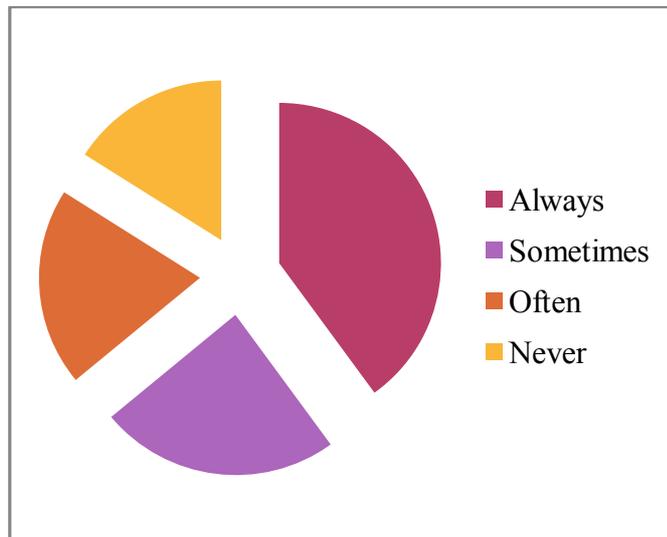


Figure 30: Teachers' Invitation for Students Speaking

From the result, we noticed that 40% stated that; they are always invited by their teacher to speak, others 24% declared that; sometimes they are encouraged to talk, while 20% of the students opted for often and the remaining of the participants 16% choose never.

Item 31: How often does your teacher interrupt you to correct your mistake?

Options	Always	Sometimes	Never	Total
Number	6	15	4	25
%	24	60	16	100

Table 31: Teachers' Interruptions for Students' Mistakes Correction

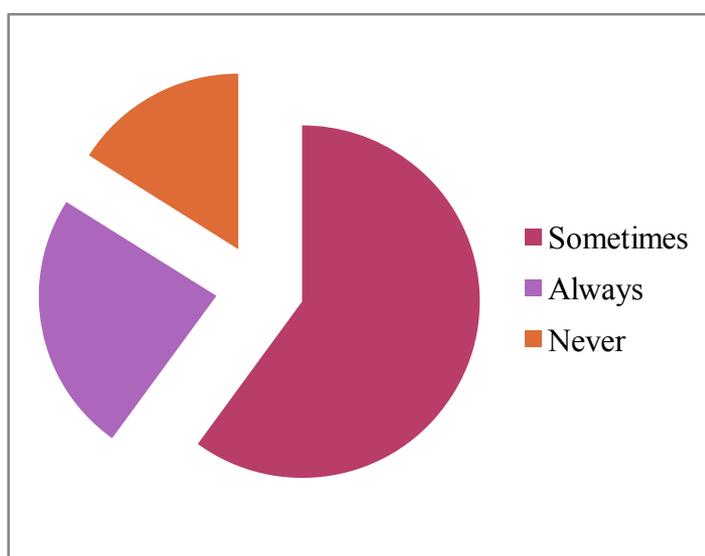


Figure 31: Teachers' Interruptions for Students' Mistakes Correction

The majority of the students 60% claimed that the teacher sometimes interrupts his/her students to correct their mistake, 24% of the students stated that their teacher always interrupts them for the sake of correcting their mistakes, In contrast, 16% of the students affirmed that they have never been corrected by their teacher

Item 32: when you make mistake, do you prefer to be corrected?

Options	Yes	No	Total
Number	20	5	25
%	80	20	100

Table 32: Mistakes Correction

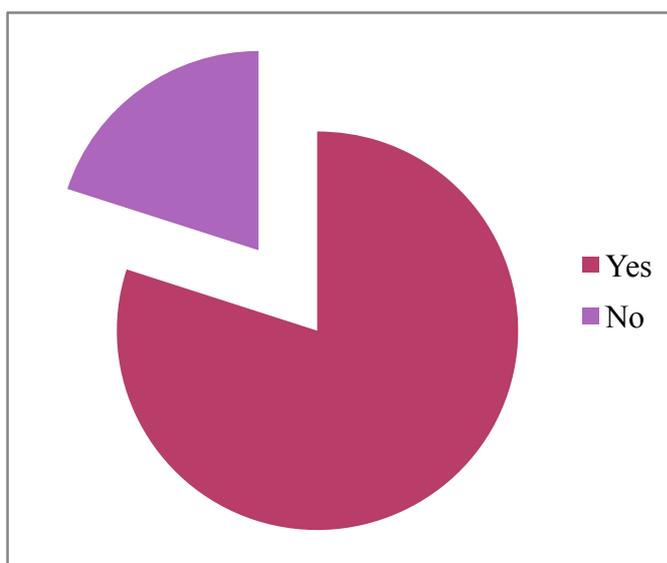


Figure 32: Mistakes Correction

This question investigates learner's opinions about whether they prefer to be corrected when they make mistake or not, we found that the majority of them 80% preferred to be corrected, while 20% do not agree with that sequence. Learners are asked to explain. Those who have answered by 'yes' affirmed that correcting mistakes helping them to develop their English Language and raise their ability to speak it. In comparison, students who opted 'no' they thought that this may discourage them and don't motivate them to speak another time.

Discussion

The analysis of students questionnaire stated that classroom interaction really influence in improving students level of English fluency. In this investigation, we collect data about background information of each students from the sample selected, then in part two reveled that learners find learning a foreign language is not a matter of knowing linguistic rules but it is important to interact inside and outside the class in order to master the language, and they prefer to engage in interaction by themselves not to be pushed by the teacher, In section three which consists students activates preferences affirmed that discussion is the most activity used by the teacher, so it is good for students to work in group because it is the best way to make learners interact,finally,the two last sections answers analysis stated that the teacher role and the teacher behavior are important in improving students level of English and to develop learners interaction, the teacher should play the role of a guide,furthermore,a good relation must exist between the teacher and their student.

The teacher Questionnaire analysis, as the student's one affirmed that classroom interaction is an effective way to improve students level of English fluency,from the investigation of section one answers we found that our teachers have experience in teaching English and that help us in advancing the work. In the second section answers analysis claimed that all students feel comfortable in the class, and the lack of motivation, self-confidence ,psychological factors may hurdles students to interact, the analysis of the third section the teacher should plays a role of a guide,advisor,motivator and prompter in different situations,moreover,teachers answers reveled that they see that their really encouraged and they provide many justifications to support their points of view, all teachers claimed that there are a numerousmethods in teaching English but the majority of

them have followed the communicative method, In the last section (Fourth) answers analysis affirmed that they prefer to design group work and it is possible to make all the students interact in the interactive activates such as: group activities, group discussion... etc. simply because the students enjoy this type of learner-learner interaction, the majority of the teachers think that it's better to delay the correction in order to avoid students inhibition because the correction should be smooth and indirect.

Seggestions and Recommendations

- The reasons that hurdle students interaction are:
 - a.** The lack of motivation
 - b.** The lack of encouragements
 - c.** Lack of self confidence
 - d.** Psychological factors
- Using interactive activities help students to create ideas and gain vocabulary become able to interact easily.
- Developing the interaction depends on both teachers and students responsibilities and roles.
- The teachers should delay the correction in order to avoid student's inhibition.
- Classroom interaction is an effective way to improve student's level of English fluency.
- Classroom atmosphere is needed in order to achieve the target the language and to make fluent speakers.

General Conclusion

This research aims at showing the importance of classroom interaction in improving students level of English fluency and this study has dealt with the relation that exist between the teacher and students inside the classroom. In order to develop the procedure of classroom interaction, teachers should focus on the different methods of teaching English and the language skills used in classes, and they take into consideration the different kind of interactive activities and motivation in the class.

In this thesis, we look for the possible ways of interacting in the classroom through different activities provided by the teacher, also we through some light on the problems and issues that face learners during interaction, according to many teachers these problems refer to the lack of encouragements and the lack of motivation for interaction. Research have shown that developing the interaction depends on both teachers and students responsibilities and roles because learners are responsible in managing their learning and the teacher's guide them and play the role of a facilitator of learning.

The analysis of teachers and Second Year students questionnaires at the University of Biskra showed that learners are really given chances to use the language through engaging in interaction, and even there are some problems which learners still have this analysis showed that each problem can be disappear completely. Teachers and learners affirmed that classroom interaction is an important process in improving students' level of English simply because interaction means speaking the language fluently. Moreover, the analysis revealed that corrective feedback and designing group work obliged learners to interact especially those who keep silent in the classroom because interaction gives them freedom to express their ideas and themselves.

As a final point, the present dissertation has shed some light on the significance of classroom interaction in teaching and learning process, in addition teachers and learners are aware about the fact that classroom interaction is important, a good atmosphere is essential and that it may be supported for the sake of improving students level of English fluency.

References

- Allwright, R. L. (1984). *The Importance of Interaction in Classroom Language Learning*. Cambridge: University Press.
- Allwright, D. & Baily, K.M. (1991). *Focus on the Language Classroom*. Oxford: Oxford University Press.
- Brown, G. (1978). *Understanding Spoken Language*. TESOL Quarterly. Vol 12, N° 30, September, P.P. 271, 283.
- Brown, G., Anderson, A., Shillock, R. and Yule, G. (1984). *Teaching Talk*. Cambridge: Cambridge University Press.
- Brooks, N. (1969). *Language and Language Learning: From Theory and Practice*. (2nd ed). New York.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. (3rd ed). Boston, MA: Heinle and Heinle.
- Coulthard, M. (1977). *An Introduction to Discourse Analysis*. London: Longman.
- Dulay, H., M. Burt., & S. Krashen. (1982). *Language Two*. New York: Oxford University Press.
- Corbel, C. (2007) *Teachers' roles in the global hypermedia environment*. In J.Cummin, & C.Davison (Eds.), *International Handbook of English Language Teaching Part I* (1113-1124). New York: Springer
- Gattegno, C.(1972). *Teaching Foreign Languages in Schools. The Silent way*. New York: Education Solutions.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd.
- Harmer, J. (2009). *How to Teach English*. London: Longman.

- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Huot, D., Lemonnier, F.H., & Hamers, J. (2008) *ICT and language learning at secondary school*. In F.Zhang, & B.Barber (Eds.), *Handbook of Research on Computer-Enhanced Language Acquisition and Learning* (PP.84-100). Hershey: IGT Global.
- Jonathan, N. (2009). *Teaching ESL/EFL Listening and Speaking*. University: New Zealand.
- Johnson, K.E. (1995). *Understanding Communication in Second Language Classroom*. Cambridge: Cambridge University Press.
- Johnson, K. (2001). *An Introduction to Foreign Language Learning and Teaching*. Pearson Education Limited.
- Kral, T. (1999). *Teacher Development, Making the Right Moves*. Washington, D.C.
- Larsen- Freeman. (1986). *An Introduction to Second Language Acquisition Research*. Longman Group.
- Lindsay, C. & Knight, P. (2006). *Learning and Teaching English: A Course for Teachers*. Oxford: Oxford University Press.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Lynch, M. (2004), *EFL Teacher Trainer, Intellectual Development Specialists*, University of Nebraska, USA.
- Mackey, A. (2007). *The Conversational Interaction in Second Language Acquisition*. Oxford: Oxford University Press.
- Mora, Jill.K. (2008). *Second Language Teaching Methods: Principles and Procedures*. San Diego State University.
- Mory, E. (2004). *Feedback Revisited*. Mahwah, NJ: Lawrence Erlbaum.

- Naegle, P. (2002). *The New Teacher's Complete Sourcebook*. USA: Scholastic Professional Book.
- Newton, A.C (1989). Current Trends in *Language Teaching* in Celce- Murcia, M and Lois Mc Intosh, (eds.). *Teaching English as a Second or Foreign Language*. Newbury House. Publishers. Pp. 17-26.
- Nicole, D.J. and Macfarlanedick, D.(2006). *Formative Assesement and Self Regulated Learning: A Model and Seven principles of good feedback practice*. Vol, N° 83. 199. 218.
- Nord.J.R. (1980). Developing Listening fluency before
- Nunan, D.1991. *Language Teaching Methodology: a textbook for teachers*. Cambridge University Press.
- Praloff, R.M., and Pratt, K. (2007). *Building Online Learning Communities: Effective Strategies for the Virtual Classroom*. San Francisco: J.Willey and Sons.
- Redmond, M.V. & Vrchota, D. (2007). *Everyday Public Speaking*. England: Pearson Education.
- Richards, J. C, & Rogers, T.S. 2001. *Approaches and Methods in Language Teaching, Second Ed*, Cambridge University Press.
- Richards, J. C., & Rodgers, T. (1986). *Approaches and Methods in Language Teaching: A Descriptive Analysis*. Cambridge: Cambridge University Press.
- Rivers, W.M. (1987). *Interactive Language Teaching*. Cambridge: Cambridge University Press.
- Rost, M. (1990). *Listening in Language Learning*. Longman Group, UK. L T D.
- Scrivener, J. (2005). *Learning Teaching: a guide book for English language teachers*. Macmillan Publishers Ltd.
- Thornbury, S. (2005). *How to teach speaking*. New York: Longman.

- Turner, J. (1978). *Psychology for the Classroom*. Methuen: London.
- Williams, E. (1984). *Reading in the Language Classroom*. London: Mcmillan Publishers.

Teachers' Questionnaire

Dear teachers,

We would be very grateful if you accept answering the following questionnaire.

Your answers will help us in a study about classroom interaction in improving students level of English. Thank you in advance.

Please, put a tick (✓) in the corresponding box and make full statement whenever necessary.

Section one : Background information

1. Specify your gender :

a- Male

b- Female

2. Your degree is :

a- Master/Magister

b- PHD doctorate

c- Licence

3. How many years have you been teaching at the university ?

a- 1/5 years

b- 5/10 years

d- More than 10

Section Two : Learners Attitudes.

1. In the classroom, the opportunity to talk is for :

a- You

b- Student

c- Both

2. Do your students feel comfortable ?

a- Yes

b- No

What make them feel so,

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

3. What are the reasons that may hurdle the students to interact ?

Justify.....
.....
.....
.....

Section three : The Role of the teacher

1. What is your role in teaching English ?

- a- A controller
- b- A guide
- c- Other role

Explain

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

2. Do you encourage your students to interact?

- a- Yes
- b- No

If you choose 'a', please say how?

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

3. Have you followed a particular method in teaching English?

- a- Yes
- b- No

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

Section Four : Teacher's Activities

1. What do you do to make silent students interact ?

- a- Design group work
- b- Choose interesting topics
- c- Use other means

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

2. What are the interactive activities you focus on ?

- a- Dialogues
- b- Other things

Justify.....
.....
.....

3. Is it possible to make all the students participate in the interactive activities ?

- a- Yes
- b- No

Justify.....
.....
.....

4. Does your students enjoy this type of 'learner-learner interaction' ?

- a- Yes
- b- No

Explain.....

.....

.....

5. If your students say anything wrong during interaction, do you ;

a- Interrupt them to correct the mistake

b- Correct them later

c- Do not correct

Whatever your answer, say why ?

.....

.....

.....

Students Questionnaire

Dear students,

We would be grateful if you could answer these questions to help us in our research to gather information about classroom interaction in improving students level of English, you are kindly requested to answer the following questionnaire.

Please, tick the appropriate box and make full statements whenever necessary.

Section One: Background Information

1. Specify your gender :

a- Male

b- Female

2. How old are you?

a- 18/20

b- 22/25

c- More

3. Was English your first choice?

a- Yes

b- No

4. Is your level of English ;

a- Good

b- Average

c- Less than average

Section Two: Learners Attitudes

1. How often do you interact in the classroom?

a- Always

b- Sometimes

c- Never

2. How often the teacher gives you the opportunity to interact with him ?

a- Always

b- Sometimes

c- Never

Justify

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

3. Do you interact in English with your classmate outside the classroom?

- a- Yes
- b- No

Justify

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

4. How do you feel when you interact in the classroom?

- a- Comfortable
- b- Uncomfortable

If you choose 'b' ;

explain.....
.....
.....

5. In the class you prefer to talk ;

- a- By yourself
- b- When the teacher asks you

Explain

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

Section three: Students Activities Preferences

1. Do you prefer ;

- a- Group work
- b- Individual work

Justify, please

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

2. Which activity does your teacher use most
- a- Role play
 - b- Discussion
 - c- Question- answer

Section four: The role of the teacher

1. Does your teacher encourage you to participate?
- a- Yes
 - b- No
2. What type of relationship exists between you and your teacher?
- a- Good
 - b- No relation
3. The role of your teacher is :
- a- Controller
 - b- guide
4. If you do not interact, it is because
- a- You are not talkative
 - b- The topic is not interesting
 - c- The teacher doesn't motivate you
 - d- You fear you make mistake

Section Five : Teacher Behavior

1. Your teacher is :
- a- Talkative
 - b- Average
 - c- Less talkative
2. How often does your teacher invites you to speak ?
- a- Often
 - b- Sometimes

c- Always

3. How often does your teacher interrupt you to correct your mistake ?

a- Sometimes

b- All the time

c- Never

4. When you make mistake, do you prefer to be corrected?

a- Yes

b- No

Explain

.....

.....

.....

ملخص البحث

هذا البحث يهدف إلى تحقيق التفاعل والمشاركة بين الطلاب في القسم ، كطريقة يتم استخدامها لتحسين مستوى الطلبة ، والهدف الرئيسي من هذا العمل هو تمكين الطلبة من التفاعل فيما بينهم أو مع أستاذهم استنادا على قدراتهم من أجل تحسين مستواهم في اللغة الإنجليزية ، وكذلك تطوير تفاعلهم الدراسي عبر أنشطة تفاعلية ، ولكي نؤكد هذه الدراسة استخدمنا استبيانين إلى كل من الأساتذة وطلبة السنة الثانية قسم الإنجليزية جامعة بسكرة كعينة للدراسة الفرضية المطروحة إذا أعطينا الطلبة فرص المشاركة والتفاعل في القسم ذلك يسهل تعزيز الطلاقة إلى المخاطبة السليمة ، وأظهر هذا التحليل نتائج دراسية تشير إلى أن معظم المعلمين و المتعلمين يعتقدون أن التفاعل الجيد يعتمد على التحفيز وعلى أن كلا منهما النظر في التفاعل داخل القسم باعتبارها إستراتيجية هامة في تحسين مستوى طلاب اللغة الإنجليزية.