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**Enhancing EFL Learner's Speaking Skill through
Classroom Interaction**

The Case of 2nd Year LMD Students of English at Mohamed Kheider University of
Biskra

A Dissertation submitted to the department of Foreign Languages in partial requirement
For the fulfillment of Master degree in English language: Sciences of Language

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Dedication

In the Name of Allah, Most gracious, Most merciful

This modest work is fondly dedicated to

My beloved mother "Malika Hazmani" who has always encouraged me and has surrounded me with love and care. My deep love and thanks to her for all her sacrifices.

My beloved father "Azzeddine Benlagha" who has believed in me and has worked hard for my success and to whom I owe a great debt.

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Abstract

The present study aims at exploring the correlation between classroom interaction and the improvement of learners' speaking abilities. It investigates the possibility of promoting learners' speaking skill. This research attempts to probe the effectiveness of classroom interaction as a pedagogical strategy in enhancing EFL learners speaking performance as well as fostering their capacity to generate new language. The researcher have hypothesized that if EFL learners are provided with opportunities to experience producing L2, then their speaking skill will improve. The investigation takes as a case study, second year LMD students of English at Mohamed Kheider University of Biskra. In order to achieve the preceding aims, a descriptive exploratory study is carried out. The main data gathering tools in this study are questionnaire and classroom observation. The questionnaires were administered to a sample of fifty EFL students and six teachers of oral expression of second year classes at Mohamed Kheider University of Biskra. To determine the relationship between classroom interaction and students' speaking development, the results obtained from the students' and teachers' questionnaires are analyzed. The findings of the questionnaires and classroom observation reveal a positive relationship between the two variables and demonstrate the ways in which classroom interaction significantly promotes learners' speaking performance.

List of Abbreviations

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

FL: Foreign Language.

IRE: The Initiation, Response, Evaluation Sequence.

LMD: Licence, Master, Doctorate.

L2: Second Language.

TL: Target Language.

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General Introduction

Background of the Study

As social creatures, human beings use language to associate with one another. In order to construct ideas in words and to express perceptions, feelings and intentions, people need to speak. Communicating is one form of the language and it is considered as an important part of teaching English as a foreign language (EFL). The teaching of a foreign language is an interactive process that needs active participation of both the teacher and the learner. In teaching English, teachers always give more importance to teach the linguistic aspects of the language especially grammar and phonology and neglect the speaking which is in fact an important passageway in communication. However, for EFL learners, it is very crucial to experience real communicative situations in order to learn how to express their own opinions and views, and to promote fluency and accuracy which are very important for the success of foreign language communication. The interest of communication in the classroom has been developed since the appearance of the communicative language teaching approach and other communicative methodologies that focus on enhancing the communicative abilities of the student. The teacher has a great impact on improving the student's communicative abilities. Moreover, the emphasis should not be only on teaching the linguistic system of English but also on teaching its communicative system. Classroom interaction then, is very important strategy to improve learning.

The concept of classroom interaction plays an important role in the process of language learning. Nowadays, many researchers state that knowledge can be constructed and skills can be promoted through classroom interaction. As far as the speaking skill is

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concerned, the study attempts to shed the light on this skill that is considered as the most desirable skill to be mastered by the vast majority of language learners.

Ellis & Fotos (1999) claimed that classroom interaction involves the verbal exchanges between teachers and learners. However, teachers should know that students have to do most of the talk in the classroom to activate their speaking skill since the latter requires experience and practice to be developed. Hence, engaging all the learners in the interactive activities is the main job of all language teachers.

Statement of the Problem

Every foreign language learner in the Algerian Universities has difficulties that face him/her whenever s/he uses second language (L2). From an insider perspective, the researcher has noticed that students with high speaking abilities are those who interact effectively in the classroom. On the other hand, students with low speaking abilities are those who keep silent almost during the whole session. The focus of the present study is on the correlation between classroom interaction and the students' speaking skill improvement.

Aims of the Study

The aim of the present research is to explain how important classroom interaction in EFL classes is. Moreover, it aims at investigating the correlation between the opportunities for production in EFL classes and the development of the speaking abilities. It also aims at knowing the degree in which classroom interaction as an activity, overcomes the students' speaking problems and changes the situation of students from passive students to active ones to help them increase their level in speaking EFL.

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Research Questions

There are three questions to be investigated in this research:

- 1- To which extent oral interaction is important in the EFL classes?
- 2-What are the EFL students' speaking deficiencies?
- 3-How classroom interaction could help EFL learners to activate their speaking skill?

Hypothesis

It is worth noting that classroom interaction can facilitate student's communicative competence and language development. The common assumption of the role of interaction in the classroom is its contribution to language development by providing target language practice opportunities. This leads us to hypothesize that:

If EFL learners are provided with opportunities to experience producing L2, then their speaking skill will improve.

Significance of the Study

It is commonly known that the classroom in the Algerian context is the primary source of English, and also the only place where English can be practiced, and once the students get out of the class, they are not provided with enough (if any) opportunities to try out the English they learned in the class. The importance of the English language teacher's role in the transmission of knowledge characterizes him/her as a provider of information. Yet, being the key player in the classroom does not mean being the only player. Learners should not consider the teacher as the only source of the foreign language, nor should they think that a total reliance on the teacher is sufficient for foreign language learning. The present study is an attempt to increase the teachers' consciousness about giving learners

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the opportunity for interaction in the classroom. In addition, we intend to enhance the learners' awareness of the crucial role of classroom interaction in promoting their English language development.

Research Methodology

The choice of the method is determined by the nature of the problem. Our research is conducted through descriptive method as an appropriate way of investigating our hypothesis which states that classroom interaction is an effective strategy for developing the learners' speaking skill. Turney & Robb (1971) stated that through descriptive methods researchers can get knowledge of what currently exist. This method is used especially for determining the facts and getting a deep view of actual situations and thereby to clarify status. Moreover, Nunan (1992) asserted that a qualitative approach uses textual analysis and it is very effective in the interpretation and the investigation of respondent's beliefs, attitudes, and opinions. Consequently, the present work investigates the issue of classroom interaction in Mohamed Kheider University of Biskra, Algeria over the period (2014-2015).

Sample of the Study

The study concerns second year LMD students belonging to the English language branch. In fact, second year LMD students overall number is (445) students divided into ten groups. We have chosen five (5) students randomly from each group and the entire number of fifty (50) students represents the sample of our study. Besides, the present study targeted thirty (30) teachers including (12) full-time teachers and (18) part-time teachers of second year classes of the English Branch at Mohamed Kheider University of Biskra teaching different subject-matters. The present study is concerned with only six (6)

teachers (3 full-time teachers and 3 part-time teachers) teaching oral expression for second year classes.

Data Gathering Tools

The objective of data gathering tools depends on the overall objective of our research. The present research aims at investigating the correlation between the opportunities given to L2 learners for production and the improvement of their speaking abilities. Thus, we have opted for both quantitative and qualitative research instruments. The questionnaire (quantitative research instrument) used to obtain data through participants' self-reporting of their attitudes and beliefs. According to Hutchinson (2004) "Information gathered from surveys is typically used either for purely descriptive purposes or for examining relationships between variables" (p.285). Thus, we designed two questionnaires; one for students and another one for teachers. Both of them are designed to show whether or not the classroom interaction leads to better achievement in speaking. Furthermore, the researcher has used classroom observation (qualitative research instrument) to support the finding of the questionnaires. Nunan (1992) stated that "Classroom research method are mainly qualitative in nature; they tend to describe and analyze rather than count and quantify" (p.91). Hence, it allows the investigator to observe students' behaviors in actual classroom setting.

The Students' Questionnaire

The students' questionnaire is designed for second year LMD students of English at Mohamed Kheider University of Biskra. It includes twenty-two (22) questions (Appendix 1). These questions are, in turn, categorized into four broad sections. The questionnaire aims at investigating their viewpoints and attitudes towards the act of interacting in the classroom.

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The Teachers' Questionnaire

The teachers' questionnaire intended for oral expression teachers. The questionnaire consists of twenty-five (25) questions and divided into four sections (Appendix 2). It aims at studying the extent to which our teachers are aware of the role of classroom interaction as a pedagogical strategy in enhancing the learners' speaking skill.

Classroom Observation

Classroom observation is used to provide further information about learners' communication in foreign language classroom and the teacher's role in improving their speaking skill. Mason (1996) stated that: "Observations are methods of generating data which involve the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions events, and so on, within it" (p. 60). Thus, it aims at exploring the impact of classroom interaction in language class on the learners' speaking development. It is added to consolidate the questionnaires' findings.

Structure of the Dissertation

The present research is basically divided into four chapters besides a general introduction and general conclusion. Chapter one, two, and three are devoted to the literature review and chapter four is concerned with the analysis of students' and teachers' questionnaires as well as classroom observation. The general introduction contains statement of the research problem, aims of the study, followed by the research problems and hypothesis, the significance of the study and it ends up with the tools of the research and the structure of the dissertation. Chapter one outlines some of the theories related to the nature of classroom interaction and its role in improving the learners' speaking ability. Chapter two discusses the concept of interaction; it highlights its importance, aspects, and

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some communicative activities that contribute to its development. Chapter three tackles the skill of speaking; including teaching speaking, the importance of speaking skill, and the students' speaking problems. Chapter four represents the practical side in this study. It provides a detailed analysis of students' and teachers' questionnaires as well as classroom observation. The general conclusion concludes the entire study.

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Chapter One: Language Learning and Teaching Theories**Introduction**

The theories and approaches adopted in foreign language learning and teaching have emerged in relation with socio-economic and political conditions of teaching as well as with the technological process. An important alteration appeared in foreign language teaching in the 20th century as the objectives of teaching moved towards teaching learners how to communicate competently in the foreign language (FL) instead of teaching isolated grammar rules, vocabulary items and definitions. The focal point of modern theories is to make learners participate in meaningful interactions where they produce and communicate using the target language (TL). In this chapter, we are going to focus on the influence of classroom interaction on language learning in general and on the speaking skill in particular via studying the different theories that tackled this area of research. Also, we will shed some light on communicative language teaching and how it enables learners to develop communicative competence through producing meaningful and purposeful utterances. Then we will highlight the different roles of communicative teachers and learners.

Reception-Based Theory

According to Johnson (1995) reception-based theory is related to the input hypothesis approach which claimed that the input should be comprehensible to students for a better acquisition since it the latter happens when students understand input that contains well-formed structures and which can meet their current level. Similarly Dalton-Puffer, Nikula & Smit (2010) declared that the fundamental idea of the reception-based theory is that if students are exposed to input that is comprehensible either because of the contexts

where it occurs or through interactional facilitation, acquisition will take place. Krashen's monitor model (1985) is regarded to be the most salient reception-based theory.

Input Hypothesis

It is a hypothesis in second language acquisition developed by Krashen. It explains how language acquisition takes place and states that learners' progress in their knowledge when they comprehend language input that is more advanced than their current level. Krashen (1982) stated: "We acquire...only when we understand language that contains structure that is a little beyond where we are now" (p.21). According to Krashen, the idea of a little beyond means that we must give the learners opportunity to receive a language that is a bit higher in level than their current level. This type of input is known as comprehensible input or $i+1$ where 'i' is the language input and '+1' is the next stage of language acquisition. Hence, learners are provided in the classroom with comprehensible input corresponding to their current level but also containing new language data to the next stage towards which they are moving along some natural order. Students cannot learn items or rules of language that are totally new for their own production while they can learn from input. In addition, he added that the language can be acquired in only one way; when we understand messages in that language, when we receive comprehensible input. Thus, second language acquisition will occur when communication and comprehensible input are successful. For to Krashen, comprehensible input is most likely to be gained from interacting with another speaker of the language.

Production-Based Theories

A lot of educationalists started to put some production-based theories on the ground that comprehensible input alone is not sufficient for acquisition to take place. It is evident that production-based theories credit the process of language acquisition to learners'

attempts at producing the language. Thus, the main idea of production-based theories is that students should get the chance to produce the language if they want to be fluent like native speakers. Barnes (1976), for instance, believes that learning is a negotiation between the teachers' meaning and the learners' understanding, a sort of give and take between the teacher and the learner based on what the teacher offers as new in the classroom.

Interaction Hypothesis

Almost the most known and the most significant defenders of the production based theorists are the Interactionists. The most eminent example is Michael Long who developed the interaction hypothesis in 1983 which agreed with Krashen on the need for comprehensible input but posits that input alone is not sufficient for language acquisition. Long (1985) (cited in Gass & Madden, 1985) claimed that learners acquire through active use. Hence, he considers language learning as an outcome of participating in discourse, in particular face-to-face interaction, and believes that interaction between learners and teachers is essential to the learning process. The interaction hypothesis promoted the idea that conversational modifications such as comprehension checks and clarification requests that students make when they negotiate meaning create comprehensible input and this in turn enhances acquisition. Negotiation provides the means for participants to respond appropriately to one another's utterance and to regain their places in a conversation after one or both have "slipped" Wells (1999) argued that "Understanding ...comes into existence through participation in a particular activity" (p.108). Interaction provides learners with the opportunity to receive comprehensible input, and feedback as well as to make changes in their own linguistic output. This allows the learners to notice the gap between their command of the language and the correct use of it.

Discourse Hypothesis

The key assumption of Givon's discourse hypothesis (1979) includes the notion that learners will acquire only the language that is found in the communicative contexts where they tend to participate. Thus, the most repeatedly words are to be mastered in the first place; that is why learners must participate in different communicative contexts. The discourse hypothesis highlighted that the frequent participation in acts of linguistic contact develops the learner's communicative competence and interlanguage. Furthermore, language awareness can be enhanced through negotiation of meaning.

The use of the target language in an appropriate manner as well as the capacity to respond to various types of conversations, also the knowledge of syntax and lexis are part of communicative competence. Hence, when a foreign language is learnt, learners are thought to benefit from partaking in a variety of tasks that require using the target language.

Output Hypothesis

There are many theories in the field of second language acquisition about the most efficient way for foreign language learners to acquire new language forms. Among these theories, we have the output hypothesis. The output hypothesis formulated by Merrill Swain in (1985) came as another complementary theory to Krashen's input hypothesis. It seeks to rectify the input hypothesis' weaknesses by positing that language acquisition may also occur through the production of language. Moreover, without diminishing the importance of input, the output hypothesis addresses the insufficiencies of the input hypothesis to ensure that learners realize high levels of achievement in grammar and sociolinguistic competence by addressing the importance of production of language for second language acquisition. The initial version of the output hypothesis referred to

“Comprehensible output” as Swain (1985) (cited in Gass & Madden, 1985, pp. 248-249) elucidated:

The meaning of ‘negotiating meaning’ needs to be extended beyond the usual sense of ‘getting one’s message across’. Simply getting one’s message across can and does occur with grammatically deviant forms and sociolinguistically inappropriate language. Negotiating meaning needs to incorporate the notion of being pushed towards the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately. Being ‘pushed’ into output ... is a concept parallel to that of I+1 of Comprehensible Input. Indeed, one might call this the ‘Comprehensible Output Hypothesis’

This means that the message needs to be conveyed precisely, coherently, and appropriately. This form of ‘pushing’ students in terms of output is exactly the same as that of Krashen’s comprehensible input notion of $i+1$. Thus, according to Swain, besides the necessary of comprehensible input, students must have the opportunity to produce the language if they are to become fluent like native speakers. She describes students as being pushed into improving their linguistic abilities when they participate in meaningful interactions. Furthermore, the comprehensible output hypothesis allows foreign language students to identify gaps in their linguistic knowledge and through noticing these gaps; learners become aware of them and may be able to modify the output so that they learn something new about the language. In addition, Swain & Lapkin (1995) stated that under some conditions, comprehensible output facilitates second language learning in ways that are different from other mental processes connected with producing the language.

Therefore, production provides learners with the opportunity to try out their knowledge. Swain (1995) proposed that “Students’ efforts at producing can enable them to know their linguistic limitations, and this pushes them to listen for a solution in the future input” (p. 127).

In this respect, Skehan (1998) assumed that production requires attention to form but only sometimes. He distinguished between three aspects of production:

- 1- Fluency: the students’ ability to mobilize their system to communicate meaning in real time.
- 2- Accuracy: the students’ ability to handle whatever level of complexity, and to produce correct structural utterances.
- 3- Complexity: the use of interlanguage structures which are elaborated and structured.

Similarly, Saville-Troike (2006:75-76) extracted several roles of the students’ productions from Swain’s (2005) amplification of the output Hypothesis .For example, production helps successful L2 learning by:

- Talking about language, including eliciting input and collaboratively solving problems which is called by Swain (2005) “Metalinguistic function”. She declared that: “using language to reflect on language produced by others or the self, mediates second language learning” (p.478).
- Noticing gaps in the students’ own knowledge since they are forced to move from semantic to syntactic processing that may lead students to offer more attention to relevant information. Noticing leads to reassessment that may involve long-term complex thinking about the issue. This process can be strengthened by the gathering of extra information through a variety of sources

such as direct questioning, input, and looking in grammar books. This is the process of learning.

- Improving fluency by further development of automaticity through practice.
- Testing hypothesis based on enhancing interlanguage, allowing for revision and monitoring. Because, through negotiation and feedback, students will be aware of the hypotheses they are entertaining when producing the language. Therefore, the use of language helps to create a degree of analyticity that leads students to think about language.

According to Harmer (2001), learners' contribution to the creation of knowledge occurs when teaching a class as a whole group. Interacting within the whole class assures that everybody is involved in the discussion. It helps the learners to engage in the atmosphere of communication. Whole group class is the preferred class style, because both teachers and students feel secure when the majority is working together under the direct authority of the teacher. This is better than individualized learning where there is no sense of belonging.

Hence, according to the linguists, educationalists and methodologists, classroom interaction is very important to the FL learners because it enables them to try out the language they learnt. It makes them aware of their linguistic limitations (at the level of pronunciation, grammar, and vocabulary), that forces them to try to ameliorate their level and find solutions in the future input. When discussing and negotiating, problem utterances are repeated, checked, simplified, and modified in some way (phonologically, lexically, and morphologically). Moreover, the acquisition of speaking occurs when the learners try to produce the language. Learners acquire those types of language that are found in communicative contexts in which they tend to participate. They learn through active use, and learning develops chiefly by practice. Therefore, language learners need to speak to

learn speaking and to strengthen the quality of their speech. In addition, interaction provides motivation in the classroom.

Communicative Language Teaching

The field of second language teaching has undergone many changes and shifts over the last few decades. Many methods and approaches have come and gone. These changes have given birth to a variety of methods with different principles and techniques. Among them we have the grammar–translation method, the total physical response, the natural approach, and many others.

In the 1970s, a reaction to traditional language teaching methods and approaches began and spread around the world as older methods such as grammar–translation method, audiolingualism, and situational language teaching. With the growing need for good communication skills and the importance of English on today’s world, teachers seek to discover a significant that meets the demand of students to use this language for communication. Thus, communicative language teaching (CLT) is viewed as the best approach for this purpose. It is mainly related to the idea of Harmer (2001) which stated that “Language learning will take care of itself” (p.70). According to the center for applied linguistics members (quoted in Acostra, 2014), communicative language teaching is considered as the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction.

Therefore, on account of the limitations of the previous methods, CLT has been developed and it mainly focused on the students’ ability to interact and communicate which was absent in the other methods. Nowadays, communicative language teaching is considered as an approach for teaching rather than a method; hence, it is based on the idea that language learning means learning how to use the language to achieve a better

communication inside and outside the classroom. Richards & Rodgers (2001, quoted in Brown, 2007) noted that “CLT is best understood as an approach rather than a method” (p.241).

CLT leads to a re-examination of language teaching goals, syllabuses, and classroom activities and has had a major impact on changes in language teaching worldwide. Some of its principles have been incorporated into other communicative approaches, such as Task- Based Language teaching, Cooperative Language Learning, and Content-Based Instruction.

Spada (2007) distinguished two versions of communicative language teaching, weak and strong versions, both of which emphasized the importance of promoting learners’ communicative competence in the target language. The weak version’s general consensus was that communicative language teaching is a meaning-based, learner-centered approach to second language teaching where fluency is given priority over accuracy and the emphasis is on the comprehension and the production of messages, not the teaching or the correction of the language form. Spada’s strong version (2007) described “Communicative language teaching is an approach to L2 instruction which is primarily meaning-based and includes attention to both fluency and accuracy” (p.275). When we compare the two versions we find that, the first one could be described as “learning to use English” while the second one entails “using English to learn it” (ibid).

CLT refers to both processes and goals in language classroom. The central concept in CLT is ‘Communicative Competence’. Therefore, it aims to make communicative competence the goal of language teaching; it means the ability to use the linguistic system effectively and appropriately. In other words, its goal is making use of real-life situations in which communication is needed. Richards (2006) declared that “Communicative

Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p.3).

A deep understanding of Communicative Language Teaching theory and its implication for classroom practice is very crucial for both teachers and learners, as it aims to help learners to use the target language for communication. In addition, to give learners freedom to say what they want and when they want.

Learners’ and Teachers’ Role in Communicative Classrooms

When making a comparison between traditional and modern classrooms in roles that are played by both learners and teachers, one main disparity will be found. Traditional classrooms have adopted teacher-centered instruction where the teacher is considered the only responsible for the teaching process. Generally speaking, teachers determine the structure of classroom communication. They should do everything in the classroom so, s/he designs the course, presents the lesson and that, students do nothing except responding to their teacher. Whereas, modern classrooms are based on learner-centered instruction where learners have more responsibilities and roles.

Role of the Learner

According to communicative language teaching approach, the learner is no longer seen to be a passive recipient of language input but rather, plays an active role in the learning process. The emphasis of communicative language teaching on the process of communication leads to different roles for learners. The learner’s role is a negotiator between himself, the learning process, interaction with the group’s activities and classroom procedures. According to Richards & Rodgers (1986), “The implication for the learner is that should contribute as much as he gains in the classroom and thereby learn in an

interdependent way” (p.77). Therefore, the learner is thought to construct meaning through interaction with others.

Furthermore, since CLT gives the freedom to use the language, learners are basically required to interact with each other and not only with the teacher. They should learn the language in a cooperative manner. Larsen-Freeman (1991) stated

Students are, above all, communicators. They are actively engaged in negotiating meaning-in trying to make themselves 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 (p.131).

In other words, the learners’ role in the classroom now, is that they have to participate in classroom activities that are based on cooperative approach of language rather than the individualistic one. Moreover, they have to become comfortable in group work or pair work tasks with listening to their peers, rather than relying on the teacher for a model; it means that students are expected to take the responsibility for their own learning.

Role of the Teacher

When we come across the concept learner-centered instruction, we may deduce that teachers have no role in the teaching process. However, this expression means that teacher’s role is less predominant but not less important. Hence, according to CLT approach, the teacher has two major roles. The first role of the teacher in communicative language teaching is viewed as a facilitator of the communicative process; it means that

s/he facilitates communication in the classroom that is to establish situations likely to promote communication. During the activities, s/he acts as an adviser by answering students' questions and monitoring their performance. He might make notes on their errors to be worked on at a later time. The second role as Richards & Rodgers (1986) stated: "Is to act as an independent participant within the learning teaching group" (p.77). Thus, he might be a co-communicator engaging in the communicative activity with students rather than being a model for correct speech. Besides, Hedge (2000) identified important roles that can be played by teacher:

As a controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback, as a prompter while students are working together and as resource if students need help with words and structures during the pair work (p.26).

The researcher differently explained the above roles (i.e. controller, assessor, corrector, organizer, prompter, resource)

As a controller: within a classroom interaction, the teacher is the responsible for the teaching and learning process. The teacher is always in command of every single moment in the classroom. Harmer (2001) argued that teacher's job is to transmit knowledge to his/her students.

As an assessor: The teacher assumes this role to show the learners that their accuracy is being developed. The learners should know how they are being assessed. Harmer (2001) claimed that this is done by praising learners or through giving correction.

Therefore, the teacher should tell students how well they are performing or how well they have performed. The assessor teacher should be careful about the learners' reactions and how to deal with them.

As a corrector: correction has to be organized, i.e. the teacher should know when and where to correct students' production. Also, he should be very careful when correcting pronunciation mistakes committed by learners during classroom interaction because they acquire these issues from their teacher.

As an organizer: it is the most important and difficult role the teacher has to play. According to Harmer (2001), the teacher acts in a classroom in which many things must be set up such as organizing pair and group work, giving instruction, and finally stopping everything when time is over. The success of many activities depends on good organization.

As a prompter: students may face difficulties to find words when interacting with each other or with the teacher, then the role of the teacher here is to encourage students to think creatively. In such role, the teacher should restrain himself from helping students even if he wants.

As a resource: the role of the teacher here is answering student's questions. For instance, when looking for the meaning of a given word or phrase students may consult their teacher as a resource of information. In turn, the teacher has to possess the ability to offer such needed information.

In sum, the teacher's role is to make learners believe that the classroom is not a place to learn the grammatical components of the language by memorizing information from the teacher. It is important to show them that they are responsible for acquiring in addition to the grammatical features, how to use this knowledge in real communication.

All the responsibility is placed on their shoulders, and they should be aware of it. Bright & Mc Gregor (1970) reported: “Stop teaching and let them learn” (p.4). These words summarize the role of the teacher in developing the communicative competence of the learner.

I.3.2 Communicative Competence

For many learners, learning a foreign language is a matter of building grammatical sentences. They believe that linguistic competence is the key to develop in the foreign language. Chomsky (1957) (quoted in Brumfit, 1984, pp. 24) provided a definition to language as a set of sentences. Most linguists consider it as a valid, but they show that we need to look for more practice in language and make a distinction between structure and function. As many scholars, Dell Hymes agreed on the fact that learning a second language is not a matter of knowing its rules, but also it is a matter of knowing how to communicate using these rules.

Savignon distinguishes, as does Chomsky, between competence and performance, with competence being defined as “A presumed underling ability and performance as the overt manifestation of that ability.” (Savignon, 1997, pp.15). In other terms, competence is the speaker hearer’s knowledge of the language and performance is the actual use of the language. However, only performance is observable, and it is only through performance that competence can be developed and evaluated.

Knowing a language involves not only the production of correct sentences but also the ability to use them appropriately in different situations. Experience shows that even if the learner develops a whole knowledge of grammatical rules, this does not mean that he will be able to use them in everyday life for the reason that communicative competence is absent.

Modern theories of language emphasize the need to teach learners how to communicate (Widdowson, 1978). These theories were discussed by many scholars and have given more interest to communicative competence. The notion of communicative competence describes our knowledge of language and how to operate with it. Savignon (1972) asserted: “Communicative competence may be defined as the ability to function in truly communicative setting-that is- in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic of one or more interlocutors” (p.8). In addition, Hymes (1974) (cited in Brown, 2007, pp.219) noted that communicative competence is “The aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific context”. He stated that speakers need to understand the language and to be able to use it according to the socio-cultural environment. Therefore, communicative competence is defined as the ability to interpret and create appropriate social behaviors and it requires the active involvement of the learner in the production of the target language (Canale & Swain 1980; Cazden, John & Hymes 1972). Hence, they conceived communicative competence in terms of four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

I.3.2.1 Grammatical Competence

Brown (2007) stated that the grammatical competence is the ability to produce and understand correct forms in a language including the different aspects of the language; syntax, phonology, and lexicology. In other words, the grammatical competence has not only to do with the recognition and mastery of the grammatical rules, but also with the ability of using them correctly (Celce-Murcia, 2001). Thus, it is the competence which is associated with mastering the linguistic code of the language.

I.3.2.2 Sociolinguistic Competence

This type of competence helps the students to be “Contextually appropriate” (Hedge, 2000, pp.50). It is the ability to say the appropriate thing in certain social situation. Savignon stated that sociolinguistic competence has to do with “An understanding to the social context in which language is used” (1983, pp.37) (quoted in Brown, 2007). The students have to know the appropriate utterance for each situation

Canale & Swain (1980 quoted in Brown, 2007) broke sociolinguistic competence into two different pragmatic categories: illocutionary competence (dealing with sending and receiving intended meanings) and sociolinguistic competence (dealing with politeness, formality, register, and their relation with a given culture).

I.3.2.3 Discourse Competence

According to Brown, discourse competence is “The ability to connect sentences... and to form meaningful whole out of a series of utterances.” (2007, pp. 220). In other terms, discourse competence deals with the ability to understand individual messages and to recognize all the discourse features. Moreover, it is the ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner.

I.3.2.4 Strategic Competence

For Canale & Swain (1980) (cited in Hedge, 2000, pp. 15) strategic competence is: “How to cope in an authentic communicative situation and how to keep the communicative channel open”. Thus, it is the ability to communicate effectively and repair problems caused by communication breakdowns, i.e. to be able to get meaning across effectively, and to use communication strategies when problem situation arise. It is the set of

communicative strategies which help compensate for failures in communication, in respect of linguistic and sociolinguistic competence.

To develop communicative skills, the learner has to acquire a set of communicative rules which lead him/her to be competent speaker. In the acquisition of communicative rules which make him/her a proficient and competent speaker of English, s/he have to know in addition to the basic structural principles of the language how to use sentences in performing acts of communication for conveying meaning.

We can now summarize four different operations which make the foreign language learner a communicative competent speaker:

- The learner must achieve a high degree of linguistic competence. It means, he must know all the grammatical features, and how to build correct sentence.
- The learner should learn to discriminate between the form and meaning. In other words, items mastered as a part of a linguistic system must also be understood as a part of a communicative system. Communication requires the management of linguistic forms in discourse.
- The learner should improve skills and strategies for using language to communicate meaning as effectively as possible in concrete situation.
- The learner has to practice language in different social contexts. In other terms, he needs to know how to ask for clarification, repetition, or explanation.

In the communicative approach, most researchers agree on the need for the communicative competence to support learning and make the classroom interaction successful. Johnson (1995) claimed that: “Classroom communicative competence is

essential in order for the second language students to participate in and learn from their classroom experience” (p.161).

I.3.3 Interaction in Communicative Language Teaching

Researchers have investigated about communicative classrooms which involve interaction and they displayed its importance in building knowledge and developing skills. According to Allwright & Bailey (1991) keeping learners active in the language classroom is very important. That is, teachers have to diminish their talking time and increase the amount of learners’ talk in the classroom. Hence, teachers can provide every learner with the opportunity to get his time to talk through designing peer and group works. The salient point of communicative approach is moving from getting learners talk to each other to getting them communicate so, it relies fundamentally on the value of interaction.

Conclusion

In the absence of communication, human beings will have to exist as individuals never benefiting from the sharing of experiences, emotions and knowledge. The same thing for the classroom; without communication, learners and teachers will not be able to unite to overcome limitations and ensure achievements.

Interaction in the classroom serves as a vehicle, and an object about which questions can be raised and answers can be explored. That is why many theories and hypothesis developed to demonstrate the importance of the learner’s oral production in the classroom. Throughout this chapter, we have come to conclude that learners are not empty recipient to be filled with knowledge. However, teachers should enable them to become competent users of the target language through providing them with opportunities for interacting and producing what they have learnt.

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Chapter Two: Classroom Interaction**Introduction**

Classroom interaction is considered as a way that accordingly, the learners appeared actively into the educational process and bring liveliness to the classroom. Moreover, interaction is to put language in use in the classroom. Clark (1996) stated: “Language use is really a joint action. A joint action is one that is carried out by an ensemble of people acting in coordination with each other...language use, therefore, embodies both individual and social processes”(p.3). Successful interaction is the one which helps and leads the language learner to acquire accuracy, fluency, and appropriateness. In this chapter, we will deal with the notion of interaction as a pedagogical strategy that takes place in the classroom, starting with its definition, main aspects, communicative strategies, in addition to its role in the classroom.

An Overview of Classroom Interaction

Interaction has long been considered significant in language learning. According to Kumpulainen & Wray (2002) classroom interaction demands in the process of second language learning the presence of two or more learners who collaborate in achieving communication and who share a list of signs and semiotic rules. Interaction then, is a way of learning in general and developing the language skills in particular.

Richards & Rodgers (1986) suggested that it is better for teachers to keep silent as much as possible and give the opportunity for students to produce as much language as possible. Classroom interaction provides better understanding of language through promoting learners’ speaking skill in terms of engaging them to the classroom talk through giving them the chance to exchange their opinions and their ideas freely

as well as increasing their intellectual abilities. In this respect, Ellis & Fotos (1999) stated that the classroom interaction is crucial for developing the students' intellectual arts of thinking and communication. Therefore, it is appropriate for students to take responsibility for their own learning in addition to be more confident in speaking the FL. Richards & Lockhart (1994) claimed that classroom interaction allows learners to be responsible in expressing their own ideas. Hence, it increases their self confidence and thus their motivation, giving them feedback on how well they can understand the course material.

Definition of Classroom Interaction

Cambridge International Dictionary of English defines the verb 'to interact' as 'to communicate with, or react to (each other)'. The New Oxford Dictionary of English defines the noun 'interaction' as a 'reciprocal action or influence'. Therefore, interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other

The concept of interaction has a significant importance in the classroom; it is an essential part in the learning and the teaching process. Johnson (2008) defined interaction as "A concept which involves both input and output" (p. 79). Moreover, Johnson added "It is the exchanges which occur between the language providers and the acquirers which may feel to be important to the acquisition process" (ibid). Allwright & Baily (1991) hold that interaction is something people do together. In this respect, Ellis & Fotos (1999) argued that interaction refers to communication between individuals, particularly when they are negotiating meaning in order to prevent breakdowns in communication. Thus, it is an action that occurs as two or more objects have an effect upon one another.

Rivers (1987: 57) described the word through its Latin roots: 'agere' meaning 'to do' and 'inter' meaning 'among'. It shows us the active and social part of a human being that affects other people through interaction. Brown (2001) relates interaction to communication, saying, "...Interaction is, in fact, the heart of communication: it is (2002), effective classroom interaction" (p. 165). According to Kumpulainen & Wray pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. The second one, encouraging students to become effective communicators in a foreign language. It can be achieved through various ways: by implementing different students 'and teacher' roles, by exposing students to a varied classroom organization, by employing a variety of activities, by helping students to express themselves, and by encouraging their use of communication strategies. If the two implications are joined, we get a pleasant classroom atmosphere in which students attempt to communicate in the foreign language.

Aspects of classroom interaction

Negotiation of meaning and error treatment are the main aspects of classroom interaction. These two aspects are of great importance in a successful learning through interaction, which is a practice that enhances the development of the two very significant language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their ideas among their peers. Interaction then, is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

Negotiation of meaning

A basic principle of second language learning is the need to negotiate meaning in any language learning situation. Once meaning is established, comprehension follows so; the concept 'negotiation of meaning' is a very familiar concept in cognitive approaches to second language acquisition. It is founded upon Krashen's (1981, 1982, 1985) notion that knowledge of a second language is acquired through exposure to comprehensible input. Ellis & Fotos (1999) claimed that when L2 learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. Hence, negotiated interaction is important for input to become comprehensible and this importance appears when speakers modify their speech in order to be understood and help other participants to participate. Ellis & Barkhuizen (2005, pp.166-167) defined negotiation of meaning as a term which "Refers to the conversational exchanges that arise when interlocutors seek to prevent a communication impasse occurring or to remedy an actual impasse that has arisen". In other terms, it refers to some expressions used by speakers in order to ask for clarification when participants do not understand what has been said. The learners in the classroom then, need to well perform their utterances to be clear and understood by other learners, so that they can engage with them in the interaction. It is argued that engaging in communicative language tasks help students to promote their language. These communicative language tasks do not provide only opportunities to produce the language but also to manipulate, modify, check, and clarify problem utterances.

According to Mackey (2007) there are different processes that can be used in order to repair the interaction. Repetition is one of these processes and it involves reproducing the learner 'exact speech' as it is when the others do not understand.

Segmentation is another process for repairing a negotiation; it involves repeating the utterance by dividing it into linguistic segments with a rising or falling intonation. Rewording means rephrasing the original utterance, it means to phrase again what have been said in different way to make it clearer. Therefore, clarification can be considered as an umbrella term to cover these processes. Learners should be given the chance to negotiate new input through conversational adjustments and speech modifications. Long (1983) stated: “If it can be shown that linguistic and/or conversational adjustments promote comprehensibility, and comprehensibility promote acquisition, it can be decided that the adjustment promote acquisition” (p. 19). Thus, the opportunities of meaning negotiation help the language learners in many ways. First, it helps learners to get comprehensible input that is to say it facilitates comprehension. Second, negotiation of meaning gives learners feedback on how to use the second language. Finally, negotiation of meaning encourages learners to manipulate and modify their personal output to meet the level of understanding of the whole class, because a successful negotiation occurs when learners produce outputs that are comprehensible.

At the end we can say that learners go through to reach clear understanding for each other like asking for clarification, rephrasing, confirming what they think they have understood as well as modifying their output in order to repair misunderstanding.

Error treatment

A number of terms have been used to refer to the general area of error treatment; such as ‘feedback’, ‘correction’, and ‘repair’. Researchers have suggested that feedback is one of the most useful aspects of interaction which can promote learning in general and speaking skill in particular. According to Harmer (2001), “The

teacher's feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise" (p. 99). Feedback then, is the third step of the initiative, response, evaluation (IRE) sequence:

- 1- An initiative act from the teacher.
- 2- A response act performed by the learner
- 3- An evaluative act by the teacher.

It is the IRE sequence (Sinclair & Coulthard 1975).

Hence, after listening to the student's response, the teacher provides him/her with knowledge of how successful his/her production has been. According to Mackey (2007) "Through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification" (p.30). Thus, learners should notice the errors and recognize them for correction. Moreover, Ellis (1994) suggested: "Feedback serves as general cover term for the information provided by listeners on the reception and comprehension of messages" (p. 583).

Studies tried to provide several definitions to the term feedback and according to the categorizations they proposed. Four types are distinguished by Mackey (2007) for error treatment:

- 1- Treatment that results in students' autonomous ability to correct themselves.
- 2- Treatment that results in the elicitation of the correct response from a learner.
- 3- Any reaction by the teacher that clearly requires improvement.
- 4- Positive or negative reinforcement including expressions of approval or disapproval.

In fact feedback may focus on form and/or meaning. This depends on the activity, whether it is communicative focusing on fluency or non communicative focusing on accuracy. The feedback provided by teachers usually appears in their correction to the student's errors and mistakes. However, Tunstall & Gipps (1996) brought other categorizations to different types of feedback according to its objectives. They proposed:

- **Specific attainment feedback:** this is a described feedback. It identifies specific aspects of successful attainment. This supports student's accomplishment through specific praise.
- **Specific improvement feedback:** It specifies what is wrong. It is used by teachers to indicate how something that is being learned can be corrected. It focuses on the learners' errors relating more to their achievement than personal attributes.

Therefore, for Tunstall and Gipps feedback should specify what has been done well, what needs development, and should provide specific guidance on how to make that development.

In addition, Makey (2007) proposed two forms of feedback, an explicit and implicit feedback. In explicit feedback, the teacher draws the student's attention directly to the errors so that the learners do not use them again. However, in implicit feedback, the teacher may recast the learners' utterance by changing one or more sentence component or asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the error directly.

As far as interaction in the classroom is concerned, the teacher's feedback can be a double-edged sword, because feedback can have positive or negative effects.

Positive feedback is the one which not only shows learners where they went wrong, but also appreciates learners' efforts and encourages them to do better in the next performances. However, negative feedback increases the level of anxiety in the classroom and leads to a stressful atmosphere, in which everybody prefers to remain silent instead of being publicly humiliated. That is why teachers should not offend students by reacting to absolutely every mistake but they should make decisions when and how to react to the student's errors so that the interactive activity will not breakdown each time.

The Importance of Classroom Interaction

It is evident that whether or not speech is regarded as the primary medium of communication, its centrality to language use is undeniable. That is why; students' success in language learning depends mostly on their ability to communicate in it. Ellis (2003) pointed out that "The general goal of learning is the fluent, accurate, and pragmatically effective use of the target language" (p.103) Speaking smoothly, naturally, intelligibly, accurately, fluently is regarded as the measure of knowing a language. In fact, even foreign language learners regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

The classroom represents the convenient environment in which many educational skills are developed. Johnson (1995) considered the classroom as a unique communication context with highly regulated patterns of communicative behavior that are actively negotiated between teachers and learners. Johnson (1995) added: "When second language students enter classroom, they enter into a communicative context in which the norms of participation tend to be established by the teacher" (p. 33). The main concern of a language teacher is to promote his/her learners' ability

to use the language for different communicative purposes. Moreover, s/he should take into consideration the fact that speaking in the classroom is not quite the same as real life. The classroom is a “pseudo real” context or an academic setting where the participants engage in speech exchanges which resemble daily conversations, but are limited by institutional rules.

In language classroom, the language is the medium through which teachers teach and students show what they have learnt. Nunan (1989) claimed that interaction is thought to help the learners to develop higher order thinking in terms of interpreting, analyzing, and manipulating information. Moreover, most of teachers agreed that the main goal of interaction is getting learners talk and keep them talk; it is considered as a forum for improving learners’ critical thinking as well as utilizing the information in meaningful manner.

Learners participate to a great extent in the lesson making. In addition, most teachers admitted that the successful classroom is the one where learners have a share in the creation of its events. According to Mehan (1979) “Students need to know with whom, when, and where they can speak and act. They must have speech and behavior that are appropriate for classroom situations and they must be able to interpret implicit classroom rules” (p. 33).

Educational system now demands more of student interaction rather than just listening to the teacher. Hence, classroom interaction is very important in today’s educational system. Hall & Verplaetse (2000) stated that classroom interaction is a practice that enhances the development of the two important skills which are speaking and listening and it helps the learners to be competent enough to think critically and share their views among their peers. In other words, classroom interaction helps the students to develop higher order of thinking in terms of interpreting, analyzing and

manipulating information. For Ellis & Fotos (1999), interaction facilitates language acquisition because:

- 1-It guides the learners to communicate with their peers easily and gives them an exposure to the target language.
- 2-It gives the students the opportunity to share their ideas with their peers and provides them with chance to practice what they learnt.
- 3- It encourages the learners to help each other by correcting each other's errors.
- 4- It helps the student to hear voices and answers as well as their point of view.
- 5- It gives the learners a chance to get thing right.
- 6- It allows the learners to play the teacher's role in the classroom.

Therefore, through classroom interaction the learners will be able to get themselves involved with concepts, ideas, and various other devices and products for language learning.

The Role of Classroom Interaction

The communicative process requires interaction between at least two people who share a list of signs and rules. The concept of classroom interaction is defined as "reciprocal events" that requires at least two objects and two actions. "Interaction occurs when these objects and events naturally influence one another" (Swain, 1985:248 cited in Gass & Madden 1985). Hence, interaction must be mutual influence through giving and receiving messages in order to achieve communication.

Kumpulainen & Wray (2002: 89) stated that: "Learning a new language is a function of social and meaningful interaction". Accordingly, Hellermann (2008) "Interaction consists of sharing ideas and opinions, collaborating toward single goal, or competing to achieve individual goal" (p.106).

Similarly, Brown (2001) defined interaction as being a “Collaborative exchange of thoughts, feeling or ideas between two or more people, resulting in a reciprocal effort on each other” (p.165). Therefore, interaction does not occur only from one side, but it is something people do together.

CLT sustain meaningful interaction among learners since they listen, respond, restate, and clarify their messages. Interaction has a crucial importance in the classroom too; it is an essential part in learning and teaching processes. Because of that, researchers set out seven principles and underlined the significance of the coexistence of their relationship. These principles are stated here as identified by Brown (2001:55-68)

Automaticity

For best achievement of interaction, students must pay attention to meanings and messages that they want to convey rather than grammar and other linguistic forms. This lack of control promotes automaticity in students.

Intrinsic Motivation

During peer interaction, students enjoy their own competence to use the language and to develop a system of self reward.

Strategic Investment

Interaction demands students to use strategic language competence; exactly by learning how to open and close a conversation, how to take and yield the floor and how to repair the errors they may produce.

Risk-taking

In interactive classroom, students are subjected to their shyness of failing to produce intended meanings, interpreting the interlocutors' meanings, or even fearing of being rejected or neglected. Hence, students have to change these risks for the sake of interaction.

The Language Culture Connection

Students are required to be systematically knowledge able about the culture of the language being learnt.

Interlanguage

The role of the teacher's feedback is essential to the developmental (production and comprehension) errors made by students during the second language acquisition process.

Communicative Competence

Interaction is regarded as a significant factor in achieving communicative competence because it involves all its elements (grammatical, sociolinguistic, discourse and strategic).

Creating a Positive Classroom Climate

Learning never takes places in vacuum, and the importance of the convenient environmental conditions for learning to take place cannot be underestimated. Bloome (2005) argued that learners and teachers viewed as active agents; the appropriate place for their interaction is the classroom. Establishing a positive classroom climate is the

key for helping all students to achieve success. Williams & Burden (1997) are among those who stressed the importance of the context that surrounds learning:

We only have to reflect on our own learning in a range of ways that go far beyond the transmission of knowledge. Some of these ways would be likely to include teaching learners how to learn, boosting their confidence, motivating, displaying a general interest, enhancing self-esteem and organizing an appropriate learning environment (p.65).

Hence, teachers should be aware that much of the enthusiasm they offer in their teaching is carried through to their students. The teacher's personality can help learners have a more positive learning experience. Typically a teacher's enthusiasm comes from excitement about the content, confidence, and pleasure in teaching. Thus, when the teacher finds himself/herself uninterested in the material, s/he must think back of what attracted him/her to the field and bring those aspects of the subject matter to the life for students.

When student feel valued, they are more likely to be motivated to learn. Weber (1980) stated that learner must feel free from threat in order to speak openly, thus that interaction can take place in addition to the preparation of the lesson which should be done in advance by the teacher and the learners to be familiar and to have prior knowledge about the subject. This means that the teacher should create positive atmosphere for interaction starting from stating the appropriate topic and objectives for interaction.

Teachers can increase the amount of interaction by standing up and sharing some of their own human weaknesses, such as the problems and mistakes they made

as students or as teachers. Nodding (1994) (quoted in Powell & Caseau, 2004) argued that it is better for teachers to spend time improving their relationships with learners in order to encourage learning that they may not occur otherwise. Moreover, Howes & Ritchie (2002) suggested that what makes a sensitive, responsive, positive relationship between teacher and learner is by the following teacher's behaviors: teacher talk, being consistent and firm, supporting student's positive behavior and learning, validating student's experiences and feelings, and providing positive attention. In fact it is preferable to talk about teacher's problems because students also have weaknesses, and when he shows that s/he is not afraid to acknowledge his/hers, s/he creates an intimate, safe climate where learners can admit their short coming as well. Learners will easily connect with such a teacher, because s/he becomes one of them rather than an expert whose head and shoulders are above them. In this respect Williams & Burden (1997) elucidated that: "All learners are likely to be influenced by their personal feelings about their teachers. And therefore, their perceptions of their teachers and of interactions that occur between them and their teachers will undoubtedly affect their motivation to learn" (p.133).

Therefore, allowing some personal characteristics such as being friendly, having a good sense of humor, being warm, having a good attitude towards one's work, and validating students as persons, to emerge when conveying lessons can be both illuminating and entertaining. Hence, positive classroom climate is very beneficial for students in the sense that it helps them develop the target language in a communicative context.

Communicative Activities

Effective teachers should use communicative activities that involve interaction between learners and encourage them to take communicative initiatives. Thus, these activities can provide them with a richer experience of using as much language as possible. Scrivener (1994) declared that: “The aim of communicative activities in class is to get learners to use the language they are learning to interact in realistic and meaningful ways “Usually involving exchanges of information or opinion” (p. 152). Among these activities, we have:

Role-play activities

Role-play is viewed as one of the most known and used activities in oral expression course because it is a good technique for providing interaction in the classroom. According to Revell (1979) role-play is seen as “An individual’s spontaneous behavior reacting to others in hypothetical situation” (p.16). This implies that through role-play students can express themselves behind the mask of being someone else. Similarly, Klippel (1984) asserted that: “This activity is composed of both ‘realistic short scenes’, where learners act out real life situations and ‘fantasy short scenes’, where learners act out non-existing scenes in reality” (p. 121). Hence, learners are expected to imagine themselves in situation which either stimulated from real life or an imaginary one. Also Ur (1981) claims that role-play are the easier practice technique for the students rather than the other ones. Role-play has distinct advantages. First, it can be a direct interactive method. Second, it involves the learners in real life communication and helps them to decrease their fear of performing in front of other. Third, it promotes spontaneous oral exchanges among

participants. Finally, it increases the student's self-confidence as a speaker and motivates him to participate more.

Group Work

In spite of the need for whole-class teaching and individual work in the classroom, the use of group work has been concerned as another interactional dynamics of language classroom, which is of great importance. It is a classroom activity where learners are working together within small units or groups and given the opportunity for oral exchange. Richards & Lockhart (1994) stated that: "It is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed" (p.152). Thus, it is used to stimulate the learners' interest and to get them involved in oral communication as well as to create a sense of language community which reduces students' isolation. According to Harmer (2001) this activity increases the amount of talking time for individual learners. Moreover, through group work, learners can find solutions of problems easily and then they will contribute in interaction. Group work has many advantages. First, it creates a social environment of trust and community which help students to interact freely. Second, it decreases the dominance of the teacher's talk. Finally, it promotes collaboration among learners and increases the opportunities for practicing the target language.

Discussions

Discussion is one of the most important activities in language learning. This activity is often employed for advanced language learners. Discussion is any exchange of ideas, opinions, arguments and points of views. According to Harmer (2001) "Discussion, whether spontaneous or planned, has a great advantage of

provoking fluent language use” (p. 128). It is thus an important factor in enhancing the use of language in interactive situations. By time and practicing free discussions, students will be able to discuss various topics of their interest and they will develop their ability to listen, understand, and respond appropriately. Discussion has a number of advantages. First, It increases participation of quiet and shy students. Second, it improves the language development through the give-and-take information. Third, it increases the learners’ comprehension level. Finally, it engages participants in producing and analyzing utterances.

Conclusion

Classroom interaction is at the heart of the actual theories of communicative competence; it involves learners in face-to-face encounters in the classroom. Interaction provides opportunities for learners to use the language in real situations. It is viewed as important because students can decompose the target language structures and infer meaning from classroom events. At the same time, it allows students to know how they can understand meaning, and how to be understood. Teachers’ talking time must be decreased; however, learners should increase their talking time because their teachers need to take other roles. Interaction involves using the target language in different social contexts in order to promote EFL learners’ speaking skill.

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Chapter Three: Speaking skill**Introduction**

The main goal in acquiring a foreign language is to be fluent and accurate. Thus, learners are asked to promote their abilities to master all the language skills namely, reading, writing, speaking, and listening. All these skills are of a great importance. Speaking is one of the skills which take a great deal of time to be promoted. The mastery of speaking skill is a priority for many second language learners. Consequently, learners often assess their progress and success in language learning on the basis of how much they think they have improved in their spoken language proficiency. Thus, speaking is arguably the most important skill to be developed; however, it was traditionally largely ignored in the teaching learning process.

Nowadays, there is a growing importance attributed to oral skills. Communicative language teaching approach emphasizes the role of speaking in developing learners' communicative competence. Hence, one of the major responsibilities of any language teacher is to enable learners to communicate effectively through oral language.

In this chapter, we try to report the importance of speaking skill in the language process by providing its definition and mentioning the relation between speaking and the other skills. We highlight the oral communicative strategies used by learners to compensate their language gap. We also attempt to shed some light on the learners speaking difficulties as well as the psychological obstacles which prevent them to master this skill. Finally, we cite some speaking activities which are used in the classroom to enhance learners speaking activities.

Speaking as a Skill

Speaking is one of the productive skills. It is the ability to use oral language in order to explore thoughts, ideas, feelings, intentions and attitudes. Speaking involves not only pronouncing words but also a communicative ability of producing and receiving information. According to Kramsch (1998) speaking involves “Anticipating the learners’ response and possible misunderstanding, clarifying one’s own and the other’s intentions, and arriving at the closest possible match between intended, perceived and anticipated meaning” (p.367). It means that the speaker and the hearer have to negotiate meaning in the context in which it occurs.

Speaking occurs almost without any remarkable effort. For Petrie (1987: 336; cited in Lyons 1987) speaking is “An activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought”. Consequently, speech acquisition is developed by age, but this does not drive at perfection. Hence, speaking in an effective way requires practice and training.

To sum up, speaking means to communicate with others, but when we talk about speaking we do not mean teaching learners to speak as much as we mean promoting their ability to communicate effectively. Speaking involves thinking, knowledge, and skills. Also, it requires a lot of attention and a persistent practice.

Definition of Speaking Skill

Speaking is at the heart of second language learning. Consequently, it is regarded an essential productive skill in which learners can master the language. According to Brown (2001), speaking is an interactive process of constructing meaning which involves producing, receiving, and processing information. Its meaning and form depend on the context where it occurs including the participants, their collective experiences, the purpose

for speaking, and the physical environment. Speaking skill emphasizes the practice of the language used when learning in feasible situations using various structures and performing actions commonly in an interactive talk. Respectively, Chaney & Burk (1998) define speaking as “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”(p. 13). In other terms, it is a complex process of exchanging messages between a group of people through verbal and non-verbal symbols such as gestures and facial expressions. In short, McCarthy (1991) claims that being skillful in speaking means to be able to produce the predictable patterns of specific discourse situations i.e. the ability to decide what to say in a given situation, to say it intelligibly, and to be flexible during a conversation when troublesome situation arises.

The Importance of Speaking Skill

Traditionally, many language teachers have spent the majority of class time on reading and writing almost ignoring speaking and listening skills. However, the current situation is different. An increased emphasis on the acquisition of communicative language skills is taking place. Therefore, a growing importance is attributed to communicative approaches and learners’ development of communicative ability. Since speaking is concerned, it was given more importance. Ur (2000) stated that “Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing”(p.12).

Learners often value speaking more than the other skills of writing, reading, and listening. Many learners relate being able to speak a language as knowing the language and thus view learning the language as learning how to speak that language. In this respect,

Nunan (1991) claimed that the progress and the success in learning a foreign language is measured in terms of being able to carry out a conversation in that language.

Finally, as speaking is interrelated with the other skills, its development results in the development of the other skills. One of the fundamental advantages of improved communicative competency is the resulting job, education and travel opportunities; it is often an asset to be able to communicate with other people.

Teaching Speaking

For many years, teaching speaking has been underestimated and English language teachers have kept teaching speaking through repetition of drills or memorization of dialogues. However, today's world requires that the major aim of teaching speaking must promote the students' communicative skills. The success of this process depends not only on owning an adequate amount of knowledge on grammar rules and pronunciation but also on how to follow the social and cultural rules appropriate for different communicative situations. According to Richards (2006: 16), there are three kinds of practice that can be used in the language classroom when teaching speaking namely mechanical, meaningful, and communicative practice.

Mechanical Practice

They are controlled activities where learners may perform practice effectively without understanding the used language. These kinds of activities involve repetition and substitution drills, in addition, they demand sentence completion often with grammar activities but lack real language negotiation. These activities are used to practice the use of specific grammatical items, so students think about the form much more than the meaning.

Meaningful Practice

Refers to activities where language is still controlled and learners are required to make a decision about what to use when carrying out practice. For instance, students may be provided with expressions such as requesting, apologizing and congratulating to practice the use of good manner and etiquette, and to respond according to different social situations.

Communicative Practice

Refers to free language practice and includes those activities where language is not 'totally predictable'. Hence, students may express their ideas, intentions, and feelings without their teacher's control. The production at this level is more authentic and unprompted because the negotiation of meaning occurs within a real communicative contexts where real information is interchanged.

In short, we can say, that in order to develop communicative competence, students should go through the process of controlled practice before achieving a degree of free language practice.

The Relation Between Speaking and Other Skills

It is evident that the development of foreign language involves comprehension and practice of the four skills namely speaking, listening, writing, and reading. These four skills are all interrelated in a language learning environment. Therefore, the correlation that exists between speaking and the other skills is very beneficial for the development of the learners speaking level as well as the learning process.

Speaking and listening Connection

In discussing aural skills, speaking and listening are considered as the two fundamental skills in achieving communicative competence in language learning. Concerning the speaking listening connection, Anderson & Lynch (1988) reports: “A carefully prepared L2 utterance is only a useful aid to communication if the speaker can effectively deal with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener”(p.15). There is high emphasis on the role of integration between the two skills. Hence, in order to be proficient speakers, learners have to listen to oral communication and interpret what is said. According to Redmond & Vrchora (2007) “Speakers are at the mercy of listeners”(p. 120). This means that a speaker needs a listener because speaking is rarely carried in isolation and the same thing for listening because it involves a list of processes of perception, interpretation and reaction to the speakers. Therefore, for communication to take place, both speaker and listener should take part in it through interacting and negotiating verbally. In this respect, Ellis (1994) pointed out that good speaker produces comprehensible input and good listener can process the effective output through affective filter. Finally, there is “A natural link between speaking and listening” Brown (2001:275), which teachers should pay attention to and should not hesitate to integrate these two skills in the teaching process.

Speaking VS Writing

According to Brown (2001: 303), numerous differences can occur between speaking and writing. The first difference to be mentioned is permanence: the spoken language is ephemeral so, the hearer should have a good memory because our words live just for few moments. Whereas the written language is more durable, valid and it may live for centuries. Another difference is time limitations: the form of spoken language is

affected by time limitation and the related problems of planning, memory and the production under pressure; hence, the speaker has a limited time to plan and convey his/her message while the writer has more time for planning. One more difference is distance; when we write, all the information has to be mentioned on the page because the reader cannot stop and ask a question to make things clearer. However, in speaking, we have the advantage of interacting with co-participants. This is highly beneficial because the speaker may modify his/her speech according to his/her co-participant reaction. Another difference is orthography; the oral production contains phonemes, intonation, tone of the voice, stress, facial expressions, as it contains a certain speed of the speech. While in writing, we have only graphemes (punctuation, pictures and charts). Also complexity is one of these differences. We may think that speaking is less complicated than writing but in fact both of them are complicated but the difference is in the degree of complexity. In the spoken form, people tend to produce short sentences with a lot of conjunctions. However, in writing, writers produce longer subordinating clauses. The last difference is vocabulary; when speaking, people tend to use simple vocabulary. Whereas, the vocabulary used in writing is more complicated because the writer has enough time to organize his/her piece of writing.

Learners Communicative Strategies

Achieving oral communicative competence (the ability to speak appropriately and confidently) is one of the main goals of learning a second language. However, learners will frequently encounter communication problems. Therefore, using communicative strategies is the best way to cope with these problems of expression. Faerch & Kasper (1983) stated that communication strategies refer to the strategies that are used by learners when they want to solve a problem in searching a particular communication goal. Similarly, Ellis & Barthizen (2005) defined communicative strategies as “Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the

L2 knowledge”(p.170).Communicative strategies help learners to overcome the problems they may face when speaking EFL such as how to avoid the breakdowns of the oral communication. According to Ellis (1997) “The choice of communication strategies will reflect the learner’s stage of development”(p.59). Hence, the use of these strategies varies from one individual to another according to his/her needs as well as his/her level.

Bygate (1987) classifies two types of communication strategies. The first type is achievement strategies; which involves guessing strategies, paraphrase strategies, and co-operative strategies. The second type is reduction strategies; which include avoidance strategies.

Achievement Strategies

These strategies are used when learners try to compensate for their gaps by using different ways to convey their messages such as replacing words where they feel unsure about their situation. Achievement strategies include the following sub-strategies:

Guessing Strategies

This type of strategies is widely used in oral expression courses. Learners use these strategies to replace some words that, they are unsure about or they do not know, by other ones. There are many types of guessing strategies that are used according to the individual needs.

- ❖ **Foreignizing:** the learner may use a word from his/her mother tongue and pronounces it as it belongs to the target language. For instance, a Frenchman who is speaking English may foreignize French word to feel successful in conveying his meaning to an English listener. For example, Frenchman may pronounce the word “culture” as it is pronounced in French.

- ❖ **Borrowing:** some learners may use this strategy to borrow a word from their mother tongue and say it as it is, it means without changing it and hope that the listener will get it. for instance, Englishman saying “Il yadeuxcandlssur la cheminée” (Bialystok 1983 quoted in Bygate 1987: 44)
- ❖ **Literal Translation:** In this strategy, learners translate words from their mother tongue in order to overcome the difficulties that may face them when speaking. For example a Spanish man may say ‘does’ instead of ‘two’ translated from his mother tongue ‘does’.
- ❖ **Conning:** learners may create a new target language word based on what he known about the target language such as using ‘airball’ instead of ‘ballon’ (Bygate 1987)

Paraphrasing Strategies

This type of strategy involves seeking for a substitute to the needed word so, the learner probes for a word or expression to replace the missing ones by:

- ❖ **Substitution Strategy:** In this strategy, the learner may replace a word by its synonym or by a more general word to cover the intended meaning as much as possible.
- ❖ **Circumlocution:** the learner in this strategy can explain a word or a concept by making some sorts of phrases to express his meaning.

Co-operative strategies

The learner uses such strategy when s/he gets help from other interlocutors. It means, when the interlocutor helps him/her to say a word. The speaker can point for something that s/he does not know its name or asks for the word through using it in the mother tongue and the listener helps him to find it in the target language.

III.7.2 Reduction Strategies

Learners may reduce their communicative objectives through abandoning what they want to say or altering their message by another one where they can speak effectively and confidently.

Avoidance Strategy

Learners may find themselves in situations where they cannot convey their meaning to their listeners, namely, saying some sounds such as ‘tr’, ‘th’ in English, or repeated ‘r’ sound in French (Bygate 1987). In this case, they use such strategies to avoid various kinds of trouble they may encounter. For instance, students may avoid some difficulties in expressing their ideas, because of the lack of vocabulary; thus, they change to topic or simply keep silent.

In short, we can say that communicative strategies are widely used by learners to compensate for the difficulties that face them when speaking. The use of both achievement and reduction strategies depend on the learners’ character and the lived situation.

Learners’ Speaking Problems

The goal of teaching the oral skill is to enhance EFL learners’ communicative efficiency. However, learners may suffer from many linguistic and psychological problems which prevent them from processing their speaking skill

Learners’ Linguistic Problems

Learning how to speak may be troublesome for second language learners. Hence, EFL learners may face a number of problems that impede their speaking skill

development. Brown (2001:270-271) identified eight problems which learners may find during the learning process, that the teacher has to take into consideration.

Clustering

The learners' language abilities influence their desire and ability to participate in classroom interaction. On account of stress and limited knowledge of the foreign language, learners tend to divide their oral contribution into words and short expressions rather than long compound sentences. According to Brown (2001:270), fluent speech is 'phrasal not word by word'.

Redundancy

The spoken language is redundant, it means, it is possible for learners to repeat, rephrase or use expressions such as 'you know', 'well', 'I mean' from time to time during their oral production. The use of such expressions is due to learners' fear to practice the grammatical rules of the foreign language. However, this may give learner the opportunity to make the meaning clearer as well as to be understood by others.

Reduced Forms

One of the characteristics of the spoken language is reduced form. These forms can be morphological, phonological, syntactic or pragmatic such as reduced vowels, elisions, contractions, and implies meaning. Such reductions may cause difficulties for learners who have been acquainted with the full form of the language.

Performance Variablee

Second language learners' talk is characterized by a number of performance hesitations, pauses, corrections, and fillers such as 'uh', 'um', 'er'. The role of the teacher, in this case, is to help learners to arrange their ideas during their oral performance.

Colloquial Language

The use of colloquial language (idioms, slangs, and cultural language) can contribute to create problems to second language learners since they are not well acquainted with such casual language. The teachers' role here is to provide learners with such language in the classroom in order to get them communicate using these language forms.

Rate of Delivery

The focal focus of any language learner is to communicate fluently using the target language. The rapid speaking rate represents one of the difficulties which impede EFL learners to be fluent and accurate in speaking. Brown (2001) stated that one of the teachers' tasks in teaching spoken language is "To help learners achieve an acceptance speed along with other attributes of fluency"(p. 271).

Stress, Rhythm, and Intonation

Stress, rhythm, and intonation are the most significant elements of English pronunciation since they convey the words' meaning. Hence, learners may face difficulties in using (stress, rhythm, and intonation) rules because of the lack of practice in the foreign language.

Interaction

Interaction is regarded as the most important factor in promoting EFL learners speaking skill. It helps learners to achieve oral proficiency and detect their deficiencies.

Besides these problems, the researcher added deficient vocabulary as another factor which hinders the learners' oral performance. In attempting to use the foreign language to

express their ideas, learners find themselves struggling to find the convenient words in which their choice of expressions is severally limited. Thus, learners suffer from limited grasp of vocabulary. Vocabulary has been called the building blocks of language learning. Hence, the less vocabulary the learners know, the fewer things they will be able to talk about, to read about, to write about, and to listen to well. The less vocabulary they know, the fewer options they have in selecting the kinds of grammar to use in speaking and writing. Saville-Troike (2006) elucidated that “Vocabulary knowledge is acquired to different degrees, with learners first recognizing words they see or hear, then producing them in limited contexts, and ultimately (perhaps) fully controlling their accurate and appropriate use” (p.141). Therefore, the role of the teachers is to be aware of this factor that impede the learners’ communicative proficiency; he can provide them with available courses of vocabulary as well as rich their cultural and social knowledge about TL to overcome their lack of vocabulary.

Learners’ Psychological Problems

Generally, EFL learners are confronted with unpleasant speaking problems that deceive their communicative achievement towards the target language. Lack of interest in the topic, anxiety, lack of self confidence and fear of making mistakes, and shyness are the most common psychological speaking problems.

Lack of Interest in the Topic

In a foreign language classroom, the student may often stay silent because he has ‘nothing to say’ in that moment. This silent may be due to the chosen topic. Rivers (1968) claimed that: “The teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”(p.192).Another factor which leads

to this problem is the stressful atmosphere, where students choose to keep silence rather than being humiliated. Furthermore, the lack of practice of the FL can contribute to create this problem. Many EFL learners have the academic knowledge of the foreign language but unfortunately they do not have the ability to speak appropriately. The main reason behind this problem is due to the learners' poor speaking practice inside the classroom.

Anxiety

It can be seen that most FL learners experience language anxiety, especially when attempting to communicate in it. Spielberg & Gorsuch (1983) defined anxiety as "The subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system" (p.1). Like other affective factors, anxiety may be either facilitating or debilitating; it means that it has a negative effect on language learning. MacIntyre (1999) claimed that debilitating anxiety causes the learners to escape the new learning task; it stimulates the learners to avoid the source of anxiety. Some learners feel that a little nervousness before an oral performance or speaking in the class gives them the ability to perform or speaking in the class gives them the ability to perform at their for some other learners the anxiety becomes so intense that it interferes with the ability to perform at all. Moreover, MacIntyre (1999) described this kind of debilitating anxiety as "Worry and negative emotional reaction aroused when learning and using a second language" (p.27).

There are many sources of anxiety. Studies indicated that the learners' competitive nature can act as a source of anxiety. When the learners compare themselves with other learners from the same class and find that they are less proficient they become anxious.

Lack of Self Confidence and Fear of Making Mistakes

Many EFL learners do not dare to express themselves in the FL and prefer to keep silent because they do not believe in their oral capacities. While others are reluctant to take part in the classroom simply because they are afraid of being continually corrected by the teacher for every slip they make.

Lack of Self-Confidence

Students' lack of confidence is considered as an obstacle factor which the majority of EFL learners suffer from, especially when starting producing the FL. Learners with negative views of themselves may not strive to live up to their self image and thus be less likely to achieve highly in their learning because they hold themselves in a low regard despite their obvious qualities. MacIntyre (1999) pointed out that self-confidence is related to language learning in an inverse way to anxiety i.e. when the learner has high self confidence, s/he will have a low anxiety degree, and the reverse. FL learners feel that they are linguistically inferior and ashamed when attempting to produce the FL because of the ill development of their communicative skills. Hence it is quite clear that when learners lose their self-confidence, they will absolutely fail in engaging in the lesson and they lose their disposition in participating and involving in the classroom activities.

Fear of Making Mistakes

Negative relation between the teacher and learners or between learners themselves can create this problem because learners sometimes want to say something but they fear of making grammatical or phonological mistakes. Ur (1984) claimed that "Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts"(p.121). Thus, they prefer to keep silent because they are very cautious of making errors in their talk. The fear of the teacher may also lead learners to remain

silent, despite their interest, when the teacher discomfits the learners. Hence, creating friendly atmosphere where learners feel at ease with their teacher and with each other is the best way to overcome the fear of making mistakes and lack of self-confidence.

Shyness

Shyness is a trait that many learners possess at some time, and it may continue to cause problems for most of them. The shy learner is unwilling to appear idiotic when mistakes are made .s/he may not develop effective conversational skills, because s/he generally rarely converses using the foreign language. Shyness in the classroom can be viewed as a strategy to avoid rejection and negative evaluation. In fact interacting in a foreign language provokes anxiety because the person feels that s/he is presenting a less than flattering image of himself or herself. Horwitz (2000) elucidated that

Few people can appear equally intelligent, sensitive, witty, and so on when speaking a second language as when speaking their first: this disparity between how we see ourselves and how we think others see us has been my consistent explanation for learners' language anxieties (p.258).

Shy learners suffer when interacting; they feel more responsible for failure than success, they tend to remember mostly negative experiences in the classroom.

Class Speaking Tasks

Although dialogues and conversations are the most obvious and most often used speaking activities in language classroom, a teacher can select activities from a variety of

takes. Brown (2001: 271-272) listed six possible task categories; related to the types of oral production which learners are supposed to accomplish in the class.

Imitative

Drilling is also important in the learning process in which the learners simply repeat a word, phrase or structure such as can you help me or excuse me for clarity and accuracy. Brown (2001) stated that “Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form” (p.271). Therefore, drills provide learners the opportunity to listen and to repeat orally some language forms which can cause difficulties for language learners.

Intensive

Intensive speaking exceeds imitative. Learners are subject to intensive practice of the language focusing on specific phonological or grammatical points; for instance, minimal pairs, repetition of a series of imperative sentences, stress and rhythm. It is designed to show learners’ competence about stress, rhythm and intonation. Intensive speaking can be self initiated as it can be practiced in pairs.

Responsive

In language classroom, learners are usually responsive. It involves short interaction where the learners give short replies to teacher or student’s question or comments for instance:

Teacher: how are you today?

Student: pretty good, tanks, and you?

Thus this reply is meaningful, authentic, and adequate but it cannot be extended to dialogue.

Transactional

Transactional language is more complicated than responsive speech. It is “An extended form of responsive language” *ibid.* It gives learners the chance to negotiate meaning and make their oral production more comprehensible. It is conducted for the purpose of information exchange, such as debates, role plays and information-gathering interviews

Interpersonal

Interpersonal dialogues are performed to establish or maintain social relationships. Like casual, conversations and personal interviews. Such interpersonal dialogue might be difficult for learners since they may contain a casual register, ellipsis, sarcasm, and colloquial language that are not easily figured out by the learners. However, learners are going to be able to decode after carrying out many interpersonal dialogue.

Extensive

Learners in the intermediate and advanced levels are requested to give extended monologues including oral reports or oral summaries where the language is more formal and official. These monologues can be planned or improvised.

Conclusion

Speaking is a very essential process which helps to evaluate language learners’ proficiency in the target language. Learning to speak necessitates learners’ engagement in communicative contexts in order to activate their speaking capacity. Thus, the

improvement in oral skill requires active use of the language. Moreover, in teaching speaking, teachers should be aware of the learners' speaking difficulties, so that they can select the appropriate strategies and techniques to keep them involved into real-life communication. Therefore, learners can promote their speaking abilities through knowing the rules of grammatical correctness, vocabulary and pronunciation, as well as through practicing the TL in different communicative contexts.

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Chapter Four: Findings of the Study**Introduction**

The present work is about eliciting students' and teachers' viewpoints about the impact of classroom interaction on enhancing EFL learners' speaking skill since they are the two main elements for providing us with information about this issue. Thus in this chapter, the analysis and the interpretation of the results obtained from the students' and teachers' questionnaires as well as the classroom observation are statistically presented through tables and graphs. Therefore, this part is divided into three main sections. The first section is devoted to the analysis of the students' questionnaire. The second section relates to the teachers' questionnaire. Both, first and second sections include administration, description, and interpretation of the questionnaires results. Finally, the third section is devoted to the analysis of classroom observation during oral expression sessions.

Students' Questionnaire

The questionnaire is designed in accordance with the literature review in the previous chapters of the present dissertation. It is designed to explore student's attitudes concerning the act of interacting in the classroom as well as their opinion about speaking abilities as a result of classroom interaction. Moreover, it is intended to know if interaction can help them to develop their speaking ability.

Description of the Students' Questionnaire

The students' questionnaire is divided into four sections. It contains both open-ended and close-ended questions meant to probe students' opinions about the effect of interaction in the classroom on activating their speaking ability.

Section One: Background Information (Q1-Q2)

The first section looks for general information about the students by asking few, non threatening, easy to answer questions.

Section Two: Students' Attitude towards Classroom Interaction (Q3-Q13)

The second section investigates the students' awareness of the importance and value of interaction in the classroom.

Section Three: Students' Attitude towards Speaking Skill (Q14-Q21)

In this section of the questionnaire, our primary concern was to probe the students' attitude towards their production of the FL.

Section Four: Suggestions and Comments (Q22)

The last section was devoted to free comments by learners, so they were asked to add any suggestions or comments if they wish.

Administration of the Students' Questionnaire

The questionnaire was administered to second year LMD students of the English language at the University of Mohamed Kheider, Biskra. The selection of the population is based on the consideration that students of second year undergraduates are in transitional phase. In other terms, they already possess some knowledge and they have experienced the concept of interaction with their teachers and peers in the previous year (first year) which allow them to practice the language in the classroom. The questionnaire was distributed and explained to fifty (50) students, which represent our sample from the whole population that is about (445) students, at the beginning of the session. We have collected all the questionnaires at the end of the session. The questionnaire was handed in April 2015.

Analysis of Results

Section One: Background Information

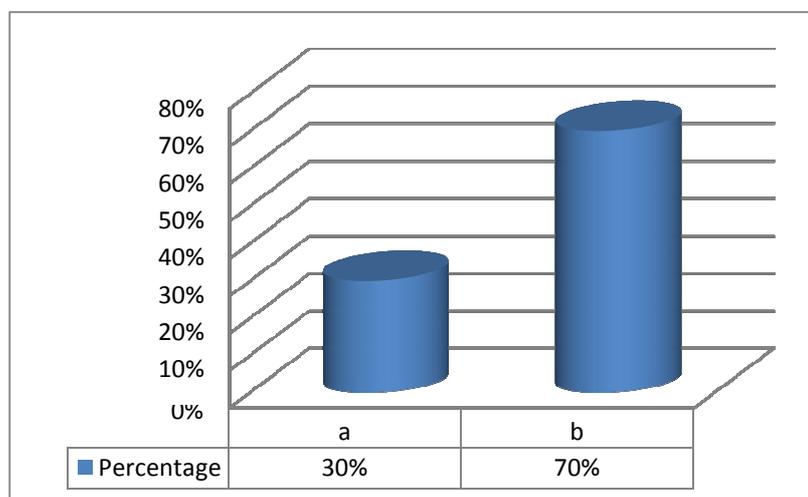
1- Please specify whether you are:

- a) Male
- b) Female

Table 1 : Students' Gender

Option	Respondent	Percentage
a	51	30%
b	51	70%
Total	50	100%

Graph 1: Students' Gender



The great majority of the population under investigation is female students (70%), whereas the male population represents only (30%). This can be interpreted by the fact that females tend to choose literary branches in the university more than males. In addition, females are more likely interested to learn foreign languages in comparison to males because they believe that it will help them, after graduation, to gain job as a teacher which

is not highly wanted for by males. Moreover, females choose to study foreign languages for some prestigious purposes i.e. they like to show off how well they master English or French not only in the university, but also during their daily conversations with their friends.

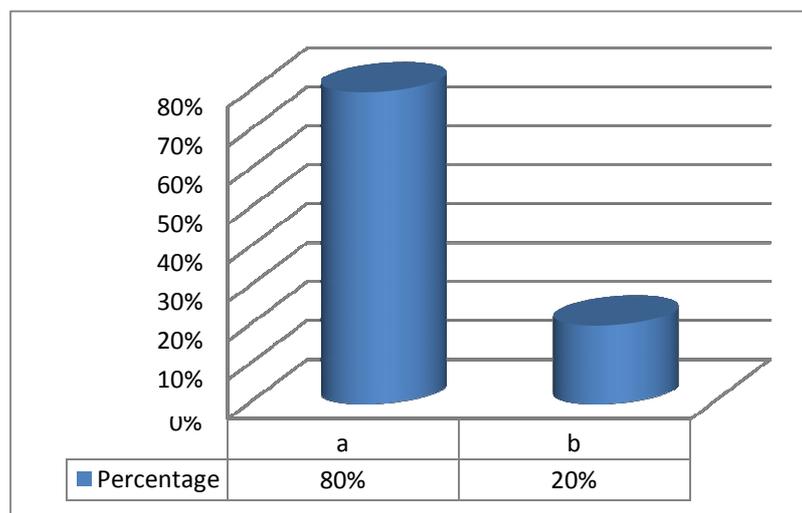
2- Studying English?

- a) Your first choice
- b) Imposed on you

Table 2: Students’ Choices for Studies

Option	Respondent	Percentage
a	40	80%
b	10	20%
Total	50	100%

Graph 2: Students’ Choices for Studies



The results obtained from the table (2) shows that the majority of respondents (80%) claimed that studying English was their first choice, while (20%) of the subjects declared that English was imposed on them. We deduce from these results that the baccalaureate

average of the students who said that English was not their first choice did not allow them to study the branch they like, or because their English mark was good that is why they were directed to study it.

Section Two: Students' Attitude towards Classroom Interaction

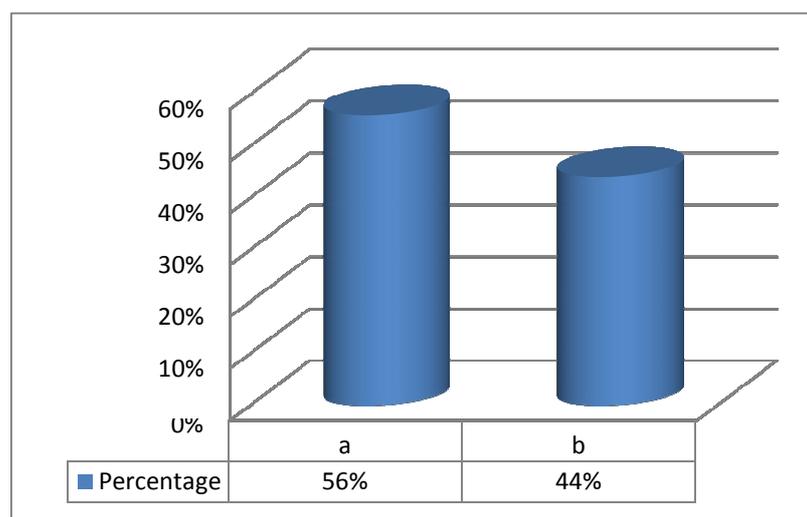
3- Do you interact in the classroom?

- a) Yes
- b) No

Table 3: Students Interaction in the Classroom

Option	Respondent	Percentage
a	28	56%
b	22	44%
Total	50	100%

Graph 3: Students Interaction in the Classroom



The table (3) reveals that (28) of the participants, which represent (56%) of the whole sample, affirmed that they interact in the class; however, (44%) of the respondents stated that they do not. The two figures are close to each other and this can be interpreted

by the fact that students' contribution to interactions may differ according to students' motivation.

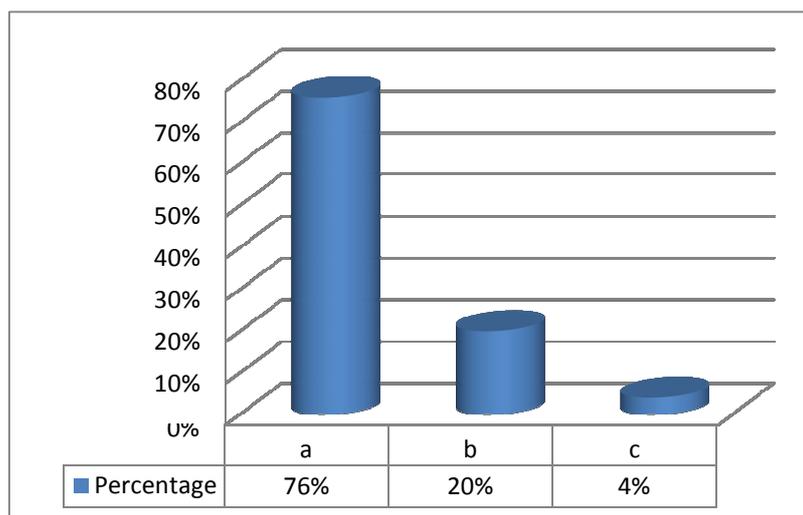
4- Do you think that classroom interaction is?

- a) Very important
- b) Optional
- c) Has no importance

Table 4 :The Importance of Classroom Interaction

Option	Respondent	Percentage
a	38	76%
b	10	20%
c	02	4%
Total	50	100%

Graph 4 :The Importance of Classroom Interaction



It can be seen from the table that (76%) of the subjects assume that classroom interaction is important, while (20%) of the participants think that it is optional. Only (1) student which make up (4%) of the whole sample, supposes that it is not important at all. It

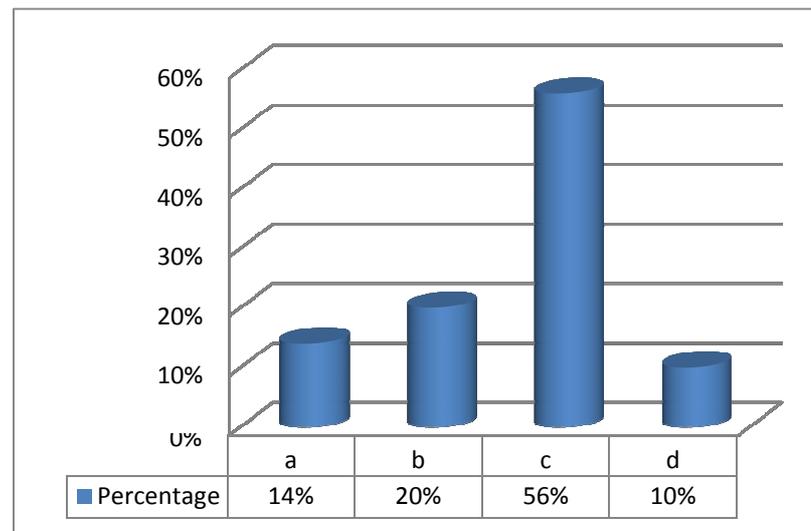
is clear that the majority of the students are aware of the importance of classroom interaction, but the fact that (20%) of them regard it optional explains the previous' question figures. Students at this level know that one of good learners' qualities is speaking and interacting in the classroom, it means that students who ask questions, make comments on their teacher's and peers' talk, and share information with other learners are successful students. Thus we need to look at the results of the next question to understand why students think that classroom interaction is optional or not important at all.

5- For you classroom interaction is

- a) To keep silent and listen interestingly to the teacher
- b) To take notes of what the teacher says
- c) To ask questions and discuss teacher's talk
- d) Others, please specify

Table 5 : Students' Understanding to Classroom Interaction

Options	Respondents	Percentage
a	07	14%
b	10	20%
c	28	56%
d	05	10%
Total	50	100%

Graph 5 : Students Understanding to Classroom Interaction

The table (5) indicates that (56%) of the subjects responded by choosing the third answer, to ask questions and discuss teacher's talk. This can be interpreted by the fact that the students seem to know that interaction means involvement and taking part in the lesson making, it means that they know that the act of interacting in the classroom has to do with being active. However, 10 of the respondents making up (20%), think that classroom interaction is to take notes of what the teacher says. This figure illustrates that they are passive learners who accept every thing given to them by their teachers. (14%) represents the percentage of whose students who choose to keep silent and listen interestingly to the teacher. We deduce from this result that these students confuse between keeping discipline during the lessons and classroom interaction. The remaining (10%) represents the students who preferred to provide their own definitions which they are summarized as follows:

- Answering the teacher's questions
- Learning how to communicate and discuss
- Sharing ideas and thoughts

The students' suggestions show that they agreed on the idea that classroom interaction is a sort of give-and-take between students and teachers.

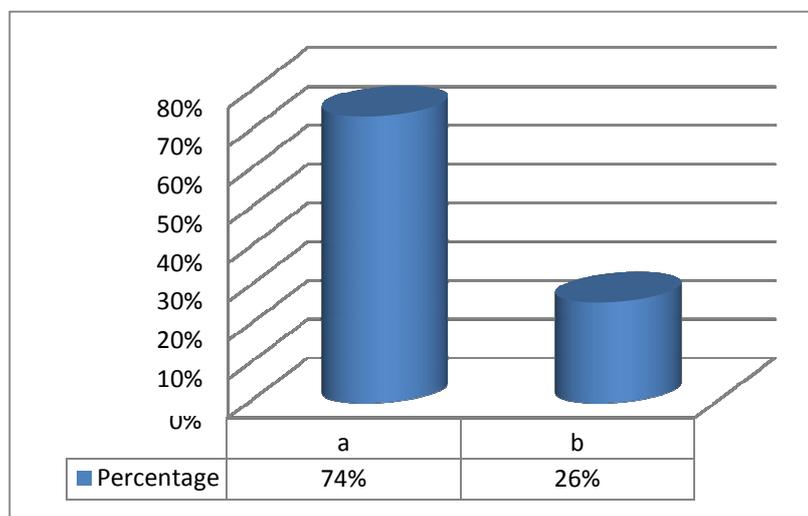
6- Who do most of the talk in the oral expression class?

- a) Student
- b) Teacher

Table 6 : Students' and Teachers' Amount of Talking Time

Option	Respondent	Percentage
a	37	74%
b	13	26%
Total	50	100%

Graph 6: Students' and Teachers' Amount of Talking Time



It is clear from the table (6) that (74%) of the subjects claimed that it is the student who does most of the talk in the classroom, while (26%) of the participants stated that the teacher is the one who talks most in oral expression. This indicates that the teachers are aware of the student's talking time in the classroom; it means that they know that the teacher's amount of talk should be less than the one of the students.

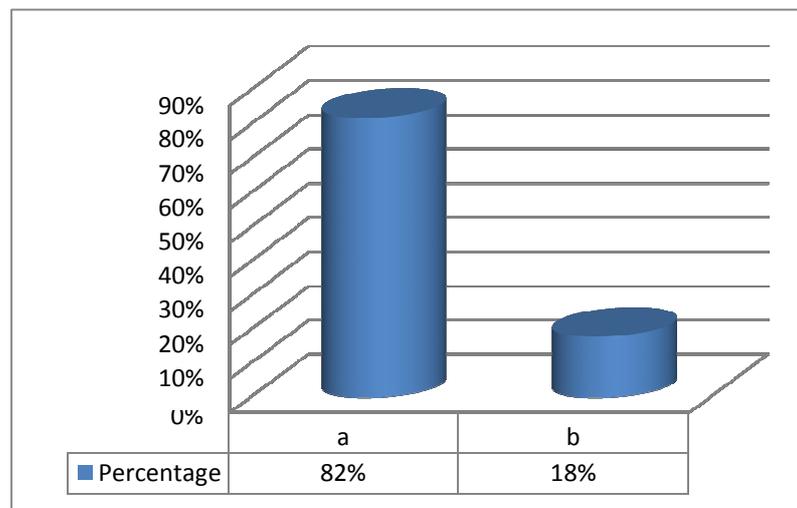
7- Does your teacher always provide comprehensible input that is suitable to your level?

- a) Yes
- b) No

Table 7 : Teachers' Comprehensible Input

Option	Respondent	Percentage
a	41	82%
b	09	18%
Total	50	100%

Graph 7 : Teachers' Comprehensible Input



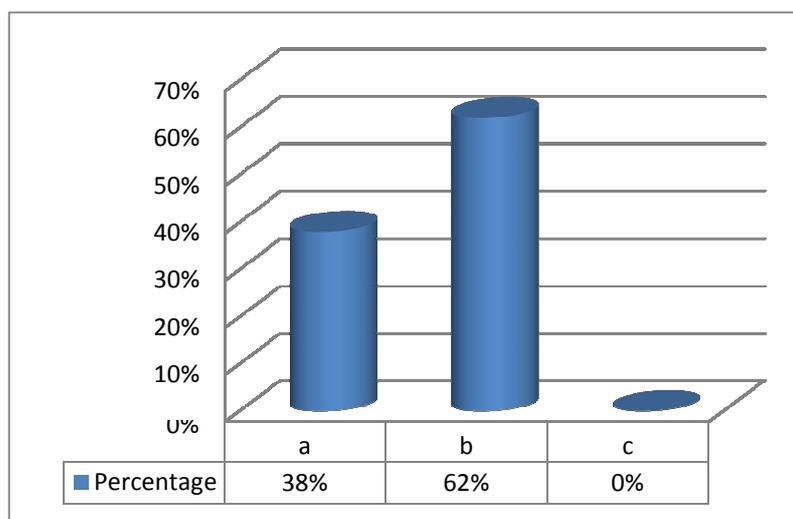
Most of the respondents (82%) declared that their teacher provides comprehensible input, whereas (18%) of the participants said that he does not. This result reveals that comprehensible input is very crucial because it is the essence of any interactive activity. The input provided by the teacher should be comprehensible because he is considered as the only source of knowledge in the language classroom

8- Does your teacher give you the opportunity to speak and interact in the classroom?

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

Table 8 :Opportunities to Speak in the Classroom

Option	Respondent	Percentage
a	19	38%
b	31	62%
c	00	00%
Total	50	100%

Graph 8 :Opportunities to Speak in the Classroom

(62%) of the subjects agreed that sometimes their teachers give them opportunities to speak and interact in the classroom. This result illustrates that students have only few opportunities to practice speaking, while (38%) of the participants stated that their teachers always give them opportunities to speak. The two figures are not paradoxical because the respondents do not belong to the same group which indicates that they have different teachers also the learners assume that they are given the opportunities to speak only when

free discussions are permitted whereas asking questions and answering the teacher's questions are ordinary daily tasks. None of the participants selected option (c) and this is a healthy sign.

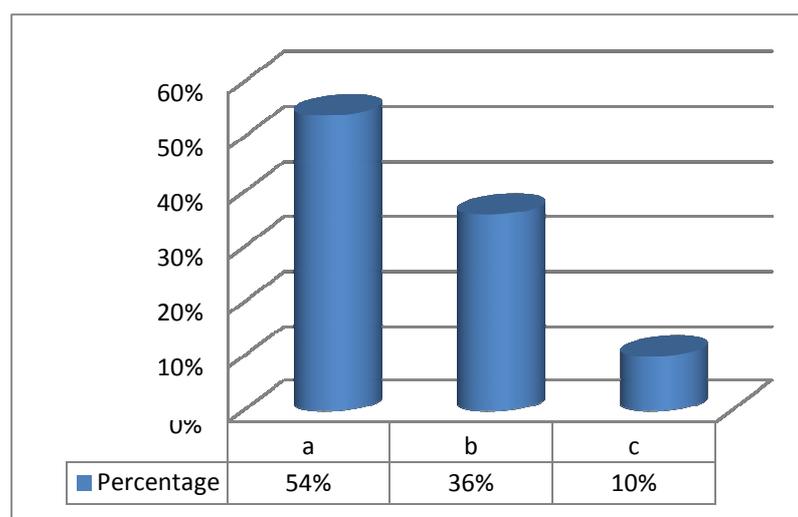
9- When discussion is raised in the classroom

- a) Do you volunteer speaking
- b) Do you keep silent until the teacher calls you
- c) Do you wish that nobody notices you

Table 9 : Students' Role in Discussions

Option	Respondent	Percentage
a	27	54%
b	18	36%
c	05	10%
Total	50	100%

Graph 9 : Students' Role in Discussions



The result obtained denotes that (54%) of the participants volunteer speaking when discussion is raised in the classroom. In fact figures in this questionnaire are logical so far

because (56%) of the subjects declared that they interact in the classroom. But the second percentage cannot be underestimated. (36%) of the students stated that they do not speak unless the teacher asked them to do. We deduce from this result that the students' silence may arise from the students' personalities, the methods applied by the teacher, or anything else. (10%) of the participants admitted that they wish nobody notices them perhaps they are shy students who cannot speak publicly.

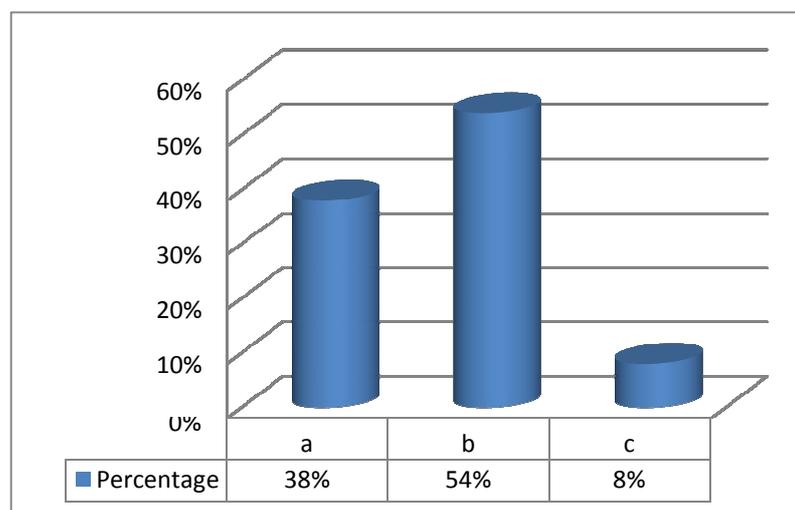
10- When the teacher asks questions, does s/he

- Give you a long-wait time to think about the answer?
- Give you a short-wait time to think about the answer?
- Generally answer his/her questions

Table 10 : The Length of the Wait-Time Given to Students to Answer Question

Option	Respondent	Percentage
a	19	38%
b	27	54%
c	04	08%
Total	50	100%

Graph 10 : The Length of the Wait-Time Given to Students to Answer Question



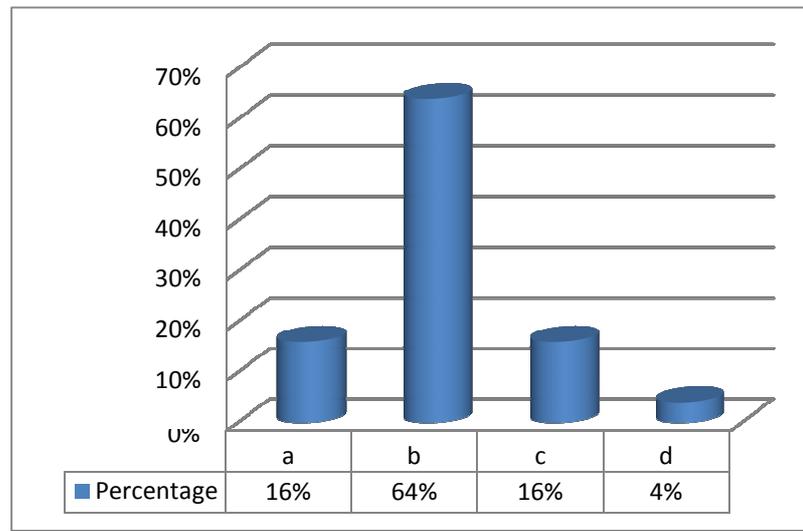
More than half of the respondents (54%) affirmed that teachers give them short wait-time to think about the answers. This reveals that most of the teachers are impatient at expecting the students' answers. However, students need time to revise the content and the form of their answers and when the wait-time is too short, this discourages the students to speak. (38%) claimed that their teachers give them long wait-time to think about the answer. Students here may just keep looking at the teacher as a sign of lack of understanding the question. In this situation teachers answer their own questions and this explains the third result (8%). Teachers do so to escape from this silence.

11- How often do you interact with your classmate inside the classroom?

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

Table 11 :Students' Frequency of Interaction

Option	Respondent	Percentage
a	08	16%
b	32	64%
c	08	16%
d	02	04%
Total	50	100%

Graph 11 :Students' Frequency of Interaction

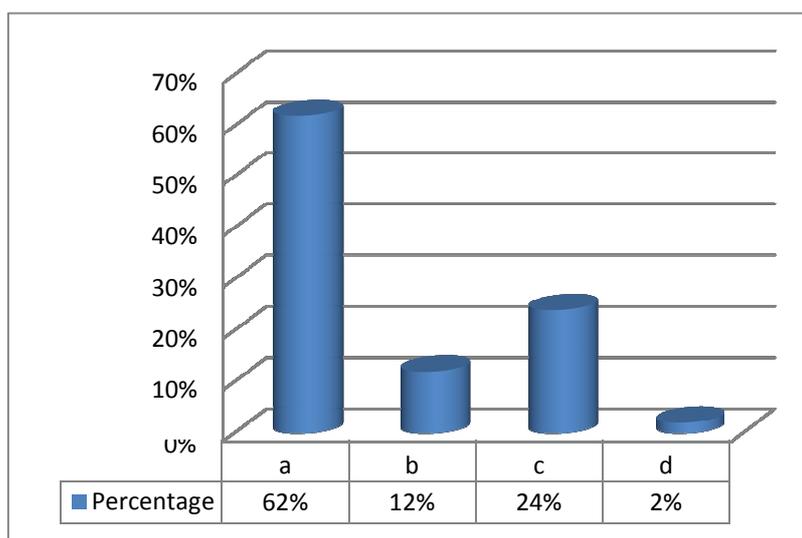
It can be seen from the table (11) that (32) students declared that they sometimes interact with their classmates in the classroom; perhaps because of the overcrowded classes. Other students (8) stated that they always do that, while (8) students claimed that they rarely interact inside the classroom. Only (2) students said that they never do. These results illustrate that peer interaction is considered the easiest way to speak freely.

12- Do you interact in the classroom?

- a) To practice speaking English?
- b) To show that you are competent?
- c) Because the teacher grades participation?
- d) Others, please specify

Table 12 : Students' Reasons for Interaction

Option	Respondent	Percentage
a	31	62%
b	06	12%
c	12	24%
d	01	02%
Total	50	100%

Graph 12 : Students' Reasons for Interaction

The results obtained show that (62%) of the participants interact in the classroom to practice speaking English. This indicates that most of the students know that the classroom is the only place where English can be practiced. That is why they try their best to catch every single chance given to them to speak it. (12%) of the subjects stated that they interact to show that they are competent. These students know that in order to be competent speakers they have to possess the necessary skills. Whereas, (25%) interact because their teachers grade participation; hence, the fear of getting bad marks obliges them to interact to show that they are interested in the lesson. The remaining percentage (2%) represents

the student who preferred to give his own reason for interacting which is summarized as follows

- The student interact to show that he deserve to be English student, that he exist.

This student confess that his interaction proves his existence, his presence, and his belonging to the English language class.

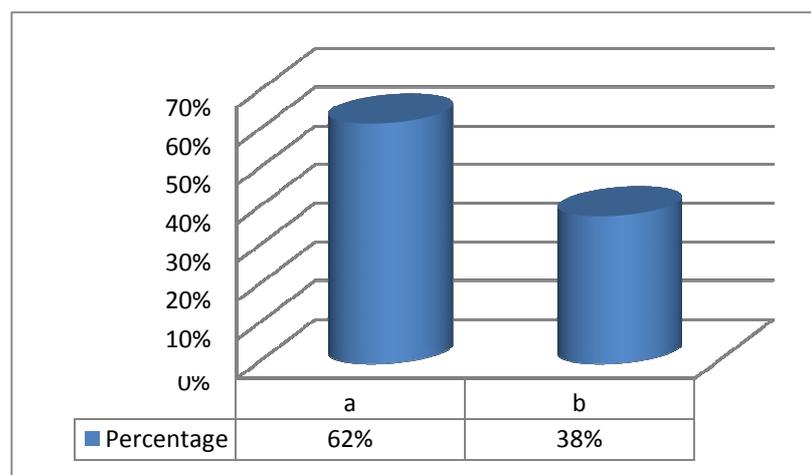
13- Do you practice English with your classmate outside the classroom?

- Yes
- No

Table 13 : Students' Practice of English Outside the Classroom

Option	Respondent	Percentage
a	31	62%
b	19	38%
Total	50	100%

Graph 13 : Students' Practice of English Outside the Classroom



It is clear from the table that (62%) of the subjects claimed that they practise English outside the classroom. Perhaps they find it enjoyable, beneficial, and funny. While

(38%) affirmed that they do not. This can be interpreted by the fact that English is totally absent in the Algerian speech community; thus, they can not use it except in academic contexts.

Section Three : Students Attitude towards Speaking Skill

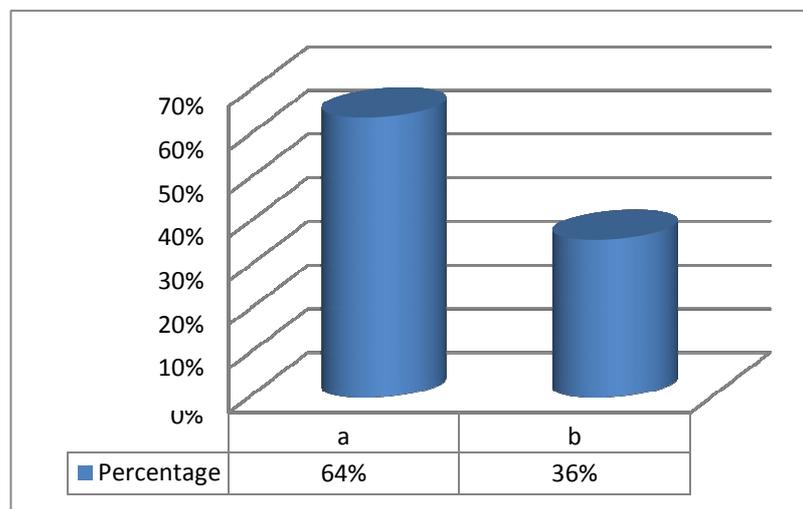
14- Do you think that speaking English is a difficult task?

- a) Yes
- b) No

Table 14 : Students' Attitude Towards Speaking Difficulty

Option	Respondent	Percentage
a	32	64%
b	18	36%
Total	50	100%

Graph 14 : Students' Attitude Towards Speaking Difficulty



As is shown by the graph, (64%) of the respondents agreed that speaking English is a difficult task. This reveals that these students may have difficulties in producing the language or they lack self-confidence. While, (36%) of the participants claimed that it is

not a difficult task, perhaps because they have a good command over the language aspects and functions which allows them to speak English very accurately and fluently.

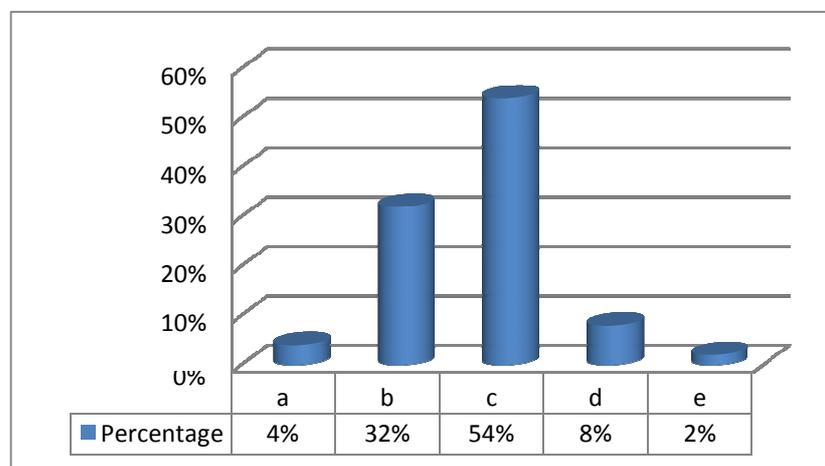
15- Which of the following describes your level of speaking ability as result of classroom interaction?

- a) High
- b) Above high
- c) Average
- d) Below average
- e) Low

Table 15 : Students' Speaking Ability as a Result of Classroom Interaction

Option	Respondent	Percentage
a	02	04%
b	16	32%
c	27	54%
d	04	08%
e	01	02%
Total	50	100%

Graph 15 : Students' Speaking Ability as a Result of Classroom Interaction



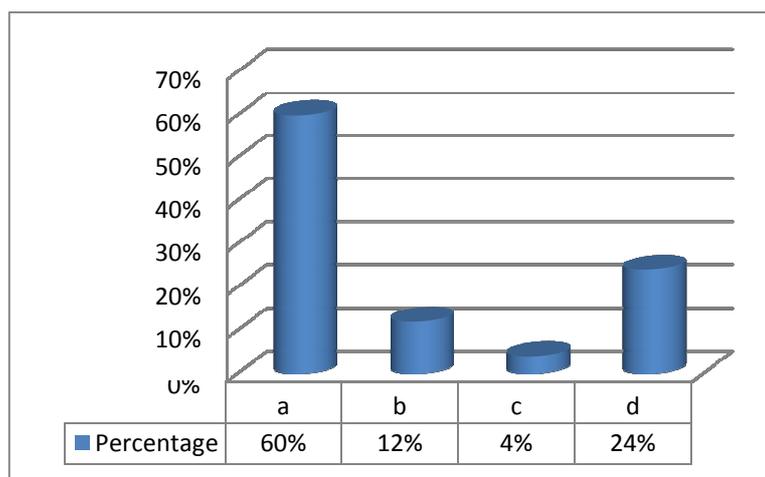
The results obtained show that (56%) of the subjects admitted that their level of speaking ability is average. Other students (32%) declared that it is above average. Only (4%) of the respondents affirmed that their level is high. Whereas, (8%) and (2%) of the participants confessed that their level is below average or low. Therefore, these students are not likely to interact in the classroom. And if they still silent without any attempt to interact, then they will not advance any further because keeping silent all the time in the classroom will limit their chance to speak and learn the FL.

16- What is the most important skill that you need to develop most?

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

Table 16 : The Mastery of the Most Desired Language Skill

Option	Respondent	Percentage
a	30	60%
b	06	12%
c	02	04%
d	12	24%
Total	50	100%

Graph 16 : The Mastery of the Most Desired Language Skill

It is clear from the graph that most of the respondents preferred to master the speaking skill most. While, (24%) of the subjects wished to develop the writing skill. Other participants (12%) liked to develop their listening skill. The remaining percentage (4%) represents those who preferred to master the reading skill rather than the other skills. The students' justifications for their choices are summarized as follows:

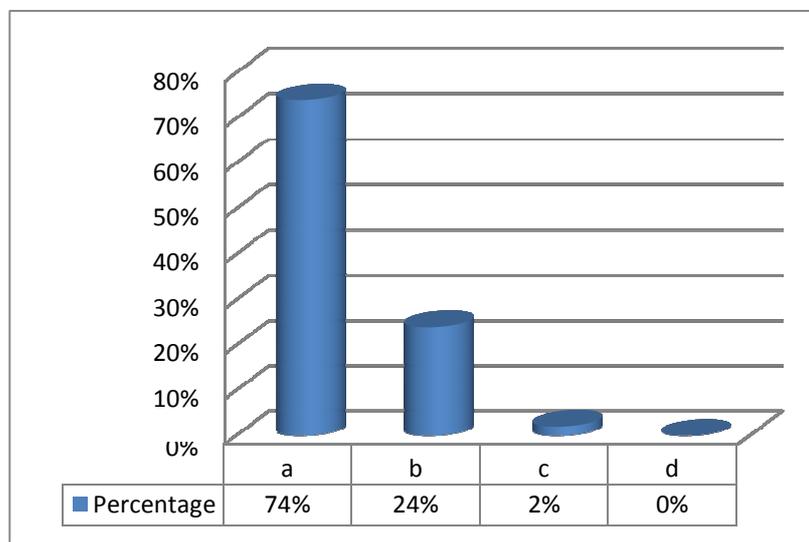
- Students, who chose speaking skill, believe that speaking the language means knowing that language.
- Students, who preferred to master writing skill, want to improve their written productions.
- Students, who liked to develop listening skill, assume that in order to learn a language they have to understand it first.
- Students, who wished to improve reading skill, think that in order to understand the FL they have to possess a sufficient vocabulary which can be acquired through reading.

17- Do you agree that in order to learn a language you have to speak it?

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

Table 17 : Language Learning Means Speaking It

Option	Respondent	Percentage
a	37	74%
b	12	24%
c	01	02%
d	00	00%
Total	50	100%

Graph 17: Language Learning Means Speaking It

The results gained show that most of the participants (74%) strongly agree that in order to learn a language they have to speak it, perhaps because speaking helps them to express their ideas and communicate with other people. Others (24%) just said that they agree, may be they believe that learning a language requires the possession of the four

skills (speaking, listening, reading, and writing). Only (2%) of the subjects claimed that learning a language is not necessarily speaking it, possibly because they think that knowing how to write the language means mastering this language. While none of the respondents strongly disagree.

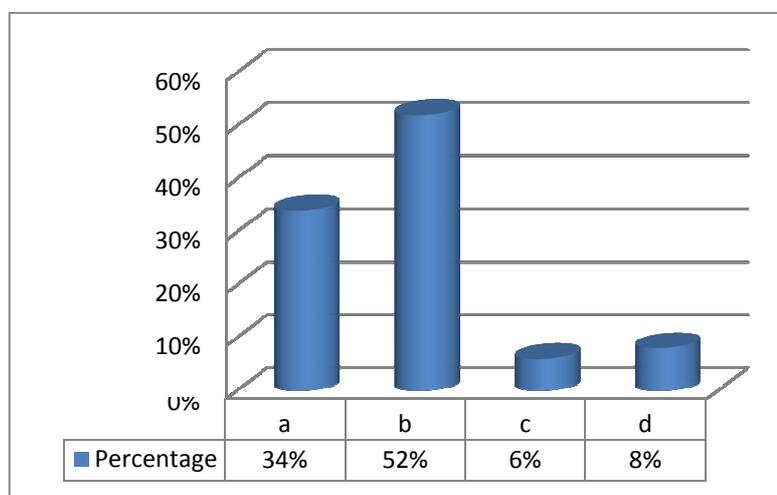
18- When you interact in the classroom?

- a) Do you like your teacher to correct every mistake you make?
- b) Do you like your teacher to correct only serious mistakes?
- c) You do not like him/her to interrupt you?
- d) Others, please specify

Table 18: Students' Attitude towards Teachers' Correction

Option	Respondent	Percentage
a	17	34%
b	26	52%
c	03	06%
d	04	08%
Total	50	100%

Graph 18 : Students' Attitude Towards Teachers' Correction



As is shown from the table (18), about half of the sample (52%) declared that only serious mistakes should be corrected by the teacher and this illustrates that pronunciation and grammar mistakes are not taken into consideration. Other students (34%) stated that they want their teachers to correct every mistake they made probably because they believe that the classroom is the exclusive place where they are permitted to make mistakes. Whereas, (6%) of the subjects do not like their teacher to correct them at all because they get embarrassed when they are corrected publicly. The remaining percentage (8%) represents the participants which chose the way they wish to be corrected by their own words and they are summarized as follows:

- The student welcomes the interruption when it comes in the appropriate time and in the way that does not confuse him/her.
- The student prefers to be corrected after finishing his/her presentation.

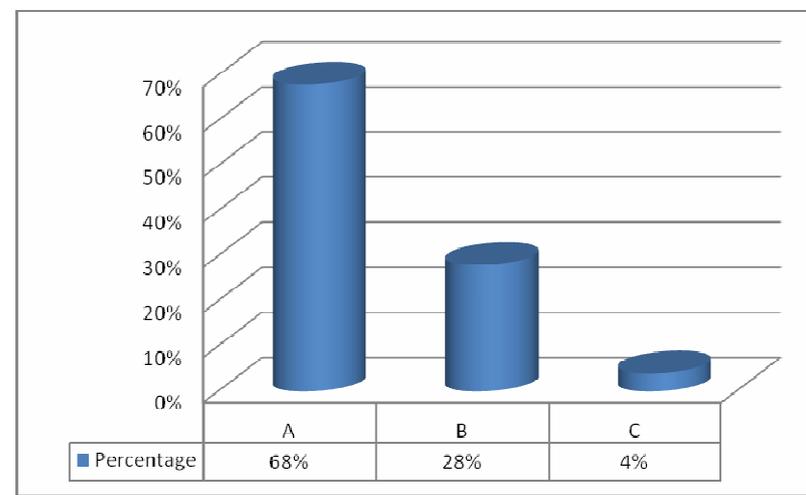
This indicates that students focused on the appropriateness of time of the interruption and they do not prefer the immediate correction in order to not cut the succession of their ideas.

19- When the teacher gives negative comments on your speech?

- a) Does this offer you more energy to improve your speaking skill?
- b) Does this alert you not to speak unless you are sure your answer is perfect?
- c) You will never speak again in the classroom?

Table 19 : The Effect of Feedback on Students

Option	Respondent	Percentage
a	34	68%
b	14	28%
c	02	04%
Total	50	100%

Graph 19 : The Effect of Feedback on Students

The common shared reaction between most of the participants (68%) is that they accept the negative feedback they receive from their teachers and they consider it as a challenge to evince their capacities and to clarify their public image. However, (28%) of the subjects claimed that they will speak only if they are sure about the answer. This indicates that they avoid negative feedback by avoiding mistakes in front of their teachers. Only (4%) decided never to speak again in the classroom. This may be due to the fact that they are always interrupted by the teacher or because they are less tolerant and less forgiving students which they hardly forget a position where they were reproached.

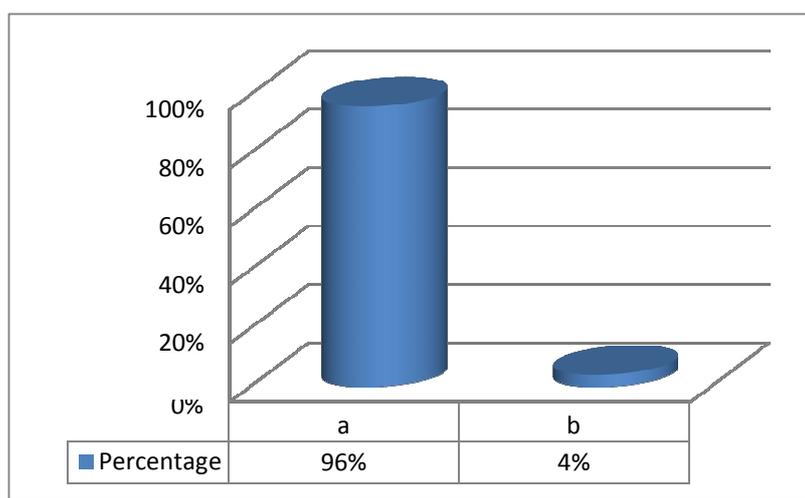
20- Does regular interaction in the classroom help you to reduce your speaking mistakes?

- a) Yes
- b) No

Table 20 : Speaking Mistakes are Reduced Through Classroom Interaction

Option	Respondent	Percentage
a	48	96%
b	02	04%
Total	50	100%

Graph 20 : Speaking Mistakes are Reduced Through Classroom Interaction



Almost all of the respondents (96%) agreed that classroom interaction helps them to reduce their speaking mistakes, while (4%) of the subjects responded that it does not. Students' justifications are summarized as follows:

Students explained that interaction leads them to minimize their mistakes because of the following reasons:

- Through regular interaction students will attain automaticity when speaking
- Students promote their command of language and avoid mistakes.

Other students explained that interaction does not help them to reduce their mistakes because they usually do not interact in the classroom.

We deduce from these results that when students' attention is called to a particular mistake, then it will be corrected in the next interactions.

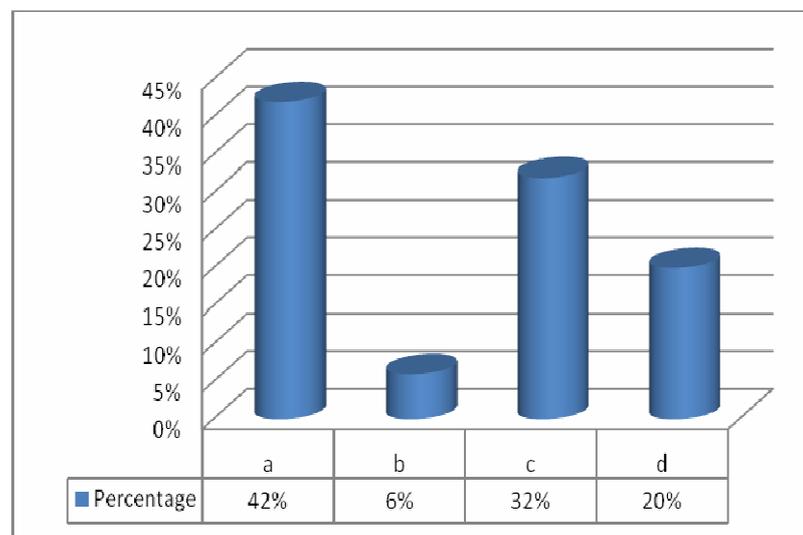
21- If you do not interact in the classroom, it is because:

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

Table 21 : Students' Unwillingness to Ineract

Option	Respondent	Percentage
a	21	42%
b	03	06%
c	16	32%
d	10	20%
Total	50	100%

Graph Table 21 : Students' Unwillingness to Ineract



The table (21) reveals that (42%) of the subjects declared that they are afraid of making mistakes, this illustrates that these students lack self confidence or they are afraid of receiving negative feedback. While, (32%) stated that they do not interact because the topic is not interesting. This indicates that the choice of the topic is very important for effective interaction. Others (20%) claimed that the teacher does not motivate them and when the students are not motivated, then they show no interest. Only (6%) of the respondents affirmed that they do not interact because the classroom is overcrowded. We deduce from this result that crowdedness inhibits the students' interaction.

22- Please make suggestions or comments if you wish space below.

(28) of participants which represents (56%) of the whole sample did not answer the question, while (22) students which make up (44%) did answer the question and their answers are summarized and reported in the table below

Table 22 : Students' Suggestions and Comments

Respondent	Percentage	suggestions and Comments
07	31.81%	Teachers must provide their learners with opportunities to practice the language and they should be tolerant to their mistakes in order to motivate them to speak.
03	13.63%	Students hope that they will be a competent speaker of English in the future.
02	9.09%	Teachers should choose exciting subjects in order not to kill students' creativity.
10	45.45%	Classroom interaction is very crucial for the learning process because it builds our self confidence, teaches us how to communicate and how to improve our level.
Total	100%	22

Summary of Students' Questionnaire

In general, we deduce that most of students are aware of the importance and the value of classroom interaction. Students' previous answers illustrate that they want to learn

speaking, and that they consider the speaking skill the measure of knowing the language but the problem is that they encounter numerous difficulties. The teacher's role then is to overcome these difficulties through encouraging his students to speak in the classroom. Classroom interaction can successfully lead students to promote their speaking capacities. However, this can happen through frequent interaction in the classroom with their classmates and their teacher because refraining classroom interaction and showing no interest will naturally affect the student's speaking ability.

Teachers' Questionnaire

We have designed a questionnaire for teachers to probe their awareness of the role of interaction in the language classroom. Moreover, we attempt to elicit their viewpoints towards the use of classroom interaction in fostering the students' speaking skill.

description of the Teachers' Questionnaire

The teachers' questionnaire includes two type of questions; close-ended questions where teachers choose 'yes' or 'no' answers, and others that require choosing the appropriate answer from a list of options. The second type is open-ended questions where teachers are asked to freely express or explain their points of view. The questionnaire is divided into four sections.

Section one: Background Information (Q1-Q2)

The first section investigates personal information about the teachers; thus, they were asked to specify their degree and the years of their teaching experience.

Section Two: Classroom Interaction (Q3-Q13)

The second section aims to investigate teachers' attitude towards classroom interaction and their awareness about its importance.

Section Three: Teaching Students Speaking Skill (Q14-Q24)

The main aim of this section is to elicit information from teachers concerning their students' production as well as the difficulties learners encounter when using the F.L.

Section Four: Suggestions and Comments (Q25)

In this section, teachers were invited to make suggestions and comments if they wish in the space available.

Administration of the Teachers' Questionnaire

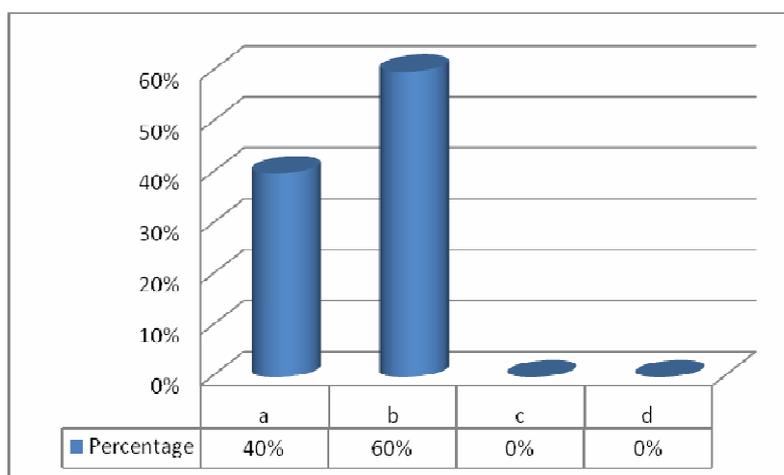
The questionnaire was administered to five (5) teachers of oral expression at the department of English at the university of Mohamed kheider, Biskra. We have distributed it to both full time and part time teachers teaching second year classes. The section of the population is based on the consideration that the teachers of oral expression will benefit us more than other teachers since they teach students how to develop oral skills. The questionnaire was handed in April 2015 and we have collected all of them.

Analysis of Results**Section One: Background Information****1- Degree(s) held:**

- a) BA (Licence)
- b) MA (Magister)
- c) MA (Master)
- d) PHD (Doctorate)

Table 23 : Teachers' Degree

Option	Respondent	Percentage
a	02	40%
b	03	60%
c	00	00%
d	00	00%
Total	05	100%

Graph 22: Teachers' Degree

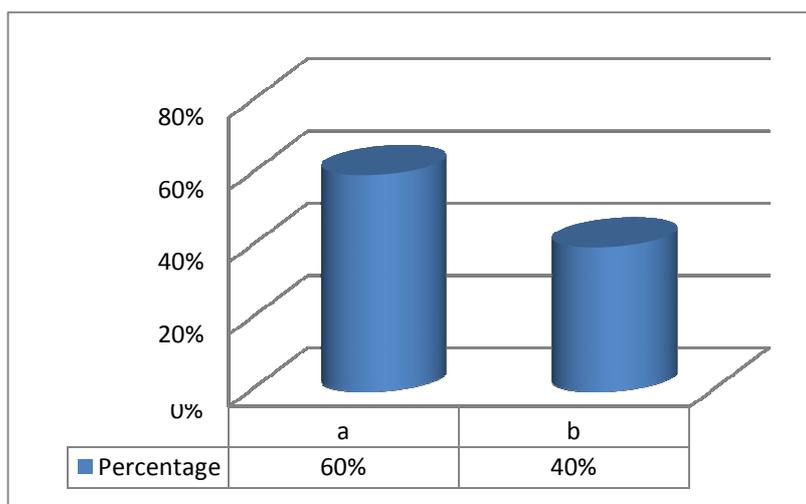
The table (22) shows that (2) of the teachers which represents (40%) of the selected sample have a licence degree, while (3) teachers, making up (60%) have a magister degree. None of the participants have neither a master nor a doctorate degree.

2- How long have you been teaching oral expression?

..... years

Table 24 : Teachers' Experience in Teaching Oral Expression

Years	respondent	Percentage
1-3	03	06%
More than 3 years	02	06%
Total	05	100%

Graph 23 : Teachers' Experience in Teaching Oral Expression

These results denote that the majority of teachers have more than one year teaching experience, this illustrates that their experience allow them to know how to promote the students' level through using the appropriate methods and strategies.

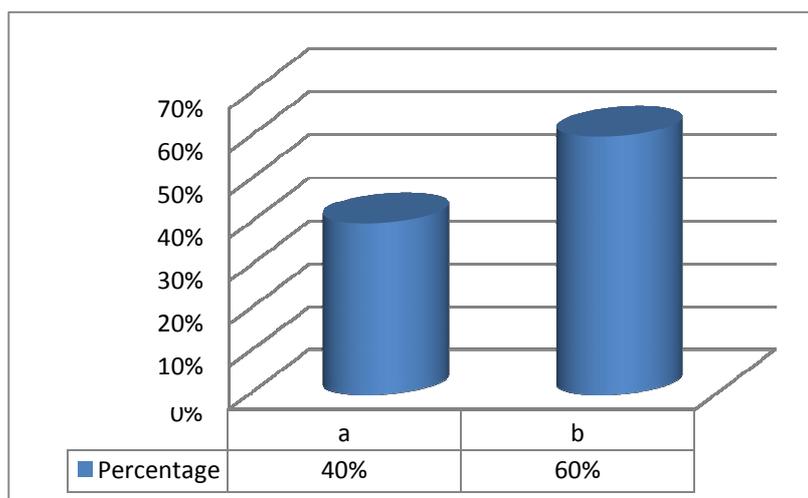
Section Two: Classroom Interaction

3- According to you, teaching a language means :

- a) Teaching grammatical rules and lists of vocabulary
- b) Teaching how to communicate using these rules

Table 25 : The Nature of Language Teaching

Option	Respondent	Percentage
a	02	40%
b	03	60%
Total	05	100%

Graph 24 : The Nature of Language Teaching

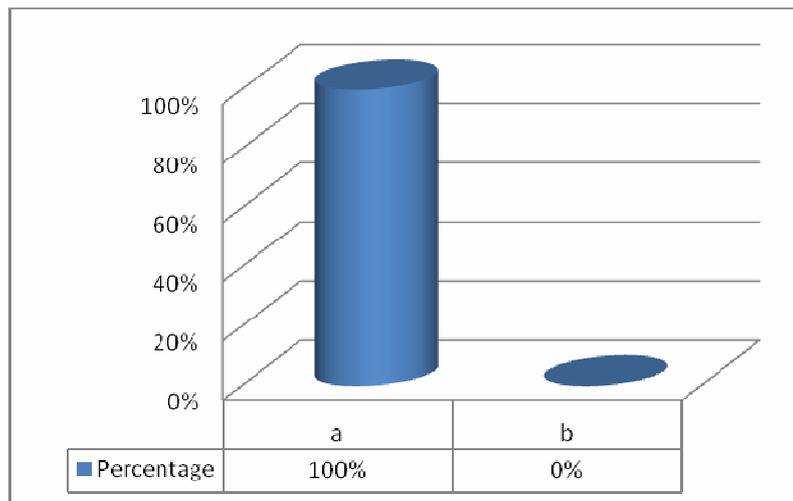
It can be seen from the graph that (40%) of the respondents agreed that teaching a language means teaching grammatical and vocabulary rules, whereas (60%) of the participants believe that teaching a language is not only teaching grammatical rules and lists of vocabulary, but also teaching how to communicate using these rules. This indicates that teachers are aware of the importance of both the form and the function of the language.

4-Do you think that classroom interaction is very important?

- a) Yes
- b) No

Table 26 : Teachers' Opinion About the Importance of Classroom Interaction

Option	Respondent	Percentage
a	05	100%
b	00	00%
Total	05	100%

Graph 25 : Teachers' Opinion About the Importance of Classroom Interaction

All the respondents (100%) confirmed that classroom interaction is important and they clarify they belief as follows:

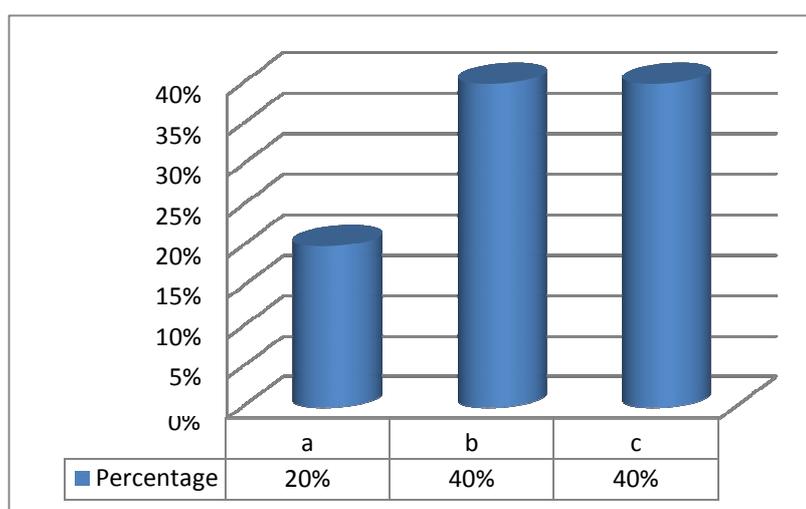
- It is the fruit of the teachers' hard work.
- It helps teachers to evaluate their students' oral proficiency and detect their deficiencies as far as speaking is concerned.
- It makes all the class active and even motivates the teacher to do his best.
- It raises learners self confidence and encourages them to face audience.
- It provides learners with opportunities to practice the language.

5-In the classroom, you are the one who talks:

- a) Most
- b) Sometimes
- c) When it is necessary

Table 27 : Teachers' Domination of the Classroom Talk

Option	Respondent	Percentage
a	01	20%
b	02	40%
c	02	40%
Total	05	100%

Graph 26 : Teachers' Domination of the Classroom Talk

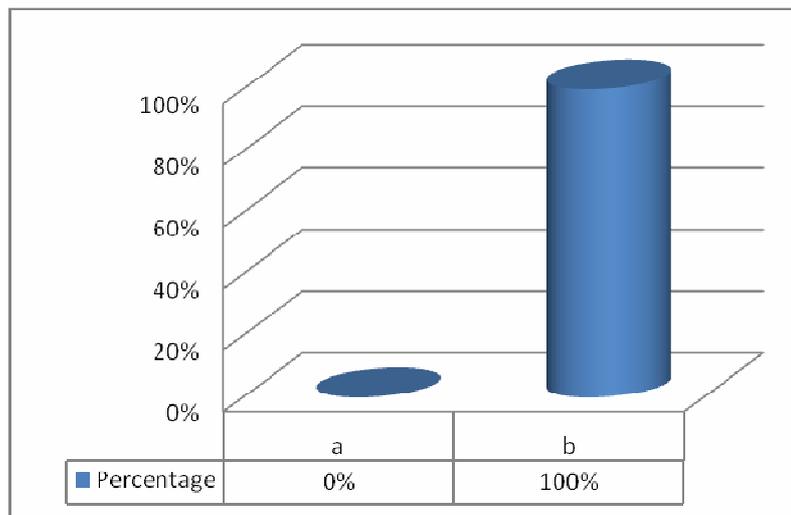
The results obtained denote that 2 participants which represent (40%) of the whole sample stated that they speak sometimes, this is quite acceptable for a foreign language class. While, 1 teacher (20%) declared that s/he is the one who speaks most in the classroom, perhaps this teacher forgot that students' real problem is with the language and not with knowledge. The remaining percentage represents those who claimed that they speak only when it is necessary. In this case teachers are there to organize their students' speeches by allocating turns to keep order in the class.

6- Do you consider that the role of the teacher is?

- a) A source of knowledge and information
- b) A guide and facilitator of learning

Table 28 : The Teachers' Role

Option	Respondent	Percentage
a	00	00%
b	05	100%
Total	05	100%

Graph 27 : The Teachers' Role

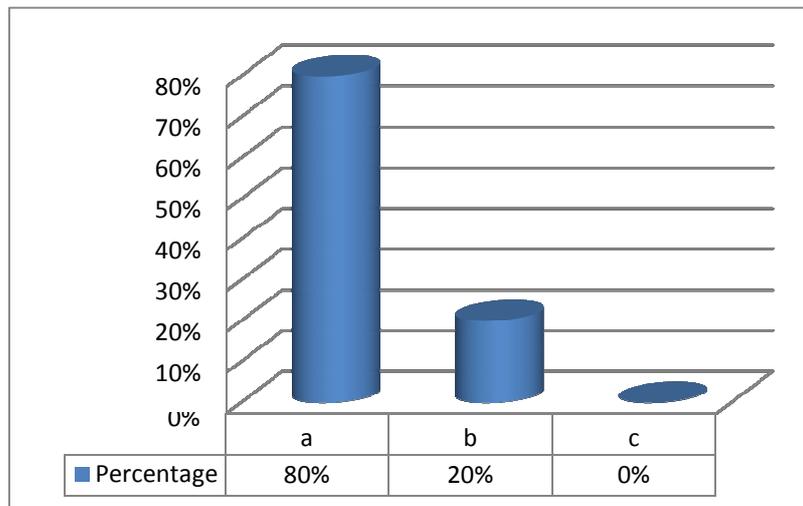
All the participants (100%) responded by choosing option 'b'; a guide and facilitator of learning. This illustrates that teachers are aware that learners should be given the chance to discover and use the knowledge by themselves in order to activate their speaking abilities.

7-How often do you urge your students to interact with each other in the classroom?

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

Table 29 : Students' Frequency of Engagement in the Classroom

Option	Respondent	Percentage
a	04	80%
b	01	20%
c	00	00%
Total	05	100%

Graph 28 : Students' Frequency of Engagement in the classroom

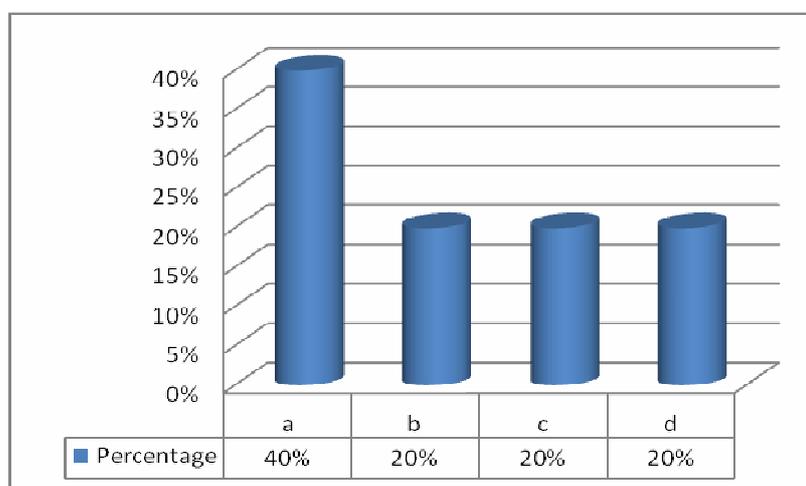
From the table (29), we figured out that the great majority of teachers (80%) stated that they always urge their students to interact in the classroom. Teachers aim at involving learners into communication. Others (20%) claimed that they sometimes do. This indicates that teachers use a balance between practice and theory. Whereas, none of the respondents chose option 'c'.

8-As a teacher, do you think you have the priority to speak in the classroom because:

- a) You have to finish the lesson in the allotted time?
- b) You are the one who should speak in the classroom?
- c) The students' speeches are not all correct
- d) Others, please specify

Table 30 : Teachers' Reasons for Having the Priority to Speak in the Classroom

Option	Respondent	Percentage
a	02	40%
b	01	20%
c	01	20%
d	01	20%
Total	05	100%

Graph 29 : Teachers' Reasons for Having the Priority to Speak in the Classroom

It is clear from the graph that (40%) of the respondents believe that they have the priority to speak in the classroom because they have to finish the lecture in the allotted time. It is clear that teachers are restricted by a syllabus but unprepared discussions can occur at any time, and if teachers hurry up to finish the lecture, students will stop raising them by time. The same percentage is collected by teachers who chose option 'b', 'c', and 'd'. (20%) of the participants think that they have the priority to speak in the classroom because they are the ones who should speak probably, this teacher believes that s/he is the language model and the provider of the input. Others (20%) claimed that the students' speeches are not all correct. This is true, but does not give the teacher the right to refuse the students' contributions in the success of the learning process. Only (1) teacher chose his own belief about the priority of speaking in the classroom and it is reported below:

- To make sure that the teacher is facilitating all what they need to know.

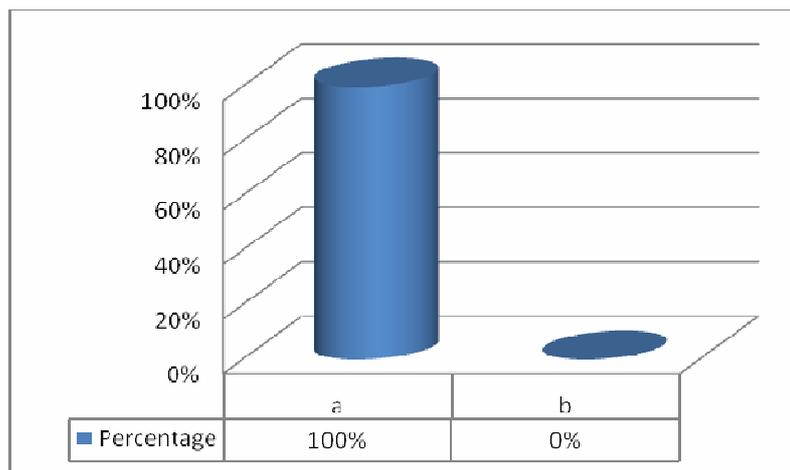
9- Do you often teach speaking through interaction?

- a) Yes
- b) No

Table 31 : Teachers' Use of Classroom Interaction

Option	Respondent	Percentage
a	05	100%
b	00	00%
Total	05	100%

Graph 30: Teachers' Use of Classroom Interaction



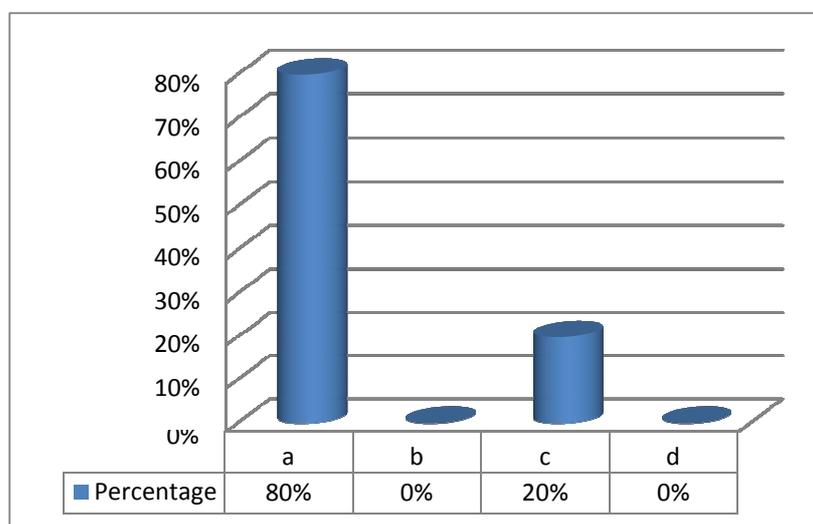
This result reveals that all the teachers (100%) affirmed that they often teach speaking through classroom interaction. Teachers often provide learners with opportunities to produce the language as much as possible in order to promote their oral proficiency and this can be realized through interacting with their teachers or peers.

10- How often do your students interact in oral expression class?

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

Table 32 : The Frequency of the Students' Interaction in the Oral Class

Option	Respondent	Percentage
a	04	80%
b	00	00%
c	01	20%
d	00	00%
Total	05	100%

Graph 31 : The Frequency of the Students' Interaction in the Oral Class

The graph (31) shows that the majority of teachers (80%) declared that their learners frequently interact in the classroom, while (20%) claimed that they rarely do. None of the participants neither opted for 'sometimes' nor 'never'. The teachers' clarifications about their assesment are summarized as follows:

Teachers said that their students interact frequently because

- Students are interested in the activities and the topics discussed in class.
- The teacher encourages and motivates them to do so.

Only one teacher said that his students rarely interact because

- Students lack self confidence and they are afraid of being judged

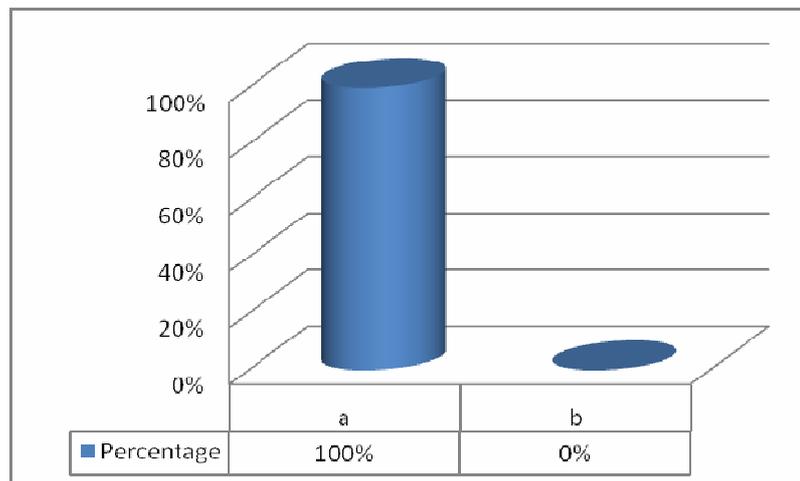
11- Do you try to create a friendly atmosphere in the classroom?

- Yes
- No

Table 33 : Classroom Atmosphere

Option	Respondent	Percentage
a	05	100%
b	00	00%
Total	05	100%

Graph 32 : Classroom Atmosphere



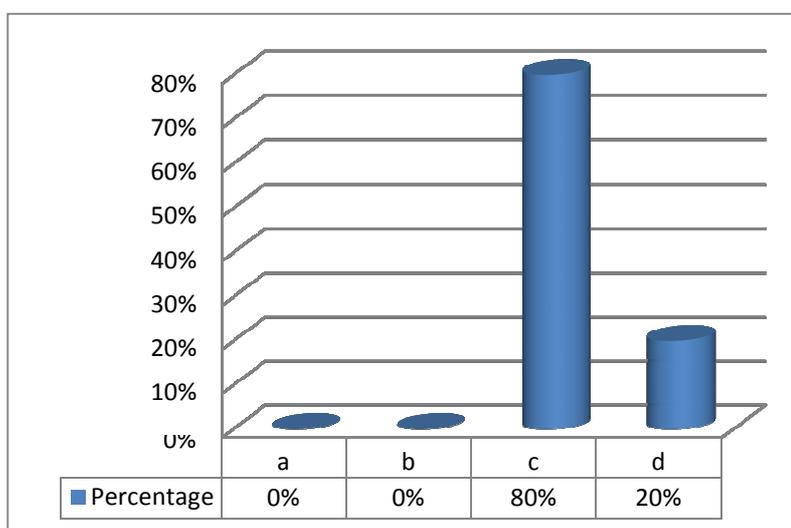
The results obtained denote that all the respondents (100%) confess that they try to create a friendly atmosphere in the classroom. This indicates that teachers recognize that in order to create an interactive classroom, they have to built a positive atmosphere which helps students to exchange their thoughts, ideas, and knowledge.

12- When you allocate turns to your students :

- Do you select brighter students and save time?
- Do you select weaker students?
- Do you choose randomly?
- Others, please specify

Table 34 : Teachers' Allocation of Turns in the Classroom

Option	Respondent	Percentage
a	00	00%
b	00	00%
c	04	80%
d	01	20%
Total	05	100%

Graph 33 : Teachers' Allocation of Turns in the Classroom

As is illustrated by the graph, the majority of teachers (80%) affirmed that when allocating turns to students, they select randomly. In this case, students are kept alert to be called on at any moment. None of the participants neither opted for 'a' nor 'b' answers, while one teacher (20%) preferred to provide his/her own answer which is reported below

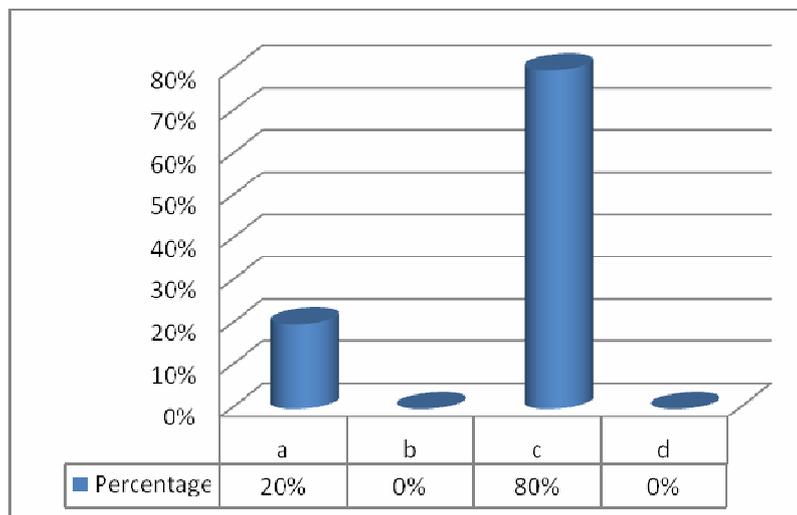
- I give them freedom to choose their partners.

13- What do you do to make silent students interact in the classroom?

- Choose interesting topics
- Add additional marks
- Design groups and peers
- Use other means, please specify

Table 35 : Teachers' Decision to Make Silent Student Interact

Option	Respondent	Percentage
a	01	20%
b	00	00%
c	04	80%
d	00	00%
Total	05	100%

Graph 34 : Teachers' Decision to Make Silent Student Interact

These results indicate that most of the teachers (80%) preferred to design group and peer works where students find themselves obliged to take parts in the interactive activities. Whereas, (20%) claimed that they choose interesting topics to make silent students interact in the classroom, because the topic is an important factor in creating a successful interaction. Both second 'b' and fourth 'd' options were excluded.

Section Three: Teaching Speaking Skill

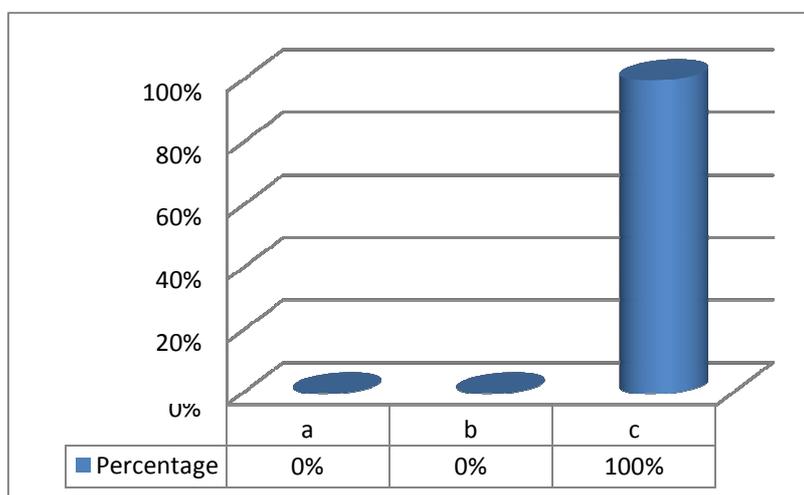
14- Do you believe that effective speaking is unlikely to take place in the absence of :

- a) Fluency
- b) accuracy
- c) Both of them

Table 36 : Teachers' Awareness of Fluency and Accuracy in Speaking Skill

Option	Respondent	Percentage
a	00	00%
b	00	00%
c	05	100%
Total	05	100%

Graph 35 : Teachers' Awareness of Fluency and Accuracy in Speaking Skill



The table (36) reveals that all the respondents (100%) agreed that effective speaking is unlikely to take place in the absence of both fluency and accuracy. This indicates that the teachers give importance to both the form and the function of the language. Hence, fluency and accuracy are considered as the major characteristics of speaking performance.

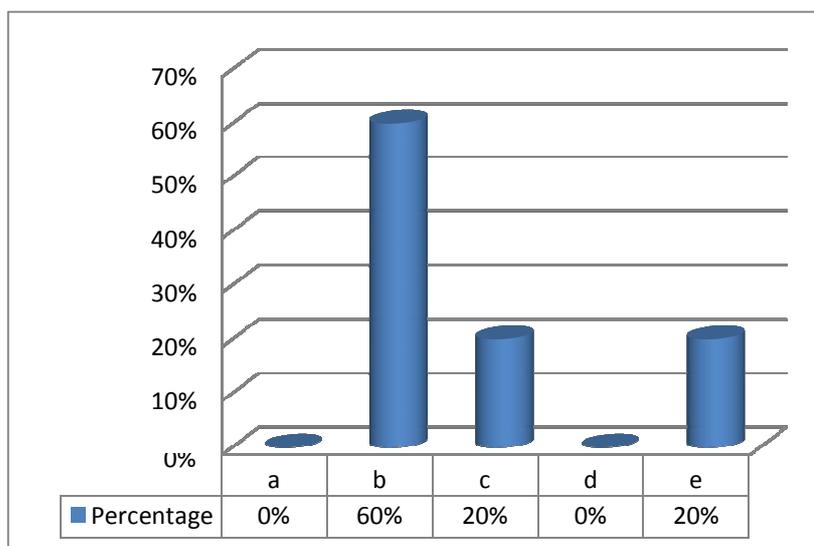
15- Which of the following describes your student's level of speaking ability as a result of classroom interaction?

- a) High
- b) Above average
- c) Average
- d) Below average
- e) Low

Table 37 : Teachers' Evaluation of Students' level of Speaking Ability

Option	Respondent	Percentage
a	00	00%
b	03	60%
c	01	20%
d	00	00%
e	01	20%
Total	05	100%

Graph 36 : Teachers' Evaluation of Students' level of Speaking Ability



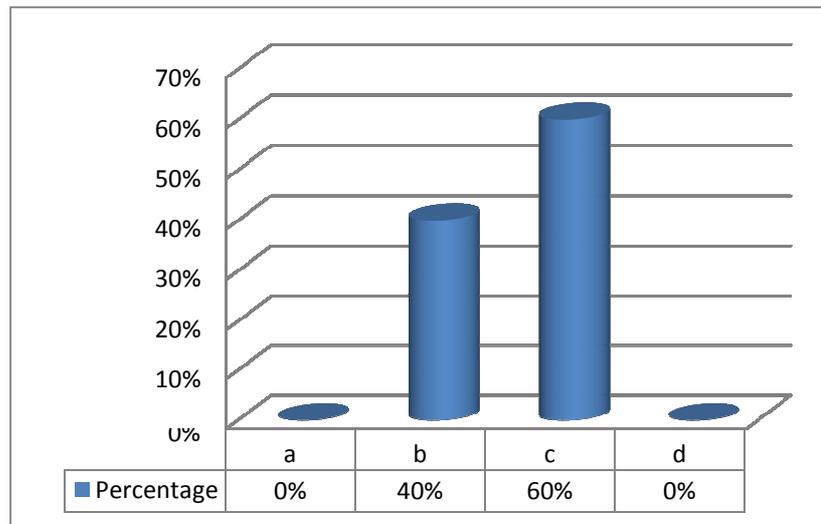
It is clear from the table (37) that (60%) of the teachers agreed that their students' level of speaking ability as a result of classroom interaction is above average. This result illustrates that students have a good command of the language, possibly because they are interested in English or they are motivated to use the language. While the same percentage (20%) shared by teachers who claimed that students have a low and average level of speaking ability perhaps because they have poor speaking habits or because of the poor listening practice. No one of the teachers opted for 'high' and 'below average'.

16- What are the speaking activities you use most to create a successful interaction?

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

Table 38 : Teacher's Use of Speaking Activities

Option	Respondent	Percentage
a	00	00%
b	02	40%
c	03	60%
d	00	00%
Total	05	100%

Graph 37 : Teacher's Use of Speaking Activities

It can be seen from the graph that the majority of teachers (60%) focus on debates and discussions to create a successful interaction, whereas (40%) of the participants preferred presentations. Both 'dialogues' and 'role plays' were excluded. This can be interpreted by the fact that students in these kinds of activities express their thoughts freely. Moreover, through these activities, students learn how to initiate and end a conversation, and when and how to take the floor.

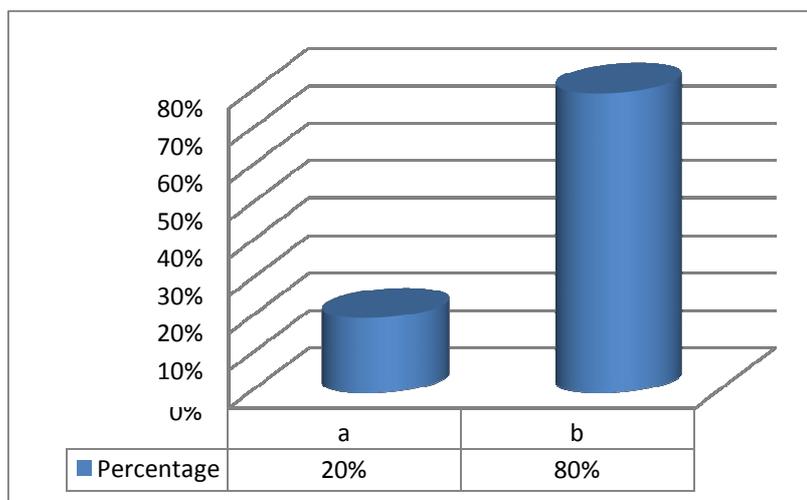
17- Is it possible to make all the students participate in the speaking activities?

- a) Yes
- b) No

Table 39 : The Possibility of Students' Participation in the Speaking Activities

Option	Respondent	Percentage
a	01	20%
b	04	80%
Total	05	100%

Graph 38 : The Possibility of Students' Participation in the Speaking Activities



The results obtained denote that most of the teachers (80%) admitted that it is impossible to make all the students participate in the speaking activities, while (20%) claimed that it is possible to do so. Teachers clarify their answers which they are summarized as follows

Teachers declared that it is impossible to make all learners participate because:

- The time allotted for oral expression course is not sufficient.
- Teachers cannot oblige students to participate if they are not interested.
- The classes are overcrowded.

Only one teacher said that it is possible to make all the learners participate because:

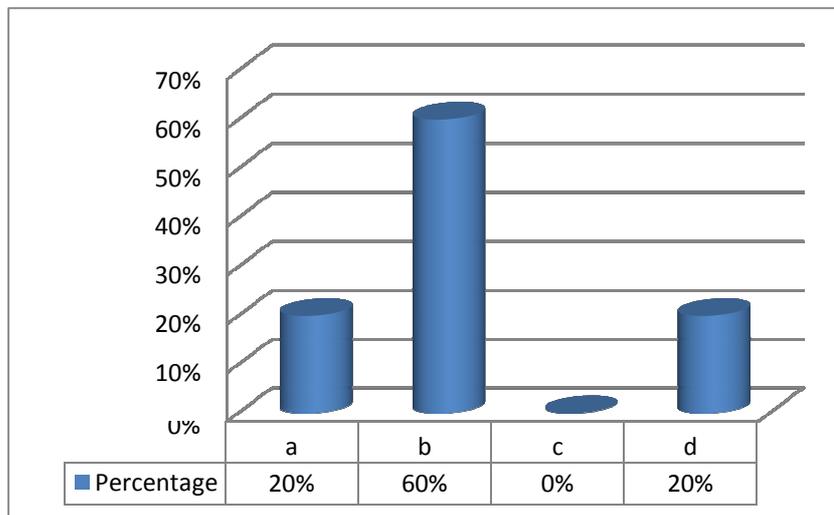
- The teacher can vary the speaking tasks from those that need group interaction to tasks that need only individual participation.

18- When students are interacting in the classroom?

- a) Do you interrupt them to correct every mistake they make?
- b) Do you correct them later?
- c) Do not correct at all?
- d) Do you ask other students to correct each other?

Table 40 : Teachers' Correction of the Students' Mistakes

Option	Respondent	Percentage
a	01	20%
b	03	60%
c	00	00%
d	01	20%
Total	05	100%

Graph 39: Teachers' Correction of the Students' Mistakes

It is clear from the graph that (60%) of the respondents tend to correct their students' mistakes after finishing their presentations in order not to threaten the flow of the students' speeches. Other participants (20%) claimed that they interrupt students to correct every mistake they make. Interrupting students to give them correction may have a negative effect because, when students are often interrupted, then they prefer to keep silent in order to save their self-image. The remaining percentage (20%) represents teachers who chose to ask another student to correct his/her classmate's mistakes, probably to raise competition between them. None of the teachers chose not to correct students' mistakes at all.

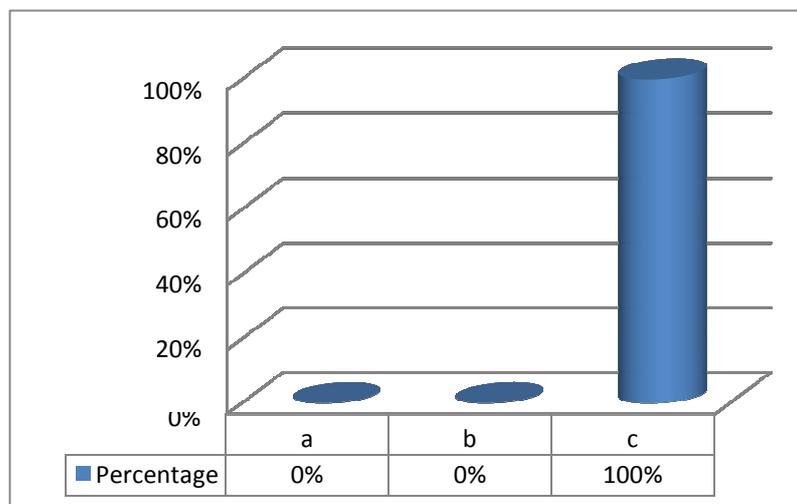
19- Which of these aspects do you focus on most in classroom interaction?

- a) Fluency
- b) Accuracy
- c) Both of them

Table 41 : Teachers' Focuses in Classroom Interaction

Option	Respondent	Percentage
a	00	00%
b	00	00%
c	05	100%
Total	05	100%

Graph 40 : Teachers' Focuses in Classroom Interaction



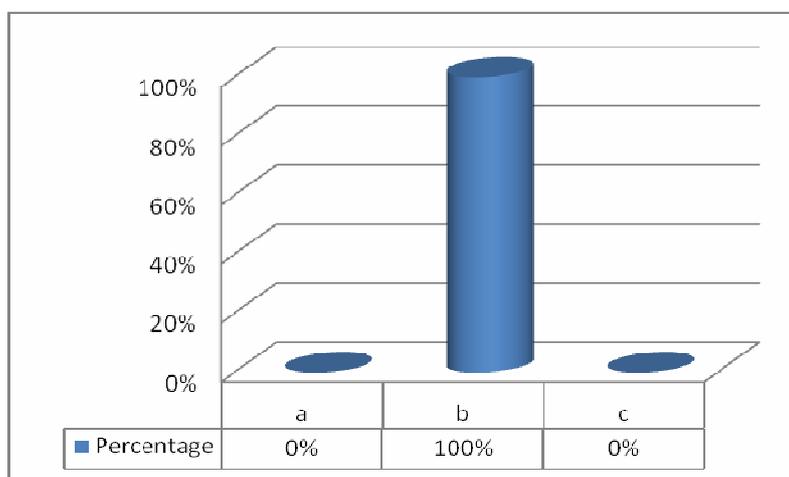
The graph (40) shows that all the teachers (5) making up (100%) stated that they focus on both fluency and accuracy in the classroom. This indicates that in order to achieve a high level of interaction, learners need to speak smoothly and appropriately.

20- In classroom interaction, do speaking mistakes and problems?

- a) Last
- b) Decrease progressively
- c) Disappear completely

Table 42 : Interaction's Impact on the Students' Speaking Problem

Option	Respondent	Percentage
a	00	00%
b	05	100%
c	00	00%
Total	05	100%

Graph 41 : Interaction's Impact on the Students' Speaking Problem

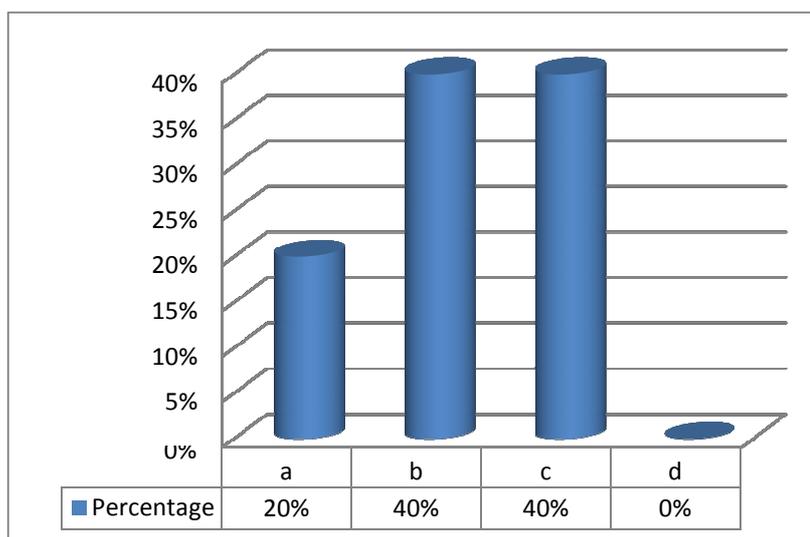
All the teachers under investigation (100%) agreed that speaking mistakes and problems can be decreased progressively as a result of classroom interaction. This reveals that interacting in the classroom leads to self automaticity. Thus, through regular interaction learners will notice the gap between the language they use and the language produced by their teachers or peers.

21- What is the speaking problem students face most in oral expression class?

- a) Nothing to say about the chosen topic
- b) Inhibition because of anxiety, shyness and stress
- c) Mother tongue interference
- d) Other problems

Table 43 : Students' Speaking Problems

Option	Respondent	Percentage
a	01	20%
b	02	40%
c	02	40%
d	00	00%
Total	05	100%

Graph 42 : Students' Speaking Problems

It can be seen from the table (43) that (20%) of the participants declared that the students' speaking problem in oral expression course is that they have nothing to say about the chosen topic, this may be due to the students' lack of vocabulary and grammar knowledge . Others (40%) stated that inhibition because of anxiety, shyness, and stress is

another problem that students face most perhaps because of the fear of being judged in front of their classmates. The same percentage (40%) is collected by teachers who claimed that students use their mother tongue in the classroom possibly because of the poor practice of the second language.

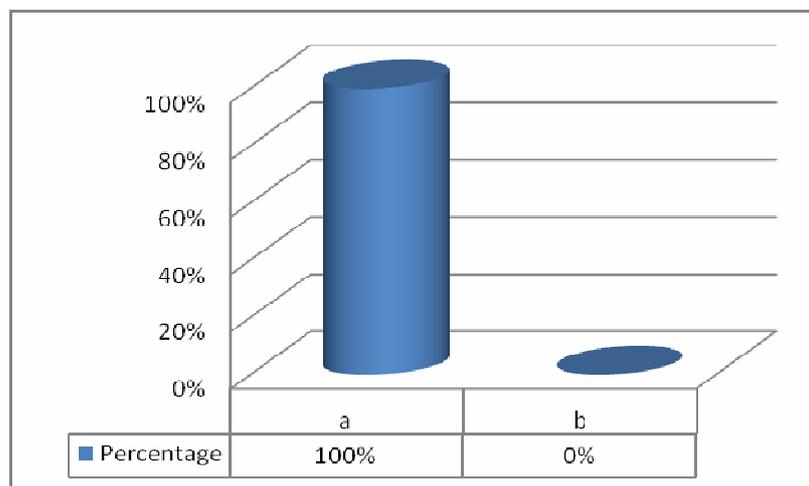
22- Does the speaking skill develop as a result of classroom interaction?

- a) Yes
- b) No

Table 44 : Speaking Development as a Result of Classroom Interaction

Option	Respondent	Percentage
a	05	100%
b	00	00%
Total	05	100%

Graph 43 : Speaking Development as a Result of Classroom Interaction



The graph (43) shows that all the teachers(100%), agreed that speaking skill develops as a result of classroom interaction. From this result, we figure out that all the teachers assume that classroom interaction is a meaningful strategy either for teachers to

facilitate the learning process or for students to reduce their speaking problems and difficulties progressively.

23- To which extent do you think that the absence of English outside the classroom in the Algerian society may affect the student's speaking skill?

All participants (100%) considered the absence of English language in the Algerian society as a negative influential factor. Their opinions are reported in the table below

Table 45: Teachers' Views to the Effect of the Absence of English in the Algerian Speech Community

Respondent	Percentage	Opinion
02	40%	Learners will be confused between the kind of language they hear and use in the classroom and the language they hear from other resources. They cannot communicate outside the academic context.
03	60%	It affects their speaking skill and their communicative competence negatively because speaking means using the language.
05	100%	

(40%) of teachers believe that the quality of the language they learn in the academic context is different from the language they receive from other resources such as movies and songs; hence, confusion may occur one way or another. Others considered speaking as a measure for knowing the language and they agreed that Algerian learners of English have very limited possibilities for learning this productive skill.

23- What strategies you think are relevant to encourage your students interact in the classroom?

The strategies proposed by teachers to encourage their students to interact in the classroom are categorized and reported in the table (46):

Table 46: Strategies Suggested by Teachers

Respondent	percentage	Suggestions
03	60%	Asking them to work in pairs or group work
02	40%	Choosing funny, interesting, and attractive topics for discussion
05	100%	

Most teachers (60%) prefer communicative activities such as pair and small group work which help and push the learners to speak in the classroom. Others, prefer choosing enjoyable topics to warm the classroom and involve everybody in interaction.

Section Four: Suggestions and Comments

25 - Would you add any further comments about this subject?

Most of the teachers left the space blank; perhaps they felt that they gave adequate comments and suggestions in the previous answers. Only one teacher, who invested the space to provide more suggestions about teaching and interaction in the classroom.

Table 47: Teachers' Suggestions and Comments

respondent	Percentage	Suggestions and comments
01	20%	Learners should be given the opportunities to speak not only in oral expression module, but also in the other modules because they need to speak in order to promote their level.

Summary of the Teachers' Questionnaire

Teachers show that they give importance to the classroom interaction and the development of EFL learners speaking skill as well. They attest that they have to provide their students with meaningful linguistic forms of the language and how to use them in terms of communicating that language. The results obtained from the teachers' questionnaire reveal that they believe in the learner-centered approach where the learner is responsible for his/her own learning; therefore, they should be active in the classroom in order to activate their speaking capacities. Thus, they assume that the improvement of classroom interaction may have a positive impact on L2 learners' speaking abilities.

Classroom Observation

In order to attain a deeper understanding of the situation under investigation, and to achieve more reliable and comprehensive picture, the researcher has employed classroom observation to elicit information on the impact of classroom interaction on the development of students' speaking abilities. According to Nunan (1992), "Classroom research explores learning inside actual classroom setting" (p.249). Thus, classroom observation offers the investigator the opportunity to gather 'live' data. For Lynch (1996) it is preferred to schedule as many observations as possible and to include the whole class period for each observation. Therefore, nine observation sessions have been attended (ninety minutes for each session; thirteen and half hour in total). At the beginning of the observation, the researcher attended with 3 teachers in different classes of the same level (second year students of English) but because of time constraints, our focus shifted from general observation to one particular group (G:07; oral expression course) in order to follow the learners progress at the level of oral performance. Classroom observations have been conducted during a period of seven weeks (from March 1st to April 6th, May 2015) within the second semester of the scholar year 2014-2015 at Mohamed kheider University

of Biskra. Before attending the sessions, we prepared an observation worksheet which includes twelve notes that could guide and help us when making the observation. These instructions are related to our subject matter and serve the general objectives that we need to achieve. As Lynch (1996) suggested, “In many program setting, there will be already instruments for classroom observation in use, and it is always wise to start with these, and adapt, where necessary, rather than to create something entirely new for the evaluation” (p. 111). In this in mind, the observation worksheet has been adapted to the objectives of the current investigation. Therefore, the observation takes place in the language laboratory at the level of the faculty.

Analysis of Classroom Observation 1-

Classroom Organization

From the sessions that we have attended, we observed that the classroom was clean, organized and the physical setting was conducive to learning. Moreover, the teacher was sitting in a place where he could be seen and heard. Consequently, this will actually retain learners’ concentration and increase their motivation. Thus, teachers should pay attention to the classroom organization before starting teaching in order to facilitate the exchange of information between students and to make them feel comfortable.

2- Students Attendance

In which the real or supposed number of students in the class was forty-one, but the number of the attended students has always been different, i.e. thirty to thirty five students from the entire number. Twenty-eight of them were girls.

3- Lesson Objectives

The objectives and the instructions are made clear; thus, the teacher makes clear what learners are required to do wherever a new task is approached. This can have an important effect on learners' involvement and motivation. According to Wrench et al. (2009) "One of the most important learners' academic needs is to be aware of lesson objectives" (p.44). Therefore, when the lesson objectives are clear, learners feel responsible of achieving those objectives.

4- Classroom Atmosphere

As has been observed, the teacher attempts to establish a relaxed and positive atmosphere in the classroom by encouraging learners to participate in oral communications as well as to be creative and innovative in their practice and differentiate among learners according to their interest and capacities where appropriate. This type of atmosphere is a significant and affective factor in learning, and this contributes to creating motivation and eliminating learners' fears. Hence, in the existence of such atmosphere, learners exhibited a low level of inhibition and they tend to take an active role in the classroom.

5- Students and Teacher's Relationship

Good relationship exists between students and their teacher because they tend to speak freely and they feel at ease when interacting with their teacher. This indicates that the teacher has established a supportive rapport with the students.

6- Content Organization

The lectures and the materials provided by the teacher were well-planned and well-designed. In all the attended sessions, we observed that the teacher reviews the course content to check learners' background knowledge. Furthermore, she explains the points

related to the course content, whenever the task requires clarification, in order to make ideas clear and understandable. Hence, the content was comprehensive and in accordance with learners' level.

7- Teachers' Language

During the attended sessions, we have observed that the teacher makes effort to speak to her learners in a level of language that they can understand. Thus, the teacher's language was comprehensive and the articulation of pronunciation was clear. Moreover, she uses the effective voice quality and the appropriate rate of delivery. The teacher should use clear and simple language to communicate well with his/her learners, because the clarity of his/her language is the main factor which facilitates learning.

8- Involvement of Learners in Discussion

We have observed that the teacher entered the classroom with a large smile on her face asking about learners' health and discussing with them for a short time about their day's making. Therefore, learners were involved from the beginning of the course through narrating and speaking about what they did or what they want to do. According to Wrench et.al (1996) "Students have a need or desire to be active participants... when students are more actively involved in the learning process, more learning is likely to occur than they are passive observers" (p.45). We have noticed a good energy from the learners' part who were ready to start the course.

9- Learners' opportunities for production

Throughout the observed sessions, we noticed that the teacher is aware of providing opportunities for learners to produce the language and interact with each other and with the teacher in order to activate their speaking abilities. Weimer (2002) asserted

that “If students are engaged, involved, and connected with a course, they are motivated to work harder in that course and ... time on task results in more learning” (p.31). There was a total respect of the teacher’s talk time; it means, the teacher presented her lesson and gave the opportunity for learners to express their opinions and share their ideas even if they made speaking mistakes. The teacher gave feedback from time to time and prompted learners not to lose the thread of ideas.

10- Teacher’s use of Authentic Materials

Learners were enthusiastic to be exposed to authentic material such as (audio materials), they were listening to native speakers and attempting to imitate them. The teacher’s aim behind using such material is to make learners accustomed to English language through real-life situations.

11- Selection of Classroom Activities

During the observed sessions, the teacher chooses to use oral presentations and discussion activities in order to engage all the learners in the communicative activities, and to make them participate and interact in the classroom. Wrench et al. (2009) declared that one of the academic needs which ensure better learning is student engagement in learning activities. The choice of the topics reveals the teacher’s experience in teaching oral expression in teaching oral expression.

12- Learners Speaking Problems

Concerning the communicative aspects of leaning, learners confessed to have real problems when, using language in its context. As has been observed, learners feel anxious when giving oral presentations in front of the whole class. Learners admitted to be shy; hence, they were afraid of making mistakes even if their teacher reassured them. While

others were afraid of being laughed at this can occur perhaps because of lack of linguistic competence, lack of self-confidence or unfamiliarity with the task.

Summary of Classroom Observation

Throughout the attended sessions, we have noticed that although the relaxed atmosphere is created and the opportunities of production are provided by the teacher, learners' contribution in the classroom differs from one student to another according to their background knowledge and motivation. According to Pavlenko (2001) (Quoted in lantoft &Thorne 2006, pp.240) “ It is not necessary the case that all the people in language classes have the goal of learning the language, and the reason for this is because they have different motives for being in the classes, because in turn they have different personalities”. Therefore, learners do not contribute in the same way and to the same extent because of their educational backgrounds, experiences, and their personalities (self-confident, introvert, anxious...etc). Thus, Spade a (2007) claimed that motivated learners tend to participate actively and express interest in the subject matter.

Conclusion

This chapter, we discussed the students' and teachers' questionnaire as well as classroom observation which examined the impact of classroom interaction on EFL learners speaking skill development. In language classes, students do not need only to listen to their teachers since they are the approximate version of native speakers, but also they need to experience producing this language. From both students' and teachers' answers and what have been observed in the language class we deduce that both students and teachers agreed that speaking is very important in mastering EFL. In addition, they confirmed that through effective classroom interaction learners will achieve better the English language and become more competent in speaking.

General Conclusion

General Conclusion

Throughout the current study, we have been investigating the nature of the relationship between classroom interaction and the development of EFL learners' speaking abilities. In order to explore the extent to which classroom interaction improves the quality of students' performance, the researcher considers the way communicative activities and practices influence learners' communicative competence. Enhancing EFL learners speaking skill is a difficult task which requires regular practice and experience to decipher other speakers' meanings as well as to produce the language accurately. For many teachers, encouraging interactions in the classroom is the best way to do so.

The current work focuses on the opportunities provided for learners' oral production to develop the main aspects of effective language speaking. Moreover, it seeks the possible ways of interacting in the classroom through the various communicative activities provided by the teacher, taking into consideration the different problems that may face the learners during interaction such as the mother tongue use and inhibition because of anxiety and shyness.

Modern theories have shown that there is a growing interest attributed to communicative approaches and the development of EFL learners' ways of communicating. These ways are entirely different from those of the traditional theories where the focus was only on developing vocabulary and grammar rules. Nowadays, learners have the responsibility of managing their learning and enhancing their communicative abilities. Therefore, this study seeks to prove that learning a foreign language is not a matter of developing only linguistic competence, but also it requires developing the ability to communicate in different social contexts.

General Conclusion

The obtained data gathered from students and teachers questionnaires and the course observed reveal that learners are really given the opportunity to experience producing L2 through engaging in interactions. In addition, with regard to the results obtained, it is inferred that the deficiencies which learners encounter can be reduced progressively as a result of classroom interaction. Furthermore, through receiving corrective feedback learners can recognize their linguistic mistakes and errors.

To conclude, most of teachers and learners showed a considerable awareness about the importance of classroom interaction, and consider it as a crucial factor in improving EFL learners' ability to produce the language effectively and appropriately. Moreover, the answers provided in the questionnaires and the classroom observation sit well with the hypothetical framework which stated that if EFL learners are provided with opportunities to experience producing L2, then their speaking skill will improve. Thus, learners should be pushed into communicative activities in order to master the art of debate since learners who always remain silent in the classroom feel at loss of words when they are put in situations where communication in English is needed. Moreover, providing learners with communicative activities which create a relaxed atmosphere in the language classes is essential for communicating.

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THE STUDENTS' QUESTIONNAIRE

Dear student

You are kindly requested to fill in this questionnaire to express your attitude toward the impact of classroom interaction on developing EFL learner's speaking skill.

Your answers are very important for the validity of this research. We hope that you will give us your full attention and interest.

Please tick (X) the choice that corresponds to your answer. May I thank you in advance for your collaboration.

Section One: Background Information

1- Please specify whether you are:

a) Male

b) Female

2- Is studying English ?

a) Your first choice

b) Imposed on you

Section Two: Students' Attitude towards Classroom Interaction

3- Do you interact in the classroom?

a) Yes

b) No

4- Do you think that classroom interaction is?

a) Very important

b) Optional

c) Has no importance

5- For you classroom interaction is:

- a) To keep silent and listen interestingly to the teacher
- b) To take notes of what the teacher says
- c) To ask questions and discuss teacher's talk
- d) Other, please specify

6- Who do most of the talk in the oral expression class?

- a) Student
- b) Teacher

7- Does your teacher always provide comprehensible input that is suitable to your level?

- a) Yes
- b) No

8- Does your teacher give you the opportunity to speak and interact in the classroom?

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

9- When discussion is raised in the classroom

- a) Do you volunteer speaking ?
- b) Do you keep silent until the teacher calls you?
- c) Do you wish that no today notices you?

10- When the teacher asks questions, does s /he

- a) Give you a long-wait time to think about the answer?
- b) Give you a short-wait time to think about the answer?
- c) Generally answer his/her questions

11- How often do you interact with your classmate inside the classroom?

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

12- Do you interact in the classroom:

- a) To practice speaking English ?
- b) To show that you are competent?
- c) Because the teacher grades participation?
- d) Other, please specify

.....
.....

13- Do you practise English with your classmate outside the classroom?

- a) Yes
- b) No

Section Three: Students Attitude towards Speaking Skill

14- Do you think that speaking in English is a difficult task?

- a) Yes
- b) No

15- Which of the following describes your level of speaking ability as a result of classroom interaction?

- a) High
- b) Above average
- c) Average
- d) Below average
- e) Low

16-What is the most important skill that you need to develop most?

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

Please, justify

.....
..... 17-

do you agree that in order to learn a language you have to speak it?

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

18-When you interact in the classroom

- a) Do you like your teacher to correct every mistake you make?
- b) Do you like your teacher to correct only serious mistakes?
- c) You do not like him/her to interrupt you
- d) Others, please specify

19-When the teacher gives negative comments on your speech

- a) Does this provoke you to offer more energy to improve your speaking skill?
- b) Does this alert you not to speak unless you are sure your answer is perfect?
- c) You will never speak again in the classroom

20-Does regular interaction in the classroom help you to reduce your speaking mistakes?

- a) Yes
- b) No

Please , justify your answer

.....

21-If you do not interact in the classroom, it is because:

- a) You are afraid of making mistakes?
- b) Your classmates laugh at you?
- c) The topic is not interesting?
- d) The teacher does not motivate you?

Section Four: Suggestions and Comments

22- Please make suggestions or comments if you wish in the space below

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THANK YOU

THE TEACHERS' QUESTIONNAIRE

This questionnaire serves as a data collection tool for a research work that investigates how classroom interaction may develop EFL learner's speaking skill. I would be very grateful if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be a great help for the completion of this work.

Please, tick (X) the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance.

Section One: Background Information

1- Degree(s) held:

- a) BA (Licence)
- b) MA (Magister /Master)
- c) PHD (Doctorate)

2- How long have you been teaching oral expression?

..... years

Section Two: Classroom Interaction

3-According to you, teaching a language means:

- a) Teaching grammatical rules and lists of vocabulary
- b) Teaching how to communicate using these rules

4-Do you think that classroom interaction is very important?

- a) Yes
- b) No

Whatever your answer, please justify

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

5-In the classroom, you are the one who talks:

- a) Most
- b) Sometimes
- c) When it is necessary

6- Do you consider that the role of the teacher is?

- a) A source of knowledge and information
- b) A guide and facilitator of learning

7-How often do you urge your students to interact with each other in the classroom?

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

8-As a teacher, do you think you have the priority to speak in the classroom because:

- a) You have to finish the lesson in the allotted time?
- b) You are the one who should speak in the classroom?
- c) The students' speeches are not all correct
- d) Others, please specify

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

9- Do you often teach speaking through interaction?

- a) Yes
- b) No

10- How often do your students interact in oral expression class?

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

Whatever your answer, please say why

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

11- Do you try to create a friendly atmosphere in the classroom?

- a) Yes
- b) No

12- When you allocate turns to your students :

- a) Do you select brighter students and save time?
- b) Do you select weaker students?
- c) Do you choose randomly?
- d) Others, please specify

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.....

13- What do you do to make silent students interact in the classroom?

- a) Choose interesting topics
- b) Add additional marks
- c) Design groups and peers
- d) Use other means, please specify

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.....

Section Three: Teaching Speaking Skill

14- Do you believe that effective speaking is unlikely to take place in the absence of:

- a) Fluency
- b) accuracy
- c) Both of them

15- Which of the following describes your student's level of speaking ability as a result of classroom interaction?

- a) High
- b) Above average
- c) Average
- d) Below average
- e) Low

16- What are the speaking activities you use most to create a successful interaction?

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

17- Is it possible to make all the students participate in the speaking activities?

- a) Yes
- b) No

Please, explain

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

18- When students are interacting in the classroom?

- a) Do you interrupt them to correct every mistake they make?
- b) Do you correct them later?
- c) Do not correct at all?
- d) Do you ask other students to correct each other?

19- Which of these aspects do you focus on most in classroom interaction?

- a) Fluency
- b) Accuracy
- c) Both of them

20- In classroom interaction, do speaking mistakes and problems ?

- a) Last
- b) Decrease progressively
- c) Disappear completely

21- What is the speaking problem students face most in oral expression class?

- a) Nothing to say about the chosen topic
- b) Inhibition because of anxiety, shyness and stress
- c) Mother tongue interference
- d) Other problems

22- Does the speaking skill develop as a result of classroom interaction?

- a) Yes
- b) No

23- To which extent do you think that the absence of English outside the classroom in the Algerian society may affect the student's speaking skill?

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.....
.....

24- What strategies you think are relevant to encourage your students to interact in the classroom?

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.....

Section Four: Suggestions and Comments

25 - Would you add any further recommendations about this subject?

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.....
.....

THANK YOU

Observation Worksheet

Teacher:

Date:

Course:

Time:

Group:

Session:

Observation notes:

Classroom organization

.....

Students' attendance

.....

Lesson objectives

.....

Classroom atmosphere

.....

Students and teachers' relationship

.....

Content organization

.....

Teacher's language

.....

Involvement of learners in discussion.....

.....

Learners' opportunities for production.....

.....

Teacher's use of authentic materials.....

.....

Selection of classroom activities.....

.....

Learners speaking problems.....

.....

Résumé

La présente étude vise à explorer la corrélation entre l'interaction en classe et l'amélioration des capacités des apprenants de langue. La recherche étudie la possibilité de promouvoir le parler des apprenants. Ce travail tente de sonder l'efficacité de l'interaction en classe comme stratégie pédagogique afin d'améliorer les performances des apprenants de langue ainsi que la promotion de leur capacité à générer de nouveaux termes dans la langue. Par conséquent, nous avons émis l'hypothèse que si les apprenants avaient la possibilité de pratiquer la langue dans des conditions favorables, leurs compétences langagières seraient en amélioration. L'investigation prend comme cas d'étude, les étudiants de deuxième année LMD Anglais à l'Université Mohamed Kheider de Biskra. Afin d'atteindre les objectifs précédents, nous avons réalisé une étude descriptive exploratoire. Les outils principaux de la collection des données utilisés dans cette étude étaient questionnaire et observation en classe. Les questionnaires sont administrés à un échantillon de cinquante étudiants et six enseignants de cours d'expression orale à l'Université Mohamed Kheider de Biskra. Pour déterminer la relation entre l'interaction en classe et le développement langagier des élèves, nous avons analysé les résultats obtenus à partir des questionnaires des élèves et ceux des enseignants. Les résultats des questionnaires et les observations en classe révèlent une relation positive entre les deux variables et démontrent que l'interaction en classe favorise nettement la performance du parler des apprenants.