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## Students' Attitudes towards the Role of Classroom Interaction in Enhancing their Speaking performance

The Case of Second Year LMD Students of English at Khenchela University

*Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and Culture*

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## **Dedication**

I dedicate this work to my beloved parents who support me in each step and encourage me and push me to do my best.

To my dear brothers Chafik and Saddik who helped me in any thing I need.

To my beloved sisters Amina and Rayane who gave me love and support when I need.

To my all friends.

Thank you all.

“ARRIF Aicha”

This work is wholeheartedly dedicated to

The candles who always enlighten my life; my dear parents, thank you for giving me the support to reach my dreams. Accomplishing this would hopefully make you proud of me as much as I am proud of having you as my parents. I love you mama and papa.

My beloved sister Fouzia, thank you for all the things you have done for me. I know you will be proud of me in doing this accomplishment. You are truly the best sister a sister could ever have.

My beloved brother Aboubaker who has never saved any effort to help me. I remain eternally thankful to him.

All my friends with whom I shared the university life with its lights and shadows.

All my teachers.

My closet friends.

All those who love me.

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## **Abstract**

Classroom interaction has occupied quite an important place in the field of second and foreign language teaching and learning; much research has been conducted in this area. Many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed. The dissertation's main focus is to demonstrate that classroom interaction can be an effective pedagogical strategy to develop the learners' speaking skill as well as to foster their communication capacity. The investigation takes as a case study, second year LMD students of English at Abbes Laghrour University of Khenchela. In order to achieve the aims of this research, a descriptive exploratory study is carried out. The main data gathering tools in this study are questionnaires. The questionnaires were administered to a sample of sixty EFL students and six teachers of oral expression for second year classes at Abbes Laghrour University of Khenchela, to explore the students' and teachers' opinions about the importance of classroom interaction in increasing the students' production of the target language. The analysis of the questionnaires revealed that (95%) of learners and teachers consider classroom interaction as a significant factor which promotes learners' speaking performance.

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language.

**EIL:** English as an International Language.

**IA:** Interaction Analysis.

**FL:** Foreign Language.

**FLA:** Foreign Language Acquisition.

**FIA:** Flanders' Interaction Analysis.

**LMD:** License Master Doctorate.

**L1:** First Language.

**L2:** Second Language.

**Q:** Question.

**SL:** Second Language.

**SLA:** Second Language Acquisition.

**TEFL:** Teaching English as a Foreign Language.

**TL:** Target Language.

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## **Introduction**

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## **1. Statement of the Problem**

The Educational system now demands more of student's interaction rather than just listening to the teacher. The focal point of modern studies that adopted in foreign language teaching and learning is to make learners participate in meaningful interactions where they produce and communicate using the target language. Hall and 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 .For English Foreign Language learners mastering a foreign language, and being able to use it correctly is the basic objective of studying a foreign language. In order to achieve this objective, interaction inside the classroom is beneficial in which the majority of the students have the opportunity to show their oral capacities.

Second year License Master Doctorate (LMD) students of English at Khenchela University most of the time face difficulties to produce a good conversation, and in other cases they do not have the chance to express their ideas due to the lack of interaction inside the classroom. The main objective in this research is to investigate students' attitudes towards the role of classroom interaction in enhancing their speaking performance, and whether teachers are the only ones who initiate interaction and the move of exchanges or it is a chance given to students as well.

## **2. Research Questions**

Since the first step to reach the final result in any research is to ask questions, the study in hand is deeply interested in knowing students' attitudes towards the role of classroom interaction in developing their speaking skill; the following questions are addressed to investigate this research:

- 1.** What are students' attitudes towards the role of classroom interaction in developing their speaking ability?
- 2.** Who initiate discussion inside the classroom? Is it always teacher or learners?
- 3.** What are the activities teachers use to make their students speak in EFL classroom?
- 4.** Are teachers aware about the importance of classroom interaction?

## **3. Hypothesis and Assumptions**

The participants in the classroom context should play and construct different roles and relationships, achieve specific and well-defined purposes. Hence, classroom interaction's role

is to provide a healthy learning environment in which language learners accomplish set of actions and interactions. Accordingly, the researcher's hypothesized that:

Students' have positive attitudes towards the role of classroom interaction in enhancing their speaking performance.

Consequently, EFL learning process requires a great emphasis on teaching the speaking skill since English is considered a global language and used for interpersonal communication. The current work is based on three assumptions that shall be examined and verified through questionnaire which are listed bellow:

1. The discussion inside the classroom most of the time initiated by the students who are given the opportunity to control the session.
2. Teachers use different activities that increases students' amount of speaking.
3. Teachers are aware about the importance of classroom interaction.

#### **4. Aims of the Study**

The Classroom is the best place where EFL learners can practice English and present their oral capacities. This research sheds light on this issue, trying to achieve the following objectives:

1. To investigate the students' attitudes towards the role of classroom interaction in promoting their speaking achievement.
2. To explore different activities that stimulates EFL student to participate in the classroom.
3. To show the beneficial role of the teachers' inside the classroom.
4. To find out whether the learners give an important value to classroom interaction that happens inside the classroom in activating their speaking skill through participating with their classmates or teachers.

### **5. Research Methodology**

#### **5.1. Choice of the Method**

Turney and Robb (1971) stated that through descriptive methods researchers can get knowledge of what currently exist. Hence, it is believed that the appropriate method for the present study is the descriptive method since through descriptive method what exactly happens in classroom context is determined and students' attitudes towards classroom interaction in developing their speaking is investigated. This proposed research was conducted using quantitative approach.

## **5.2. Data Gathering Tools**

The needed data are to be collected through questions; constructed for both second year LMD students and teachers of oral expression of Abbas Laghrour in Khenchela University. Algeria over the period (2017/2018).

The major aim of the questionnaire was to know the students' and teachers' attitudes towards classroom interaction and its importance as a pedagogical strategy to enhance EFL students' speaking ability. Both open-ended and close-ended questions were distributed to the samples.

## **5.3. Population and Sampling**

As a sample for the research; 60 students are randomly chosen from different groups of second year LMD classes at Khenchela University .In fact, second year LMD students overall number is 147. Also, 6 teachers of oral expression course are concerned to answer the questionnaire.

## **Chapter One**

### **General Overview on Speaking Skill**

#### Introduction

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  - 5.3. Discussion
  - 5.4. Role Plays
6. Getting students talking

#### Conclusion

## **Introduction**

This chapter introduces a general overview about the speaking skill, in which certain elements that are related to speaking are discussed. First of all, different definitions of speaking are to be given. Next, the basic types of speaking and some learners' difficulties are presented. Also, different activities for teachers and learners are shown. Finally, getting students talk is reported.

### **1. Definition of the Speaking Skill**

Teaching English as a foreign language (TEFL) requires students to achieve the four skills: Reading, listening, writing, and speaking. No wonder, speaking represents real challenges to most language learners, yet speaking have been defined differently by authors.

According to Thornbury (2005), speaking is an important skill which learners try to develop and practice it independently of the grammar curriculum. In addition to the previous definition, Bygate (1987) considers speaking as a skill which deserves attention every bit as literary skills. In both, first and second language, learners often need to be able to speak with confidence in order to carry on many of their most basic transactions. It means that learners speak SL/FL in order to achieve the mastery of language through speaking with confidence and comfort.

Brown (2004, p.140) defined speaking as “a productive skill that can be directly and empirically observed;” it means the production of the language is an observed and a noted action when communicating with the others.

### **2. What Foreign Language Speakers Need to Know**

It is perfectly true that speaking is an active or a productive skill of communication. Thornbury (2005) identified kinds of knowledge that speakers draw on when they speak.

#### **2.1. Sociocultural Knowledge**

It is a value of teaching Sociocultural knowledge, in which learners know the rules of social behavior, to be aware about all the aspects of these cultures since learners learn English as an international language (EIL). For example, all British speakers talk mainly about the weather Thornbury (2005).

#### **2.2. Discourse Knowledge**

Discourse knowledge involves using grammar and vocabulary, in order to connect speaking turns and to signal speaker's intention, in which learners are to be aware of speaking management, and how they can use the second language (L2). These kinds of knowledge serve as a useful starting point, to make brief interactions like short conversations. Thornbury (2005).

### **2.3. Phonology Knowledge**

It is the area in which learners will try the influence of their first language (L1) pronunciation, when speaking L2, and this is not a problem so long as intelligibility is not threatened; it means what might be intelligible to one listener is not necessarily intelligible to another. Native speakers identify non-native as they use so much stress, rhythm, and intonation. So, learners need to be aware of the vowel and consonant sounds they pronounce. Thornbury (2005).

### **2.4. Grammar knowledge**

According to Thornbury (2005), grammar knowledge for speaking consists of grammar systems that go rapid and spontaneous. Teaching grammar is always been the main focus in which learners are taught to manipulate relatively lengthy and complex constructions which are most of time used in written rather than spoken language. For example: If I had the time, I would study harder → (Just spoken).

If I'd had the time, I would have studied harder → (Written one).

Also, Harmer (2007), stated that the learners when they speak they must follow an grammar order, in which they try to put together a number of elements in order to get success meaning and the elements have to go in the right order of the sentence to work. For example: It is warm (Subject, Verb, Complement).

### **2.5. Vocabulary knowledge**

As we know that native speakers produce more than 2,500 words to achieve 95 percent from their needs. Learners of an English language, may be cover a half of that number, especially for purpose of casual conversations, learners must working to get knowledge like native do, could steady learners in a good stead or just get the top of 200 words that are most common words in English, will provide learners with a lot of conversational mileage. Since it include all the questions forming words, verbs, pronouns... Thornbury (2005).

In addition to that a speaker's knowledge of a word must include his knowledge about its change, its grammar meaning change, such as when we add (ed) to a verb, it changes to become in past tense. For example: (he walked, she played) Harmer (2007).

## **3. Basic Types of Speaking**

Since speaking is regarded as an important skill in L2, Brown (2004) stated five types of speaking: imitative, intensive, responsive, interactive, and extensive.

In this type, the speaker is only interested on what is traditional pronunciation; they do not give importance to the meaning or the interactive conversation, which allows the speaker

to retain the short stretch of language that must be imitated, by having the ability to repeat a word or a phrase etc... Brown (2004).

### **3.1. Intensive**

This is the production of short stretch of oral language designed, such as, grammatical, phrasal, lexical, or phonological relationship. Here, learners must be aware of semantic properties in order to be able to respond and communicate at best. To reach the intensive assessment, the teacher uses some activities like: reading alone, Dialogue use etc...Brown (2004).

### **3.2. Responsive**

Responsive speaking means the way in which language is used, and it is based on specific assessment tasks, like interaction and test comprehensions, and that can be done by using short conversations, standard greeting, small talk, simple respect, and comments; for example, **Mary**: excuse me, do you have the time? **Doug**: yes, nine fifteen. Brown (2004).

### **3.3. Interactive**

Interactive speaking is different from responsive in the length and complexity of interaction; in this type, the speaker starts to open conversation and interact with the others. This interaction can be in traditional language, which is based on exchanging of specific information and interpersonal exchange that is about the social relationship and interaction. With the need to speak, the speaker may use some ellipsis, slang, and humor etc...Brown (2004).

### **3.4. Extensive**

This type is about oral production by using speeches, oral presentations, and story-telling. In order to open the interaction and speak more and exchange ideas, one must know the language rules and constructions Brown (2004).

## **4. Speaking Difficulties in Foreign Language Learning**

Learning a foreign language is regarded as a complex process. Most of students face difficulties with some speaking activities such as: anxiety, Inhibition, poor listening, and nothing to say.

### **4.1. Anxiety**

According to Arnold and Brown (1999, P.8-9), “this type has a relation with students feeling and emotion, such as: frustration, self-doubt ...etc., which are almost negative.” In this type, students think about how the others looks to them In the same meaning, Heron (1989) has mentioned three components of existential anxiety, that are related to the language classroom. The first one is ‘component acceptance anxiety’ which denoted that learners are

just interested in what the others see him/her using some expressions like: “will I be accepted, liked, wanted?” The second one is related to orientation, which is when the students start to know and realize what is going on in the classroom. The last type is linked with performance anxiety; that type is related to the students capacity of using and practicing language through different activities, in order to develop his/her learning objectives. They begin thinking of questions like: “will I be able to do what I have come to learn?” Arnold and Brown (1999, p.8).

#### **4.2. Learner’s Speaking Inhibition**

Learners face the issue of inhibition when they try to speak and participate in the classroom. Littlewood (1981, p.93) states that it is all too easy for a foreign language classroom to create inhibitions and anxiety [...] the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge [...] whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment.

It means that learners are aware that learning L2 creates inhibition, and learners focus on the others’ comment.

#### **4.3. Poor Listening Practice**

This problem is regarded as an important one because both of the two skills must be improved, which are speaking and listening. Since the only way of speaking a foreign language, as a student, comes from the teacher’s talk, the learners give attention on what the teacher says. The learners speak as what they hear from the teacher; for that, the teacher must engage in some speaking activities to attract his/her students to speak because as we know in the classroom a good speaker is a production of good listener Lynch (2009).

#### **4.4. Nothing to Say**

This problem, faced by many of English learners, is related to the learners’ lack of vocabulary. Most of the students are unable to think about anything to say in the classroom. They simply say: “I do not know.” This problem leads the learners to think that speaking in oral expression is difficult Graham (1997).

### **5. Activities for Teachers and Learners**

To help learners speak more and better, Harmer (1998), set some speaking activities that help both learners and teachers.

#### **5.1. Information Gaps**

In this activity, teachers give different information to students to make up a whole research, and because they have different information there must be a gap between them. One

of the most popular information gap activities is called (Describe and Draw), in which one student takes the original image and does not show it to the other students, and his role is to give instruction and to describe the image, where the others speak and participate and here the communicative process takes place Harmer (1998).

## **5.2. Surveys**

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. In this activity, the teacher wants students to activate all their language knowledge. For example, the teacher gives an example about sleeping; first of all the teacher tells a story about sleeping, and asks his students to give him as much “sleep” vocabulary as they can. Now, the students work in pairs and start to ask questions for “sleep,” and the teacher just observes, listens, and walks around the class to see how the students use language. The advantage of this activity is to encourage students to get up and walk around talking to other classmates, as well as to allow students a bit of physical movement, and provides a good variety of interaction Harmer (1998).

## **5.3. Discussion**

Most teachers want to be able to organize discussion session in their classroom, to help students to speak through exchanging ideas and opinions. In this activity, the teacher asks individual students about any topic they are interested in. For example, the teacher asks the student to name the last film they saw, and then starts to ask other questions to keep the students speaking to present their ideas. After that, the teacher moves to point students in groups, and each group work with different topic, in order to open conversation and opinions being freely exchanged Harmer (1998).

## **5.4. Role-plays**

Teachers find that students speak more freely when they are playing a role. This means when they do not have to be themselves. This activity allows students to take on a new identity, using their body language, and it can be very liberating Harmer (1998). According to Harmer (1998), those activities are used for three reasons, which provoke learners to use any language at their command:

### **✓ Rehearsal Reason**

Getting students to have a free discussion in classroom allows them to use L2 outside the classroom, and it is a way for students to get the feeling of what communication in the foreign language really feels like Harmer (1998).

### ✓ **Feedback**

Speaking tasks, where students try to use language, provide feedback to both teachers and learners. In this case, teachers see how well their students use language, and what are the problems they are having; students can find a particular kind of speaking, and what they need to improve. This can give them confidence and satisfaction; with teachers guidance can encourage them into further study Harmer (1998).

### ✓ **Engagement**

Teachers must set good speaking activities, and it should be motivating. In that way, students participate and get tremendous satisfaction from it Harmer (1998).

## **6. Getting Students Talking**

Speaking is the most important skill in the English language teaching. It is almost impossible to have true mastery of the language without mastering speaking. According to Maxom (2009), getting students talking start with plenty of guidance on what the conversations should be about. In addition to that, teachers can give students a list of questions to ask each other, or specific topics and lots of language input first. These are supposed to encourage speaking in the early stages of a course and with students who are little timid. In this way, learners do not think what to say, but how to say. Here, the teacher sets speaking tasks, especially for pair and group work as often as possible.

## **Conclusion**

Chapter one showed the different definitions of speaking skill, and what learners need to know about a FL. Chapter one dealt with some activities about teaching a foreign language by which learners can speak. Next, chapter one dealt with learner's difficulties in speaking, also different types of speaking and getting students talking. Briefly, chapter one represented a detailed report of the speaking skill. Next chapter is going to be about classroom interaction.

## **Chapter Two**

### **Classroom Interaction**

Introduction

1. Definition of classroom Interaction

2. Types of Classroom Interaction

2.1. Teacher-Learner Interaction

2.2. Learner-Learner Interaction

3. Importance of Classroom Interaction

4. The Teacher's Roles

5. Verbal Interaction Related Aspects

5.1. Negotiation for Meaning

5.2. Turn Taking

6. A Model for Classroom Interaction

7. Interaction Analysis

8. Input Hypothesis

9. Output Hypothesis

Conclusion

## **Introduction**

The considerable interest in the role of interaction in the context of learning SL/FL language became an important factor for the researchers of this field, because the ability to communicate effectively is a basic requirement which needs to be taught. In some cases learners present a low speaking proficiency level in English because their lack of knowledge of the target language which is related to several factors including the lack of better pedagogical strategies. Consequently, it has been necessary to include different strategies to develop the speaking skill; one of them is classroom interaction.

In this chapter we shall deal with the notion of interaction as a pedagogical strategy that takes place in classrooms. First, some definitions of classroom interaction and its main types are mentioned. Also, the importance of classroom interaction is presented. Therefore, the different roles of the teacher in teaching process and the two basics of verbal related aspect are highlighted. A model for classroom interaction as well in the second chapter is discussed. Later on; the interaction analysis and input additional to output hypothesis are provided in relation to classroom interaction.

### **1. Definition of Classroom Interaction**

Indeed, classroom interaction is a topic which was and is still highly dealt with by researchers on second language acquisition area in the two last decades. Walsh (2011) stated that in the sense there are many perspectives on the issue of classroom discourse and interaction. They all strive to investigate classroom events and consider the effects of the learner's involvement and participation. In general interaction has been widely a focus for analysis by foreign language researchers, pedagogists and practitioners in the field of education.

The Cambridge Interaction Dictionary of English defines the verb 'to interact' as 'to communicate with or react to (each other)'. Reverse (1987) describes the word through its Latin roots: 'agree' 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. The concept of interaction has a significant importance in the classroom too; the classroom provides an environment that leads to the better acquisition. Amy Tsui (1995) defined classroom as: The classroom can be defined as a place where more than two people gather together for the

purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom.

Interaction as it shown before, is the collaborative exchanges of thoughts, feelings, or ideas between two or more people in the class, it allows learners to be a part in learning process, and to enhance their oral skills. Brown (2007) describes the term of interaction "as the heart of communication; it is what communication is all about". Also, Ellis (1990) considers interaction a pivotal and fundamental factor to second language acquisition/ foreign language acquisition. He assumes that the interaction that comes about between teachers and learners is significantly worthy.

In Brief, classroom interaction is achieved through verbal interaction and participants valuing of their role along their role along the interactional process.

## **2. Types of Classroom Interaction**

Interaction between teachers and students in classrooms is one of the primary means by which learning is accomplished. In EFL classroom the teacher can use different types of communication in order to change the atmosphere of the class and achieving learning aims. The classroom represents the convenient environment in which highly patterns of communicative behavior are actively negotiated between teachers and learners. Arnold (1999) relates Interaction to the dynamic interplay between learner and teacher and learner and learner during the learning event. That is they are mutually acting, affecting each other to evoke an experience, a meaning or a relationship.

Tickoo (2009) described what happened in a productive class hour, which is mentioned under the following heads:

- 1- The teacher interacts with the whole class.
- 2- The teacher interacts with a group, a pair or an individual pupil.
- 3- Pupils interact with each other, in groups, in pairs, as individuals or as a class.
- 4- Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

What should be kept in mind is the fact that interaction requires the engagement of students in conversations which are about situations where they interact with their teacher and

classmates. Wolfolk (2004) explains: "in instructional conversations, the teacher's goal is to keep everyone cognitively engaged in a substantive discussion".

So far, we have exposed, though succinctly, different types of Interaction, in this research work, we shall focus only on the two main interaction's types which are most present during the course like teacher-learner interaction and learner-learner interaction.

## **2.1. Teacher-Learner Interaction**

In EFL context, students need to interact in the target language, the teacher is responsible for managing the class and give more opportunities to his students to share their knowledge, experience, feeling...By including a real communication in the classroom and different activities. This type of interaction as Coulthard (1997) mentioned has received a great deal from teachers in wide range of disciplines. It happens between the teacher and one learner or many other learners.

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers; that is why this latter should consider his way of interacting which is very crucial in learning and teaching.

Jackson (1968) reports that teachers are typically involved in more than 1,000 verbal exchanges with their students every day. It is worth mentioning that interaction is on the whole controlled by the teacher, most of the time, teachers still prefer being the ones who maintain and represent the chief power in the class. Tsui (1995) agrees with the previously mentioned points, she said: "As we can see, teacher's talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is, therefore, a very important component of classroom interaction". In the light of her words, Walsh (2006) regards that even in a learner-centered approach, still the role of the teacher is significantly critical, since he is the one supposed to manage and direct the tasks assigned to students in classroom as group and pair works.

The teacher initiates interactions with the whole group of students and with individuals; he negotiates with his students the content of the course, asks questions, and students response, this is commonly found in all classrooms and is typical of classroom exchange.

## **2.2. Learner-Learner Interaction**

Teachers have to present topics related to real life situations where learners can be able to communicate in an appropriate way when they have an opportunity to talk with other classmates in the target language.

Students participate in groups and develop the debates or the conversations related to different topics. The teacher plays a role as a monitor and learners are the main participants, they listen to the teacher's instructions and explanations, then they express their views, answers and carry out tasks and activities. They are not only learning about the language, but also putting to use the language that they are learning.

More students focused class provides multiple opportunities for students to discuss ideas in small groups and many support a whole class discussion. This type of interaction naturally encourages students to practice speech that will be useful in real life. According to Allwright and 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.

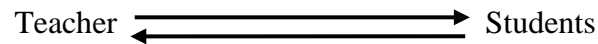
Something should be highlighted is the fact that teachers' role is not merely limited in providing linguistic components to his students, because learners need to take more risks to interact, negotiate, question and even argue their view points in the classroom setting.

Interaction between students in the classroom environment is crucially effective for their verbal language development. Language teachers should take into their consideration that they need to include in their language classes meaningful interactional activities that encourage student's participation, which in turn would assist the development of the learner's speaking skill.

## **3. Importance of Classroom Interaction**

The objective of interaction in second language classrooms have been shifted from solely improving students' accurate production of linguistic forms to including the active production of meaningful talk with goal of improving their L2 fluency. Studies of the classroom have shown that the Language used by the teacher affects the language produced by the learners, the interaction generated and hence the kind of learning that takes place. We

might define classroom interaction as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa.



Classroom language and Interaction are even more important, because Language is the subject of study as well as the medium for learning. Richards and Lockhart (1994) claimed that classroom interaction allows learners to be responsible in expressing their own ideas. Hence, it increases their self confidence and thus motivation, giving them feedback on how well they can understand the course material.

Successful interaction is the one which helps and leads the language learner to acquire accuracy, fluency, and appropriateness. Nunan (1989) claimed that interaction is thought to help the learners to develop higher order thinking in terms of interpreting, analyzing, and manipulating information. All what learners need is an environment in which they can practice TL and have more chances to speak. Through classroom interaction these aims can be achieved. It is through interaction that people give and take information, become familiar with each other's culture, and expresses their needs.

For Ellis and 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 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 as a result of interaction.

Needless to say, only when there is a co-operative between both sides, can communication effectively take place and learning occurs. Putting it differently, in EFL classroom students tend to report more positive attitudes and feel close to their teacher when they were afforded opportunities.

Ellis (1990) confirms the standpoints above when he explained that any second language learning must in some way result from the process of interaction; learners take part in and are involved in. Similarly, Chaudron (1988) believes that only through interaction that three intrinsic objectives can be achieved. Firstly, language learners can decompose that target language (TL) structures and understand the conveyed messages' meaning from classroom discourse. Secondly, the acquired TL structures will be incorporated by learners into their own speech. Thirdly, learners would consider the course of classroom learning meaningful when they communicate jointly with their peers and teacher.

In the past two decades, focus is no more given to the teaching of a given language skill as grammar, vocabulary...etc. Rather, there is a more tendency towards teaching the FL in a more holistic way for this would certainly lead to a communicative proficiency, using the TL as a means of interaction. Long (1996) argued that interaction plays a key role in developing second language since the primary source of data for learners is taken during a meaningful interaction with a more competent speaker, this means that interaction is considered as the only source which provides learners with opportunities in order to control the input. In addition, interaction makes the learners be able to test their communicative success through exchanging information with the teacher or among the students themselves (as stated in Lyster, 2007).

#### **4. The Teacher's Roles**

Teachers are best known for the role of educating the students and teach theme knowledge. In traditional classroom, the teacher had the dominant role of all-knowing leader who filled students' empty heads with knowledge. During the latter of the twentieth century, there was a strong reaction against the old fashioned image of the teacher as a lecturer. This role has changed and teachers have been encouraged to see themselves mainly as supporters of learning rather than enforcers of it.

Now, teachers have got many roles depending on different classroom situations. In broad sense, teacher is viewed as a facilitator of the communicative process. S/he acts as an adviser by answering students' questions and monitoring their performance. Richards and Rodgers (1986) stated: "Is to act as an independent participant within the learning teaching group".

The benefit of asking questions by the teacher are that learners are given the chance of communicative orally and discussing diverse topics in the classroom setting. Littlewood (1981) described the main role of the teacher as facilitator of learning which includes the following:

- A general overseer of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.
- A classroom manager, who is responsible for grouping activities into lessons and for their overall organization.
- A language instructor, who presents new language, controls, evaluates and corrects learners' performance.
- In free communicative activities he will act as a consultant or adviser, helping where necessary. He may move around the classroom and monitor students' progress, strengths and weaknesses.
- Sometimes he will participate in an activity as a ' co-communicator' with the learners. He may encourage learners without taking their main role.

More importantly, and pedagogically speaking, learners need more psychological assistance, support and backing up from their teacher. For the reason that when they have the self-confidence, and a insurance of being supported by their teachers, they would, with no room of discussion, interact spontaneously, even silent and uncommunicative students would be motivated and stimulated to take part in classroom speech. Johnson (1995) is also one of those scholars who advocates the role played by teachers to promote interaction that leads to achieving the chances of a good SL learning and acquisition. This is clearly advocated when she says:"The teacher plays a critical role in understanding; establishing and maintaining patterns of communication that will foster, to the greatest extent, both classroom learning and second language acquisition ".

Once students are involved in debates or discussions; they are supposed to interact orally using all what they know about the TL to express their view points. The teacher's role here is to elicit his students' ideas, encourage them listening to their colleagues. Also his job is to stimulate them to speak and arouse their thinking by asking genuine questions provoking them to interact verbally.

Taking into account the information above, we can realize the importance of the teacher's role in the interactional process. Yet, to achieve the high level of learners' oral

performance using the TL, the role of the teacher in classroom considered as the backbone element or factor needed. For sure, teachers should be able to switch between the different roles, choosing when it is appropriate to use one or the other of roles, also, the role that teachers choose depends on what they want to achieve and the kind of activity they take into lesson.

## **5. Verbal Interaction Related Aspects**

Classroom interaction provides learners with the basis aspects to interact in English in real situations. It prepares them to use the language naturally outside the classroom. In teaching process, the teacher may set a topic and material, give directions, and take the responses, determine who contributes in teaching and learning Activities, provide feedback to the students, and so forth in order to make the students get the output effectively.

Therefore the amount of teacher talk and student talk should be balanced or the amount of student talk should be more dominated because the good proportion of talk may facilitate interaction effectively and efficiently. In addition, when students are engaged in direct classroom activities, they will learn better. The students who are active in classroom through taking turns may develop their language. Yule (2006) notes that English conversation is an activity between two or more people in which they take Turns at speaking. Negotiation for meaning and turn taking are the two main verbal interaction related aspects which are of great importance in a also learning through interaction.

### **5.1. Negotiation for Meaning**

The conversational moves that are used by the interlocutors while are regarded as a strategy that is taken under the term of «negotiation for meaning «in order to develop the second language learning. Ellis and 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. In this context pica (1994) states that "negotiation, by definition, focuses on the comprehensibility of the message meaning and on the message form only in so far as that can contribute to its comprehensibility» (As quoted in Lyster, 2007).

Negotiation for meaning is considered as an effective way for SLA when it occurs during conversations. Learners in the classroom need to perform their utterances to be understood by other learners, engaging in large number of negotiation moves will certainly enhance students' oral skills.

## **5.2. Turn Taking**

One cannot tackle the topic of classroom interaction without reference to turn taking. Interaction in any language classroom as a process doesn't occur at random; it is jointly constructed and organized by participants. Turn taking, is by which teachers, students take, hold and relinquish the speaking floor" as suggested by Bruthiaux et al. Yet, turn taking is ordinary everyday conversations, through playing roles and allocating turn learners acquire an interactional competence which would enhance their oral proficiency.

Tsui (1995) argues that classroom interaction is determined largely by turn allocation of the teacher and turn taking behavior of the students. She points out that allocating turns to all students is one of the most striving and challenging tasks to be achieved by SL/FL teachers. As concerns turns might be solicited by the teacher. Turns might be also initiated by students themselves throughout initiating turns by asking questions, answering them, or making requests.

As a matter of fact, turn taking, as a very dominant aspect of classroom interaction, covers the second interactional mechanism. Wong and Waring (2010) argue that without turns, there would be no interaction in classroom. They consider learning how to get along conversation; throughout playing roles and allocating turns, is at heart of communicating using a SL and FL.

## **6. A Model for Classroom Interaction**

Different types of activities can be done in an EFL class, such as: whole class teaching, individual work, pair work, group work. Research in teaching suggests that whole-class instructional methods are the most commonly used models, the second most frequently used as another model for classroom interaction is generally pair or group work. It has often been emphasized that without other models of interaction, students are deprived of many useful motivating opportunities for using and learning the new language. Various alternatives have been proposed which emphasize the use of pair and group work, the use of group work

activities in another frequently cited strategy for changing the interactional dynamic of language classroom.

<b>TEACHER.CONTROLLED</b>		
<b>A C C U R A C Y</b>	<b>WHOLE CLASS ACTIVITIES</b>	
	<b>A</b> Drills Games Controlled conversation Listening Writing	<b>C</b> Conversation Discussion Simulation Games Story-Telling Listing Writing
	<b>B</b> Exercises Controlled conversation Role play Games Questionnaires Listening Writing	<b>D</b> Discussion Games Role play Project work Listening Reading Writing
	<b>PAIRWORK</b> ← → <b>GROUP WORK</b>	
<b>LEARNER.DIRECTED</b>		

**Table 1: A Model for Classroom Interaction (Byrne 1987)**

The above table illustrates different models of interaction that exists in the classroom setting, Byrne classified the Activities into four types (A-B-C-D) these types of activities are focusing either on accuracy or on fluency, besides that, some types of activities are controlled by the teacher and done by whole class, whereas others are directed by learners and done in pairs or groups.

Type A activities are focused on accuracy. They are controlled by the teacher and done with the whole class. Drills and traditional language games are most present here.

Type B activities are focused on correct use of language too, but they are directed by learners and done in pairs or groups (e.g. mini-dialogues).

Type C activities focus on fluency. However, they are controlled by the teacher and done with the whole-class. Whole class discussion and story-telling are some of them.

Type D activities are fluency activities directed by learners and done in pairs or groups. They present the best controlled type of classroom interaction.

Classroom interaction was considered as a set of behaviors and language is the tool that reveals how social relationships are built inside classroom setting. For instance, by examining classroom interaction, it would be effortless to explore whether the teacher is authoritative or rather democratic in his classroom. By referring to the table above, the role of the teacher varies in each type from an instructor (type A) to a consultant (type D). Byrne's model offers a comprehensive description for classroom interaction, according to which teachers can plan activities alternately focusing on accuracy/fluency or whole-class/group work organization. Based on Byrne's table, one observe that he divided the activities into two main patterns which includes whole class activities and pair or group work activities.

In whole class activities, the teacher introduces the topic, and then explains it to the class as whole, he is typically begins a lesson and plays the main role in the stage of interaction, every instruction is controlled by him. Students are sometimes provided with a little opportunity to interact, in contrast, pair and group work activities promote better interaction, students are more motivated to share their information and views with their partner or teacher. In this pattern of activity, the dominance of the teacher is reduced, the amount of students' participation in the class is increased. According to Sidin (1993) group activity enables students to acquire relevant skills of communication, skills of discussion and argument, skills of interaction learning and cooperative inquiry and to develop appropriate

attitudes to learning and teaching. When forming pairs and groups for the EFL classroom, it is well known, that the controls transformed from the teacher's hand to become under the learner direction as shown before in the Byrne's table.

## 8. Interaction Analysis

According to Richards and Schmidt (1992), interaction analysis (IA) is defined as "any of several procedures for measuring and describing the behavior of students and teachers in classroom". It aims at describing what is occurring in classroom, as it also attempts to evaluate teaching. Interaction analysis, as a method strives also for highlighting the relationship that is between teaching and learning.

Interaction analysis shares characteristics both with discourse and conversation analysis some authors (e.g. Hatch 1992) classify interaction and conversation analysis under the term of discourse, whereas others define them separately. Nunan (1992) designed a scheme with their major differences:

	<b>Discourse analysis</b>	<b>Conversation analysis</b>	<b>Interaction analysis</b>
<b>Method of generating data</b>	Invented elicited Naturaliste	Naturaliste	Elicited naturalistic
<b>Mode</b>	Spoken written	Spoken	Spoken
<b>Type of analysis</b>	Categorical	Interpretive	Interpretive
<b>Units of analysis</b>	Linguistic	Non-linguistic	Both linguistic and non-linguistic

**Table 2: Characteristic of Discourse, Conversation and Interaction Analysis (Nunan 1992)**

Interaction analysis deals with elicited and natural samples of language, but not with the invented one. Unlike discourse analysis, interaction analysis is concerned exclusively with spoken language. Furthermore, a discourse analyst brings to the analytical task a predetermined set of categories, whereas interaction analysts prefer a discursive, interpretive type of analysis. The final distinction among categories is the focus of analysis. In interaction

analysis it is carried out in linguistic and non-linguistic terms. Thus the interaction analysts examine rhetorical and social routines realized in speech.

### **Flanders interaction Analysis**

Flanders (1970) originally developed a research tool, namely Flanders Interaction Analysis (FIA). FIA is a system of classroom interaction Analysis and became widely used coding system to analyze and improve teaching skills. Flanders (1970 in Malamah-Thomas 1987) established ten Interaction Analysis Categories (FIAC) to describe the teaching and learning process according to the classroom language. Seven categories are used to categorize various aspects of teacher talk and two are used to categorize student talk. The last category is used when there is silence or confusion in the class. These are as follows:

#### **Teacher talk**

- a) Accepts feeling: Feelings may be positive or negative and their prediction and recalling are included.
- b) Praises or encourages: This includes telling jokes, nodding head or using phrases like 'Go on'.
- c) Accepts or uses ideas of pupils: The teacher clarifies or develops Students' ideas.
- d) Ask question: Questions may be about content or procedure.
- e) Lectures: Gives facts or opinions about content or procedure.
- F) Gives directions, commands or orders.
- g) Criticizes or justifies authority: E.g statements intended to change pupils' behaviour.

#### **Pupil Talk**

- h) Response: Teacher imitates interaction. Freedom to express own ideas is limited.
- i) Imitation: Students express their own ideas, initiate a topic...etc.
- J) Silence or Confusion: pauses, short periods of silence, confusion and incomprehension.

An observer may define the share and type of each participant's talk in a classroom interaction through the categories mentioned above. Conscious use of a variety of categories for pedagogic or social reasons is one of the aims of the communicative classroom.

## **9. Input Hypothesis**

In fact, input as an issue was and is still widely discussed by researchers working on SLA and FLA. That is to say, one major branch, of TL acquisition which is interested in the identification of the learning process sheds light on the role that input plays in developing classroom interaction. As a term, input is defined in language learning as the language that learners hear or receive and from which they can learn (Richard & Schmidt, 1992).

Input that learners receive in the learning process plays a very important role in the language acquisition. Learners need to be given the opportunity to make sense of what they hear or see, to notice the contexts in which the samples of the language are used, to interact with them as well as to compensate for the insufficiency. The importance of the input was investigated by many theorists as Krashen (1981), for instance, whose basic principles are introduced in his theory 'comprehensible Input Hypothesis', which is well known 'reception-based' theory.

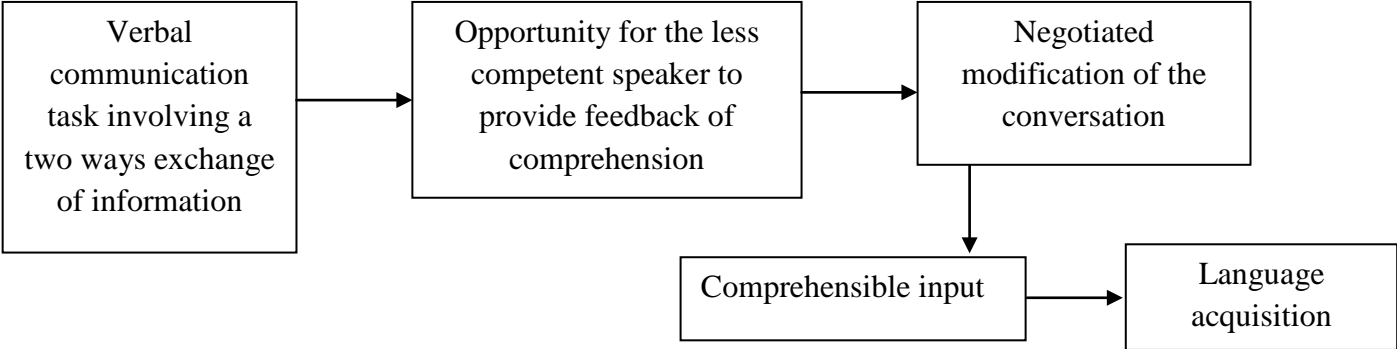
What is actually meant by Krashen's theory is that teacher whose speech might be a source of the input provided for students, must be acquainted with his learners level in language proficiency. And then they try to provide a more slightly complex input so that the letter can be understood and comprehensible to them. According to his hypothesis, the learner improves and progresses when he receives second language 'input' that is one step beyond his current stage of linguistic competence. For example, if a learner is at stage 'i', then acquisition takes place when he is exposed to "Comprehensible Input" that belongs to level 'i+1'.

Krashen explains the link between input and classroom interaction, he considers that the more students interact, the more input become graspable. Hence, Krashen gives a prime value to social interaction in the progress of language acquisition. Additionally, according to Krashen SLs and FLs ones are acquired 'by understanding messages or by receiving comprehensible input' (Krashen 1985) (cited in Gass & Selinker, 2008).

Johnson (2004) admits that thanks to Krashen's Input Hypothesis the role of input in enhancing interaction issue had been initiated in the field of TL acquisition. His hypothesis is

acknowledged to trigger the research on the oral of grammar instruction in SLA. Besides, Krashen Hypothesis discusses the process by which input is converted into output.

The bellow table explained Long's Model which consists of the relationship between negotiated interaction, comprehensible input and language acquisition. Long (1983) argued that the conversational adjustments, such as: confirmation checks and comprehension checks are considered as the most effective means that lead to the achievement of comprehension.



**Table 3: Long’s Model of the Relationship between Type of Conversational Tasks and Language Acquisition (adapted from Allwright and Bailey 1991)**

**10. Output Hypothesis**

In her output hypothesis (1985), Swain does not neglect the significance of input in enhancing the TL acquisition. But she stresses the fact that learners must be offered the chance to produce the TL so as to become fluent speakers.

Swain views that output is crucial in several ways, For instance, when a kind of communication breakdown occurs between interlocutions in the classroom, so learners would do their best to make themselves comprehended using different means and strategies to convey messages precisely, coherently and appropriately (Ellis 1985) (cited in Ellis,1990). Her research into immersion classes thought with content-based second language instruction revealed that despite extended Exposure to a target language input, the immersion students "productive ability was far from that of native speakers", this investigation led Swain to a formulation of her "output Hypothesis" (1985) in which he put forward the idea that what the learners were lacking were sufficient opportunities for second language production. Swain

argued that it is only during the production of the second language, that the learners can notice that they are not able to say what they want to say in the TL. As Swain stated "output may stimulate learners to move from the semantic, open-ended non-deterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production. Output, thus, would seem to have a potentially significant role in the development of syntax and morphology" (Swain 1995).

We have to maintain that Swain emphasizes that language production can not take place in isolation, but in social interaction. To her this is the only way enabling learners practice the TL. In this sense, she believes that students are preferred to initiate by themselves output production rather than responding. That is to say, SL/FL learners need to Participate and interact actively; they should not be restricted by interlocutors in the discourse. In fact, the more students feel free to initiate participation, take turn, take risk, and choose the topic, the more their verbal interaction would be beneficial and richer.

## **Conclusion**

Interaction is the most influential concept for an effective EFL class; successful interaction is the basis of positive language learning process, since through interaction students have to be trained to be effective communicators in a foreign language. According to linguists, educationalists and methodologists, classroom interaction is very important to the FL learners because it enables them to try out the language they learnt.

The teaching of foreign language is an interactive process that needs active participation of both the teacher and the learner. It involves learners in face-to face or teacher-learners encounters in the classroom. Classroom interaction can be more effective if a variety of teacher and student talk is applied in the classroom. Teachers may accept feelings, praise and accept students' ideas instead of merely lecturing, and similarly, students may be encouraged to initiate conversation more, instead of only responding to teachers.

The appropriateness of roles that teachers play can change the traditional English teaching which is teacher-centered, in this way teachers can develop students' initiatives to a large extent and improve their abilities in using TL.

Classroom interaction can be improved through a variety of activities for developing accuracy or fluency and controlled alternately by a teacher and students. Hence, the best environment in language learning classroom is the one in which every student does not have

the opportunity to speak and interact, but also feels a real to do so. Walsh (2006) considers the nature of SLA/FLA as a social context in the same way as any other real world.

The focal target behind this chapter was to put in the picture the importance of classroom interaction in teaching and learning a foreign language and how the process of interaction takes place in classroom setting. Also the attention has been paid in the second chapter to explore the effects of classroom interaction on the learners' speaking and communication ability.

## **Chapter Three**

### **Findings of the Study**

Introduction

1. Students' Questionnaire

1.1. Administration of the Students' Questionnaire

1.2. Description of the Students' Questionnaire

1.3. Analysis of the Results

1.4. Summary of the Students' Questionnaire

2. Teachers' Questionnaire

1.1. Administration of the Teachers' Questionnaire

1.2. Description of the Teachers' Questionnaire

1.3. Analysis of the Results

1.4. Summary of the Teachers' Questionnaire

3. Discussion of the Main Results

Conclusion

Some Pedagogical Suggestions

## **Introduction**

The present research is about eliciting students' and teachers' view points about the effectiveness of classroom interaction on enhancing EFL learners' speaking skill, since they are the two main elements for providing us with information. Their views and opinions are very crucial to test the stated assumptions and hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire to both students and teachers.

In this chapter, the analysis and the interpretation of the results obtained from the students' and teachers' questionnaires. 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. The third section discussed the main results of the students and teachers questionnaire.

### **1. Students' Questionnaire**

This questionnaire was given to EFL students. Its purpose is to know more about the students' attitudes concerning the act of interaction in the classroom, as well as their opinions about speaking abilities as a result of classroom interaction. Moreover, it is intended to examine if interaction can help them to develop their speaking ability.

#### **1.1. Administration of the Students' Questionnaire**

The questionnaire was carried during the second semester of the academic year 2017/2018. Within second year EFL students at Abbes Laghrour University. This questionnaire involves (60) students, chosen randomly from the whole number of students that is about (147) students. The selection of the population is based on the consideration that students of second year undergraduates are already passes some knowledge and they have experienced the concept of interaction with their teachers and peers in the previous year (first year), which allows them to practice the language in the classroom.

#### **1.2. Description of the Students' Questionnaire**

The students' questionnaire is divided into three sections. It consists of (21) questions. It contains both open-ended and close- ended questions. The purpose of this questionnaire was to examine the students' attitudes towards the role of classroom interaction in oral expression session and its effect on their speaking performance.

### **Section One: Background Information (Q01-Q02)**

In the first section, students are given two questions, which are looking for general information to examine their level in English.

### **Section Two: Students' Attitudes towards Speaking (Q03-Q08)**

In the second section, our primary concern is to discover the students' attitude towards their production of the EFL.

### **Section Three: Students' Attitudes towards Classroom Interaction (Q09-Q21)**

This section of questionnaire, is aiming to investigate the students awareness about the importance and the value of interaction in the classroom.

## **1.3. Analysis of the Results**

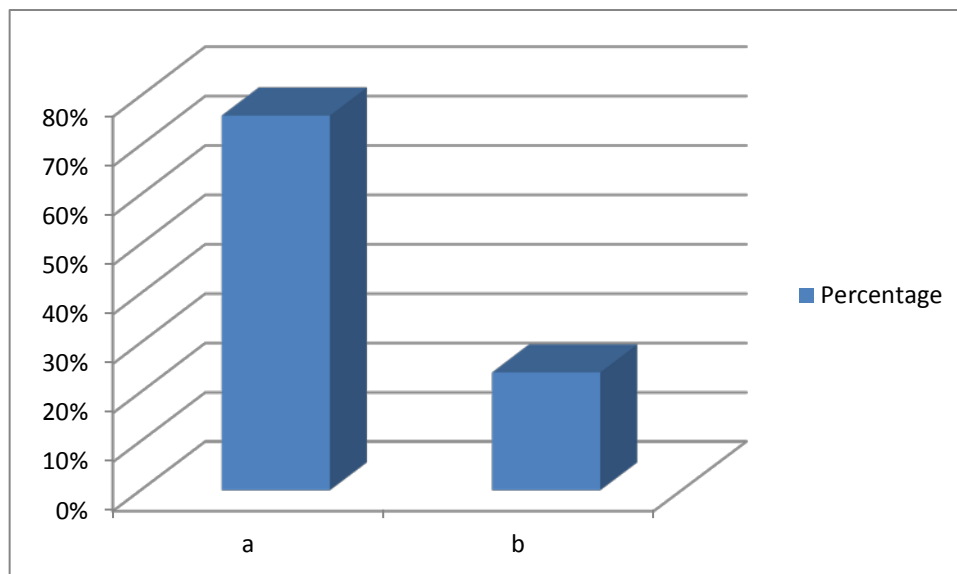
### **Section One: Background Information**

Q1- Was studying English?

- a- Your choice
- b- Imposed on you

<b>Option</b>	<b>Respondent</b>	<b>Percentage</b>
<b>A</b>	46	76%
<b>B</b>	14	24%
<b>Total</b>	60	100%

**Table 04: Students' Choices for Studies**



**Figure 01: Students' Choices for Studies**

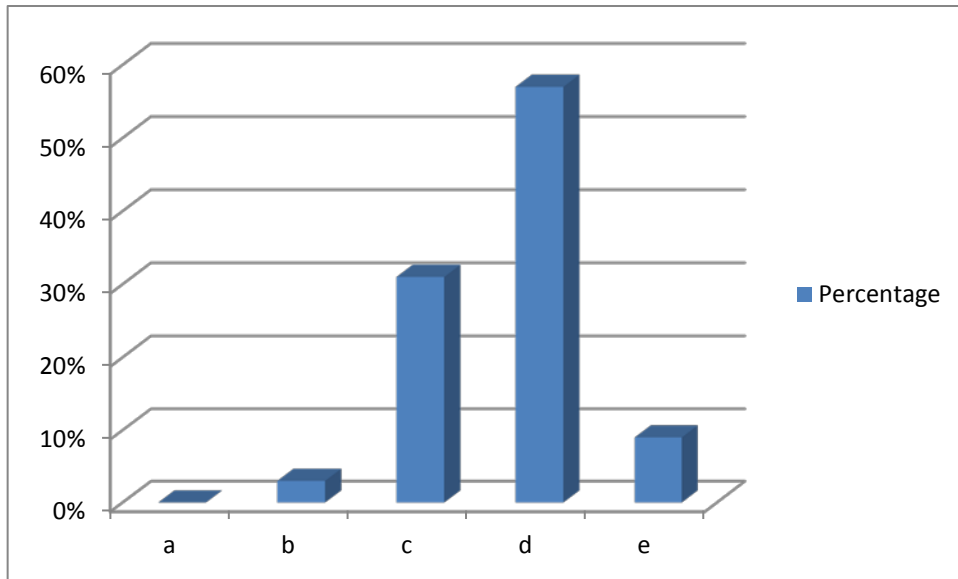
The results obtained from the table (04) showed that the majority of respondents (76%) claimed that studying English was their first choice, while (24%) of the participants declared that English was imposed on them. We deduce from these results that the baccalaureate average of the students who answered 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.

Q2- Is your level in English?

- a- Very bad
- b- Bad
- c- Average
- d- Good
- e- Very good

Option	Respondent	Percentage
a	0	00%
b	2	03%
c	19	31%
d	34	57%
e	5	09%
<b>Total</b>	60	100%

**Table 05: Students' Level in English**



**Figure 02: Students' Level in English**

We can notice that the highest percentage of students (57%) claimed that their level in English is average. Others (34%) showed that they are good in English. Some others (09%) said they are very good in English, while (03%) of the students stated that they have a bad level in English. The least percentage (00%) declared that no one of the respondents have a very bad level in English.

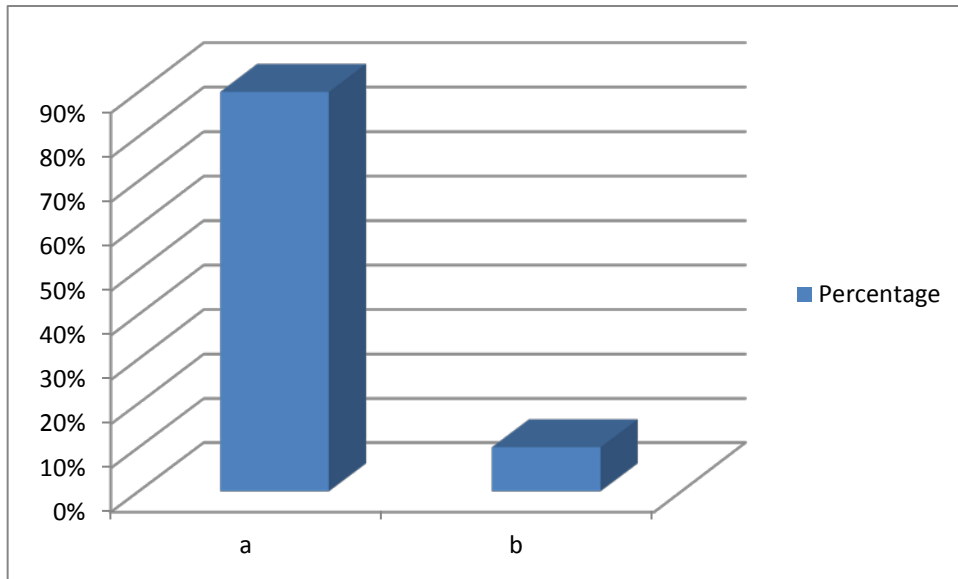
### **Section Two: Students' Attitudes towards Speaking**

Q3- Is speaking an important component of students' language competence?

- a- Yes
- b- No

<b>Options</b>	<b>Respondent</b>	<b>Percentage</b>
<b>a</b>	54	90%
<b>b</b>	6	10%
<b>Total</b>	60	100%

**Table 06: Students' Opinions about Speaking Importance**



**Figure 03: Students' Opinions about Speaking Importance**

In this question we asked students about the importance of speaking, the results shows that (54) participants making up (90%) answered with yes; while just (6) participants making (10%), answered with no. This shows that the majority of students give a big importance to speaking skill and they want to speak more.

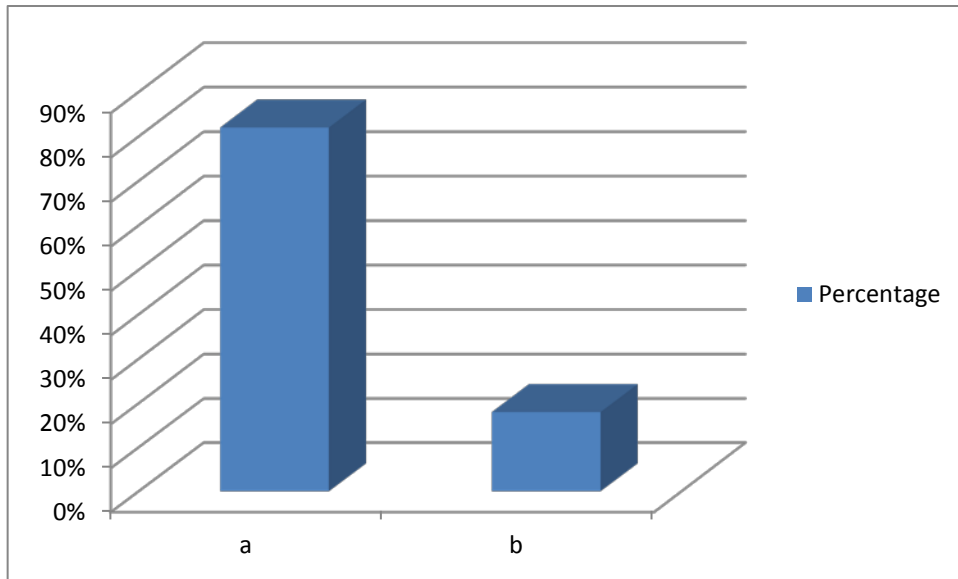
Q4- Does your teacher give you the chance to suggest topics to be discussed in the oral expression session?

a- Yes

b- No

Options	Respondent	Percentage
<b>a</b>	49	82%
<b>b</b>	11	18%
<b>Total</b>	60	100%

**Table 07: Students' Chances to Suggest Topics in Oral Expression**



**Figure 04: Students' Chances to Suggest Topics in Oral Expression**

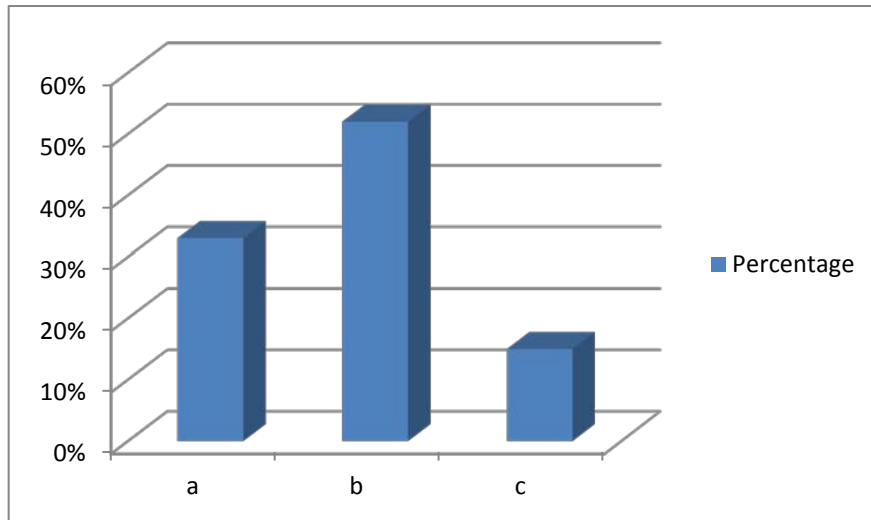
The results in this question, shows that (49) respondents making up (82%) answers with yes; where they are given the chance to suggest the topics. And this shows that teacher gives a space to students to speak more and choose the topics according to their interests. Whereas (11) students' making up (18%) answered with no.

Q5- According to you, the topics discussed in oral expression session are:

- a- Intersting
- b- Acceptable
- c- Boring

Options	Respondent	Percentage
<b>a</b>	20	33%
<b>b</b>	31	52%
<b>c</b>	9	15%
<b>Total</b>	60	100%

**Table 08: Students' Opinions about Oral Expression Topics**



**Figure 05: Students' Opinions about Oral Expression Topics**

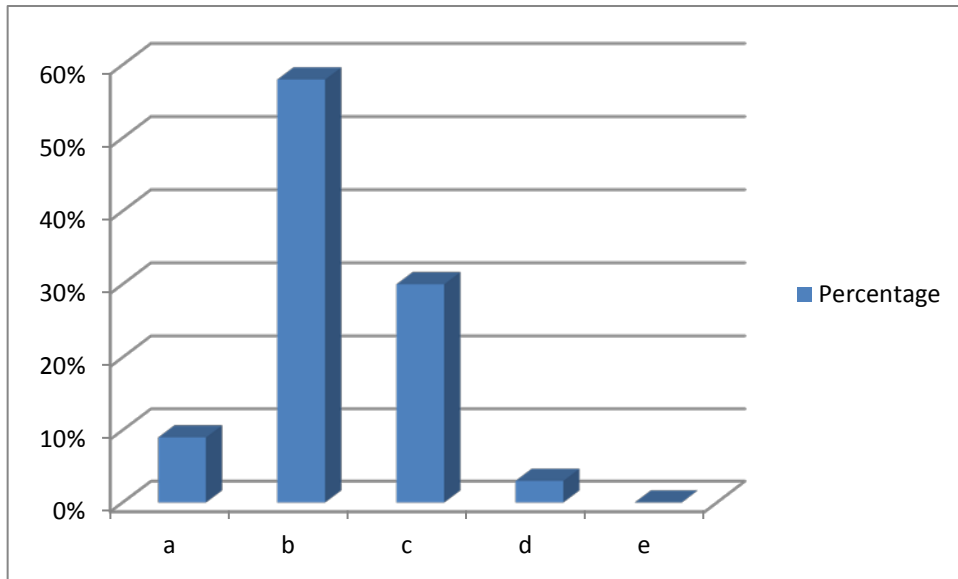
The results obtained shows that (31) participants making up (52%) see oral expression topics are acceptable, and (20) students answered that the topics are interesting making up (33%), while (9) respondents making up (15%) see that oral expression topics are boring. We realize that oral expression topics are interesting and acceptable according to the majority of the students' answers.

Q6- How do you evaluate your speaking ability?

- a- Very good
- b- Good
- c- Average
- d- Bad
- e- Very bad

Options	Respondent	Percentage
<b>a</b>	5	09%
<b>b</b>	35	58%
<b>c</b>	18	30%
<b>d</b>	2	03%
<b>e</b>	0	00%
<b>Total</b>	60	100%

**Table 09: Students' Speaking Ability**



**Figure 06: Students' Speaking Ability**

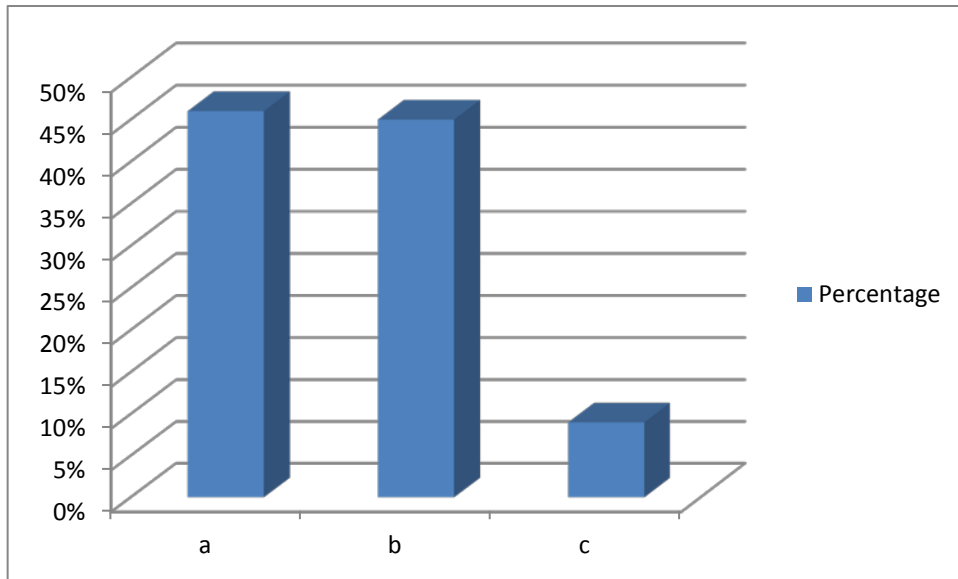
In this question (58%) presenting (35) participants, have good level in speaking, as opposed to (18) students making up (30%) have average in speaking; while (5) students making up (09%), have very good level in speaking English, and (2) respondents making up (03%) are bad in speaking. It should be noted that no one of the students considered him/her self to be very bad.

Q7- Do you face any difficulties in speaking?

- a- Yes
- b- No
- c- Others

Options	Respondent	Percentage
a	28	46%
b	27	45%
c	5	09%
<b>Total</b>	60	100%

**Table 10: Students' Difficulties in Speaking**



**Figure 07: Students' Difficulties in Speaking**

The results showed that (28) students making up (46%) answered with yes. And (27) students making up (45%) answered with no. We noticed that the results are very close and we can say that some students may face difficulties and others do not. Whereas (5) respondents, making up (9%) presenting other difficulties they face which are summarized as follows:

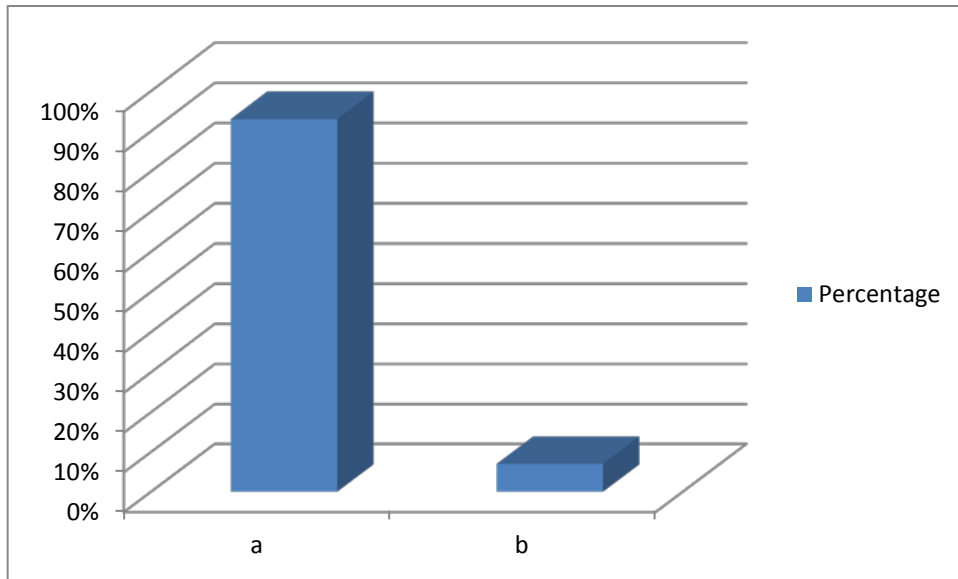
- Three (03) students said that they have difficulties in vocabulary and spelling some words.
- Two (02) of them said that they have problems in Grammar and sometimes feel shy in the classroom.

Q8- Do you think that students who have more chances to talk during the session, have good speaking achievement?

- a- Yes  
b- No

Options	Respondent	Percentage
<b>a</b>	56	93%
<b>b</b>	4	07%
<b>Total</b>	60	100%

**Table 11: More Chances to Talk Means Good Speaking Achievement**



**Figure 08: More Chances to Talk Means Good Speaking Achievement**

Concerning this question (56) respondents, making up (93%) answering with yes. While just (4) respondents, making up (07%) answering with no. From the result we have, we can observe that the majority of the students believe that learners who talk during the sessions have good speaking achievement, and more chance to correct their pronunciation.

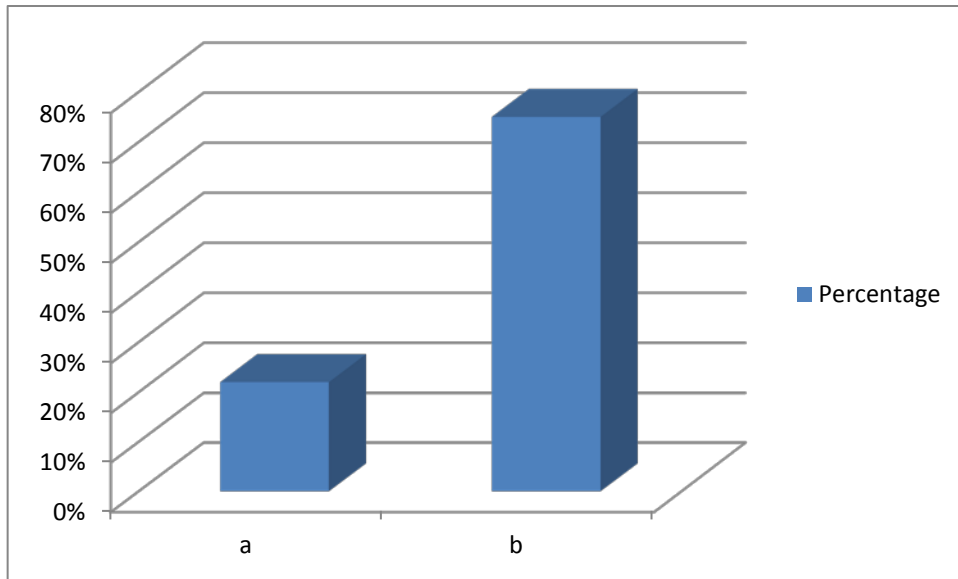
### **Section Three: Students' Attitudes towards Classroom Interaction**

Q9- Who does most of the talk in the classroom?

- a- Teacher
- b- Students

<b>Options</b>	<b>Respondent</b>	<b>Percentage</b>
<b>a</b>	13	22%
<b>b</b>	47	75%
<b>Total</b>	60	100%

**Table 12: Students' and Teaches' Amount of Talking Time**



**Figure 09: Students' and Teaches' Amount of Talking Time**

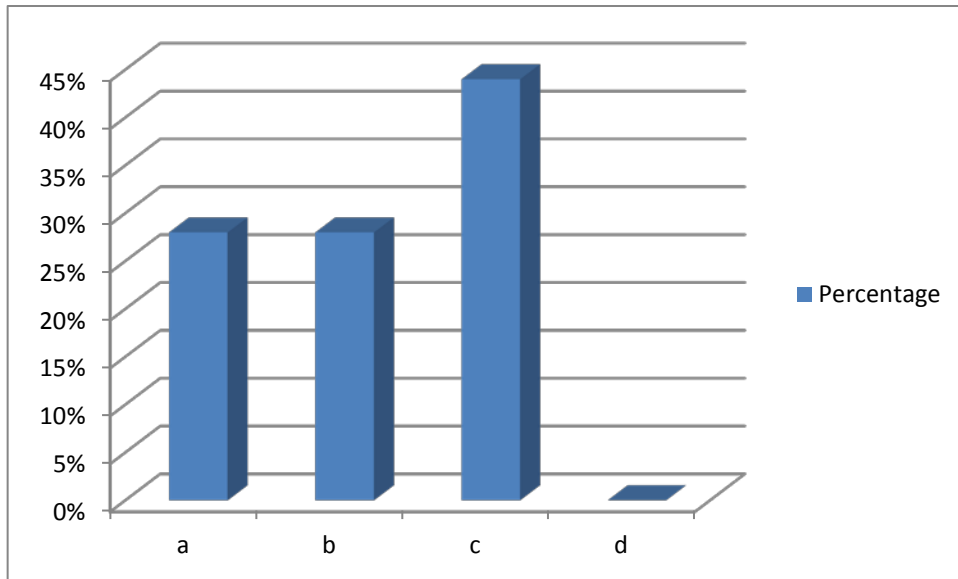
It is clear from the table (12) that (78%) of the participants claimed that it is the student who does most of the talk in the classroom, while (22%) of the respondents stated that the teacher is the one who talks most in the class. This indicates that the teachers know that the teachers' amount of talking should be less than the one of students.

Q10- Does your teacher give you the opportunity to express yourself freely?

- a- All the time
- b- Often
- c- Sometimes
- d- Never

Options	Respondent	Percentage
<b>a</b>	17	28%
<b>b</b>	17	28%
<b>c</b>	26	44%
<b>d</b>	0	00%
<b>Total</b>	60	100%

**Table 13: Opportunities to Speak in the Classroom.**



**Figure 10: Opportunities to Speak in the Classroom**

The results gained shows that (44%) of participants agreed that sometimes their teacher gives them the opportunity to speak and express themselves freely. The same percentage is collected by students who chose option ‘a’ and ‘b’, (28%) of the participants responded that they are given the opportunity to express their selves all the time and others chose the option ‘often’. None of the participants selected option ‘d’ and this is a healthy sign. This reveals that their teachers really want their students to be involved with them in the classroom interaction and give them the opportunities to speak in classroom in order to make them more interactive, because they are considered as the central part in the learning process.

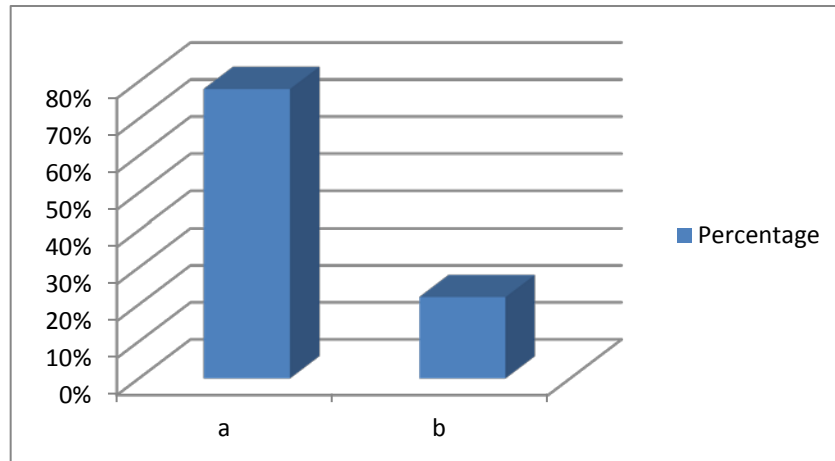
Q11- Do you engage with other students in conversations and dialogues?

a- Yes

b- No

Options	Respondent	Percentage
<b>a</b>	47	78%
<b>b</b>	13	22%
<b>Total</b>	60	100%

**Table 14: Students’ Engagement in Conversations and Dialogues**



**Figure 11: Students' Engagement in Conversations and Dialogues**

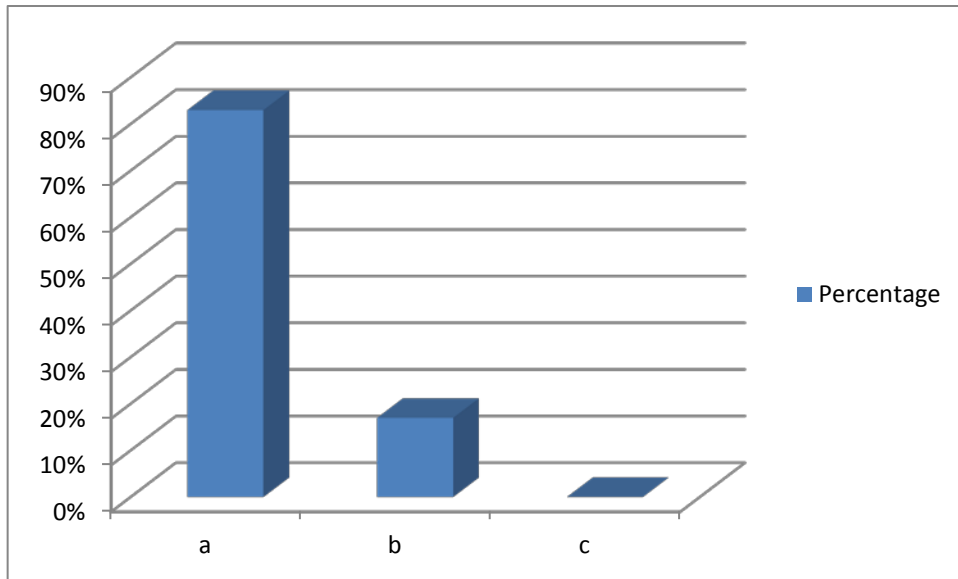
Most of the respondents (78%) declared that they engage with the other students in conversations and dialogues. Whereas (22%) of the students responded that they do not. This is due to the fact that they are not sure about their answers or they are always interrupted by the teacher and get embarrassed when their mistakes are corrected publicly.

Q12- When you interact in the classroom, it is

- a- You who wants
- b- The teacher who asks you to do so
- c- Others

Options	Respondent	Percentage
<b>a</b>	50	83%
<b>b</b>	10	17%
<b>c</b>	0	00%
<b>Total</b>	60	100%

**Table 15: Students' Contribution in Interaction**



**Figure 12: Students' Contribution in Interaction**

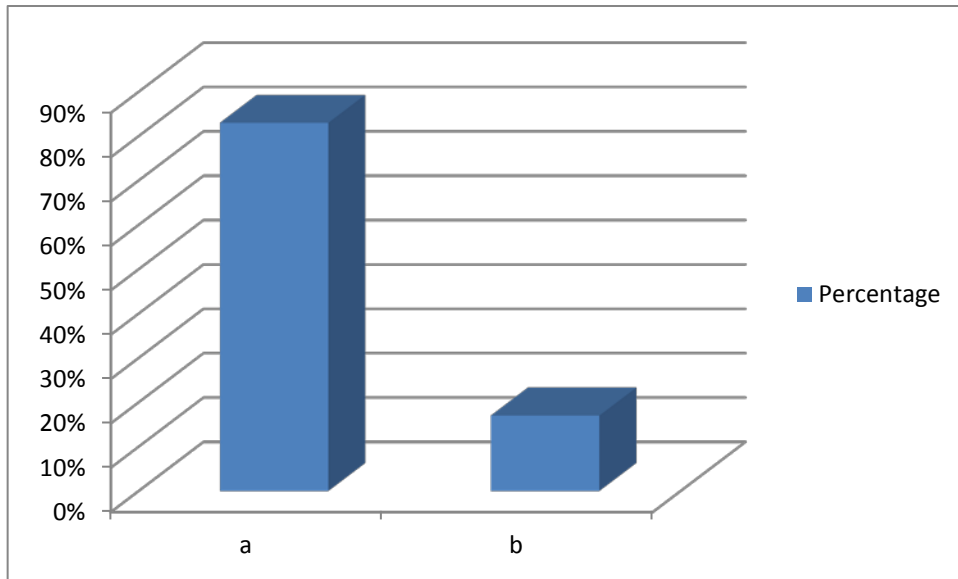
The answers tabulated above reveals that the majority of the students who represent (83%) of the sample want to interact by themselves while (17%) of them are pushed by the teacher to do so. We deduce from this result that the students who speak only when their teacher asks them are shy students who can not speak publicly.

Q13- Do you think that your participation and communication during oral expression session

- a- Is necessary to develops your proficiency in using English language
- b- Not necessary

<b>Options</b>	<b>Respondent</b>	<b>Percentage</b>
<b>a</b>	50	83%
<b>b</b>	10	17%
<b>Total</b>	60	100%

**Table 16: Students' Attitude towards Participation during Oral Expression Session**



**Figure 13: Students' Attitude towards Participation during Oral Expression Session**

As it shown by the figure (13) that (83%) of the respondents agreed that their participations and communications during oral expression session is necessary to develop their proficiency in using English language. While (17%) of the participants responded by choosing the second answer where they considered their participations during the session not necessary. This indicates that theses students who did not give any importance to the participation in the class may belong to the category of the silent students who remain silent and prefer to listen than speak.

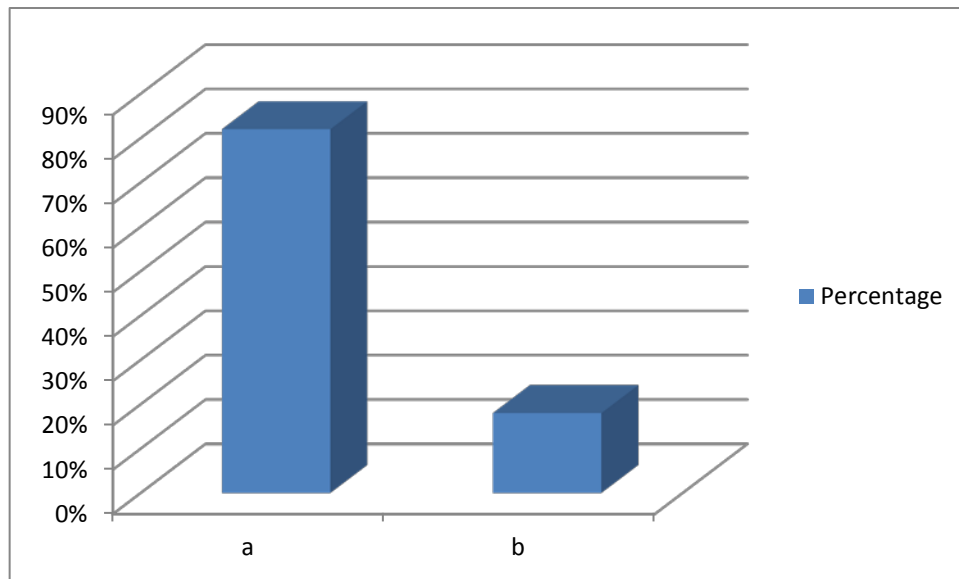
Q14- Does classroom interaction help you to participate more during the oral expression session?

a- Yes

b- No

Options	Respondent	Percentage
<b>A</b>	49	82%
<b>B</b>	11	18%
<b>Total</b>	60	100%

**Table 17: Influence of Classroom Interaction on Students' Participation**



**Figure 14: Influence of Classroom Interaction on Students' Participation**

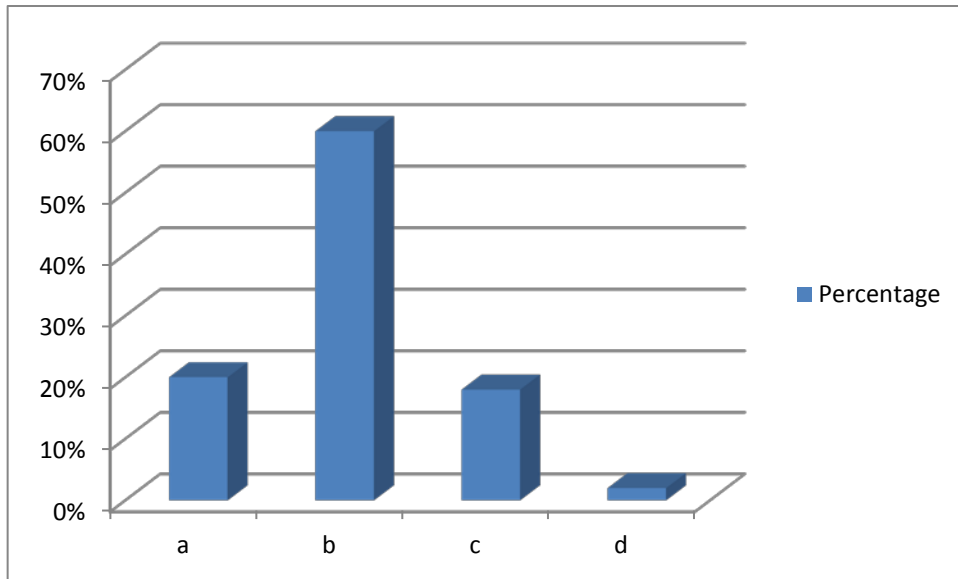
The common shared reaction between most of the participants (82%) is that they considered classroom interaction as an important factor which plays a big role in helping them to participate more during the oral expression session. This reveals that classroom interaction is one of the main aspects that contribute in increasing the proportion of students' participation. While (18%) of the students declared that classroom interaction does not help them to participate during the oral expression session. Responses reveal that students did not find the interests topics which motivates them to engage with others in the room of discussion.

Q15- How often do you interact with your classmates inside the classroom?

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

Options	Respondent	Percentage
<b>A</b>	12	20%
<b>B</b>	36	60%
<b>C</b>	11	18%
<b>D</b>	1	02%
<b>Total</b>	60	100%

**Table 18: Students' Frequency of Interaction**



**Figure 15: Students' Frequency of Interaction**

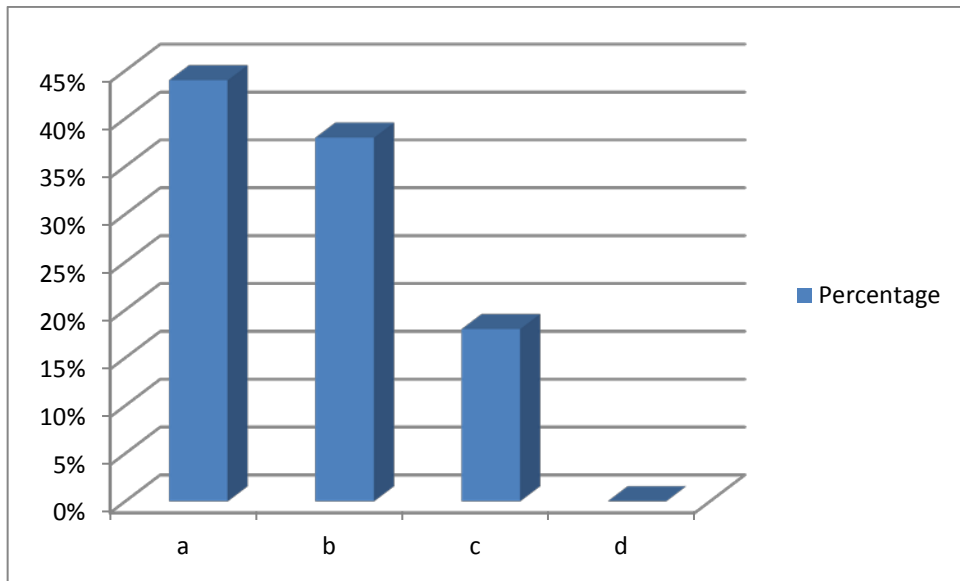
It can be seen from the table (18) that (60%) of the students declared that they sometimes interact with their classmates in the classroom; this is because of the overcrowded classes. Other students (20%) stated that they always do that, while (18%) of the students claimed that they are rarely interact inside the classroom. Only (02%) making up (1) of them said that he never do. These results illustrate that peer interaction is considered the easiest way to speak freely.

Q16- When you interact in the classroom

- a- You like your teacher to correct every mistake you make
- b- You like your teacher to correct only serious mistake
- c- You do not like him/her to interrupt you
- d- Others

Options	Respondent	Percentage
a	26	44%
b	23	38%
c	11	18%
d	0	00%
<b>Total</b>	60	100%

**Table 19: Student's' Attitude towards Teachers' Correction**



**Figure 16: Student's Attitude towards Teachers' Correction**

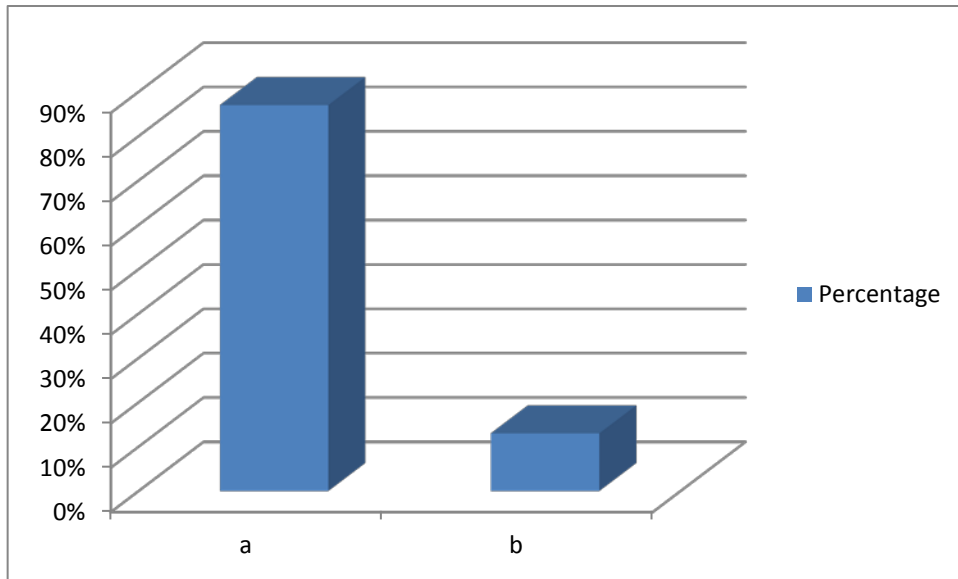
The table (19) reveals that (44%) of the sample declared that they want their teachers to correct every mistake they made probably because they believe that the classroom is the exclusive place where they are permitted to make mistakes. Other students (38%) stated that only serious mistakes should be corrected by the teacher and this illustrates that pronunciation and grammar mistakes are not taken into consideration. (18%) of the respondents do not like to be interrupted by their teacher at all, this indicates that they are less tolerant and less forgiving students which they hardly forget a position where they were reproached. While none of the respondents gave any other choices.

Q17- Does regular interaction in the classroom help you to reduce your speaking mistakes?

- a- Yes
- b- No

Options	Respondent	Percentage
<b>a</b>	52	87%
<b>b</b>	8	13%
<b>Total</b>	60	100%

**Table 20: Speaking Mistakes are Reduced through Classroom Interaction**



**Figure 17: Speaking Mistakes are Reduced through Classroom Interaction**

Almost all of the respondents (87%) agreed that classroom interaction helps them to reduce their speaking mistakes. While (13%) of the students responded that it does not. We deduce from these results that students who praised the role of classroom interaction in minimizing their speaking mistakes assumed that through regular interaction in the classroom, they will promote their command of language and will attain automaticity when speaking, and then this leads them to avoid mistakes.

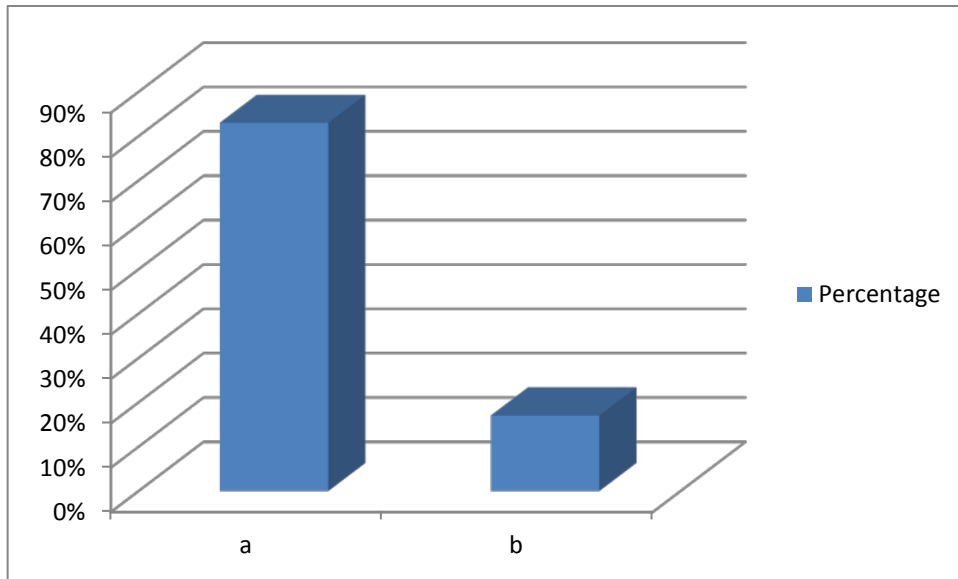
Q18- Does the teacher take control of the discussion during the session?

a- Yes

b- No

Options	Respondent	Percentage
<b>a</b>	50	83%
<b>b</b>	10	17%
<b>Total</b>	60	100%

**Table 21: Teachers' Control of the Discussion during the Session**



**Figure 18: Teachers' Control of the Discussion during the Session**

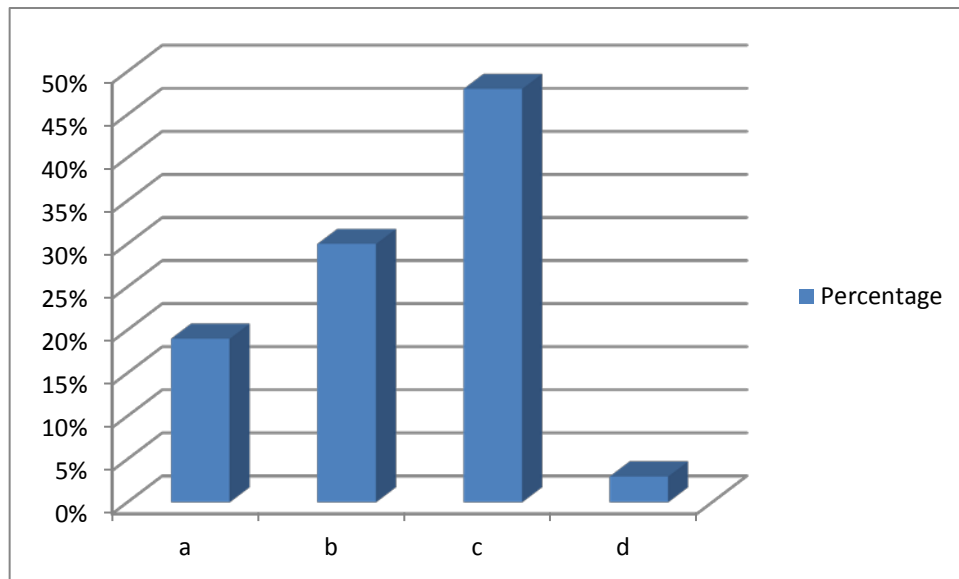
One can notice from the results shown that (83%) of the students affirmed that their teacher is the one who is responsible from managing and controlling the discussion, this is bring to light that teachers are aware about their roles during the session. (17%) of the students claimed that their teacher does not take the control of the discussion during the session. This can be interpreted by the fact that their teacher seems to provide his students with the great amount of the control while he plays as a monitor, just guide them and enter to the floor of discussion when it is necessary.

Q19- Do you think your teacher of oral expression course is?

- a- Using a traditional way in teaching because s/he speaks more than you do
- b- Teaching in a cooperative way for s/he invites all individuals to participate
- c- Using different activities that pushes you to speak
- d- Others

Options	Respondent	Percentage
<b>a</b>	11	19%
<b>b</b>	18	30%
<b>c</b>	39	48%
<b>d</b>	2	3%
<b>Total</b>	60	100%

**Table 22: Teachers Methods of Teaching the Oral Expression**



**Figure 19: Teachers Methods of Teaching the Oral Expression**

The results obtained shows that (48%) of the participants stated that their teachers are using different activities which motivates them to speak. These teachers are likely want to boost their students' participation, since their main goal is to make a good atmosphere of learning which increases the students' amount of talking. On the other hand (30%) said that their teacher is teaching in a cooperative way; it seems that their teachers are depending on cooperative learning in which he focuses on making all students involved and take part of the discussions. Others (19%) declared that their teacher is using traditional way in teaching where he speaks more than his students, possibly this kind of teachers are still believing that the teacher is the only one who has the right to speak and students should given a little time to express their selves. The remaining percentage (03%) represents the participants who preferred to give other choices which are summarized as follows:

- One of the students said that his teacher is the only one who speaks, and the session is boring.
- The second student seems to have the same point of view with the first student, he declared that his teacher talks too much while the students do not ;this is what makes the oral expression session boring.

This indicates that some students do not like the oral expression session because their teachers did not give them the opportunity to speak.

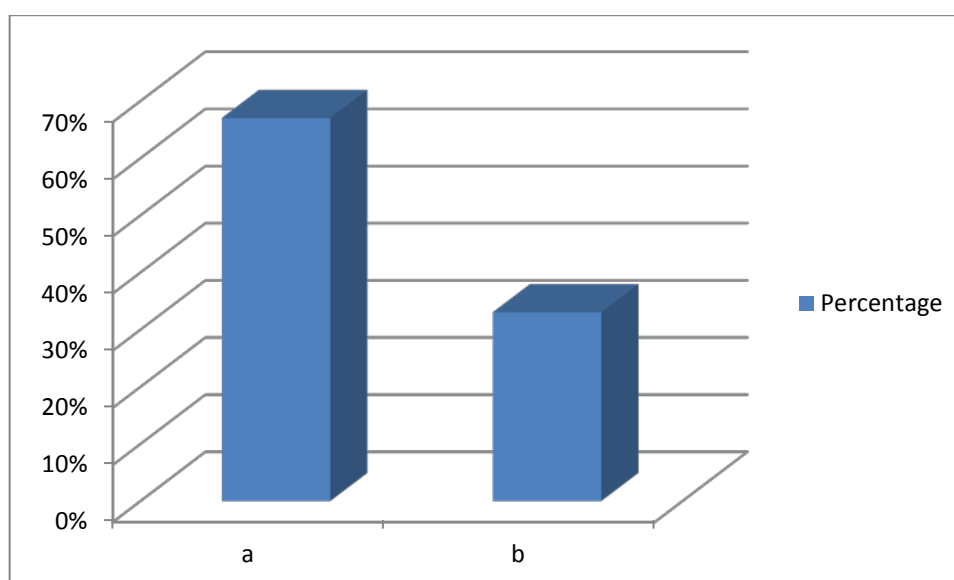
Q20- Do you practice English with your classmates outside the classroom?

a- Yes

b- No

Options	Respondent	Percentage
a	40	67%
b	20	33%
Total	60	100%

**Table 23: Students' Practice of English outside the Classroom**



**Figure 20: Students' Practice of English outside the Classroom**

The above results have shown that (67%) of the students claimed that they practice English outside the classroom. This is due to the fact that they find English enjoyable and funny. While (33%) affirmed that they do not. This reveals that English is totally absent in the Algerian speech community. Thus, they could not use it except in academic context.

Q21- When you speak in the classroom, you give priority to

a- Expressing yourself using correct English

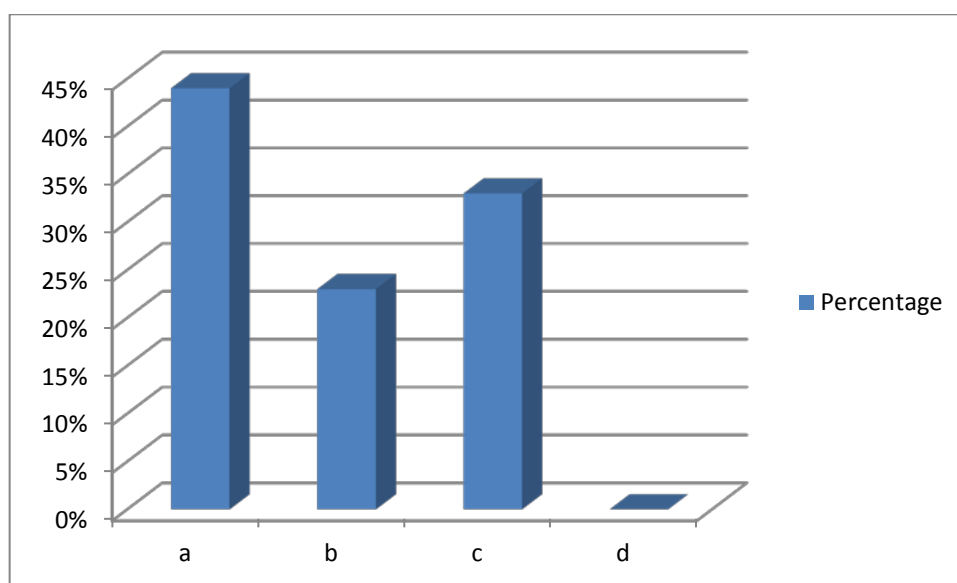
b- Conveying interesting and relating ideas

c- Making yourself understood by others

d- Others.

Options	Respondent	Percentage
<b>a</b>	26	44%
<b>b</b>	14	23%
<b>c</b>	20	33%
<b>d</b>	0	00%
<b>Total</b>	60	100%

**Table 24: Students' Priority of Speaking**



**Figure 21: Students' Priority of Speaking**

One can notice from the table that (44%) of the respondents when they speak give the priority to express themselves using correct English. However (23%) of the students stated that they focus on conveying interesting and relating ideas. (33%) of them chose option 'c' i.e. They are try to make themselves understood by others. No one of the participants give other answers. According to the answers given by students it clarifies that students are focused on a given purpose when they are speaking inside the classroom.

### **1.3 Summary of the Students' Questionnaire**

The main results that are collected from the questionnaire showed that most of the students are aware of the importance and the value of classroom interaction and speaking skill. After analyzing the results of students' answers, we deduced that students are given opportunities to express their selves freely during the session. In addition, students have

unique views about the role of the frequent participation and communication during oral expression session in developing their proficiency using English language.

## **2. Teachers' Questionnaires**

We have designed a questionnaire for teachers to probe their awareness about 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.

### **2.1. Administration of the Teacher's Questionnaire**

The questionnaire was administrated to (6) teachers of oral expression course at the department of English at the University of Abbes Laghrour, Khenchela. The selection of such sample was based on the consideration that the teachers of oral expression course will benefit us more than other teachers since they teach students how to develop the oral skills which are our concerns. The questionnaire was handed in April 2018 and we have collected all of them.

### **2.2. Description of the Teachers' Questionnaire**

The teachers' questionnaire consists of (22) questions which were divided into three main sections. The questions are closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a list of options, or open questions where teachers are suggested to give explanation or suggest other alternatives.

#### **Section One: Background Information (Q1-Q2)**

The first section is devoted to investigate personnel information about the chosen sample of teachers, thus, they were asked to specify their qualification and the years of teaching experience.

#### **Section Two: Teaching Oral Expression (Q3-Q7)**

The second section aims to obtain information from teachers of oral expression concerning their way of teaching this course as well as their students' level of speaking ability as a result of classroom interaction. Also our objective behind this section was to discover whether teachers give the chance to their students to suggest the topics of discussion or not.

### Section Three: Teachers' Attitudes towards Classroom Interaction (Q8-Q22)

The main aim of this section is to elicit teachers' attitude towards classroom interaction and their answers about its importance.

#### 2.3. Analysis of the Results

##### Section One: Background Information

Q1- What are your qualifications (s)?

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

Options	Respondent	Percentage
a	0	00%
b	1	17%
c	5	83%
d	0	00%
<b>Total</b>	6	100%

Table 25: Teachers' Qualification

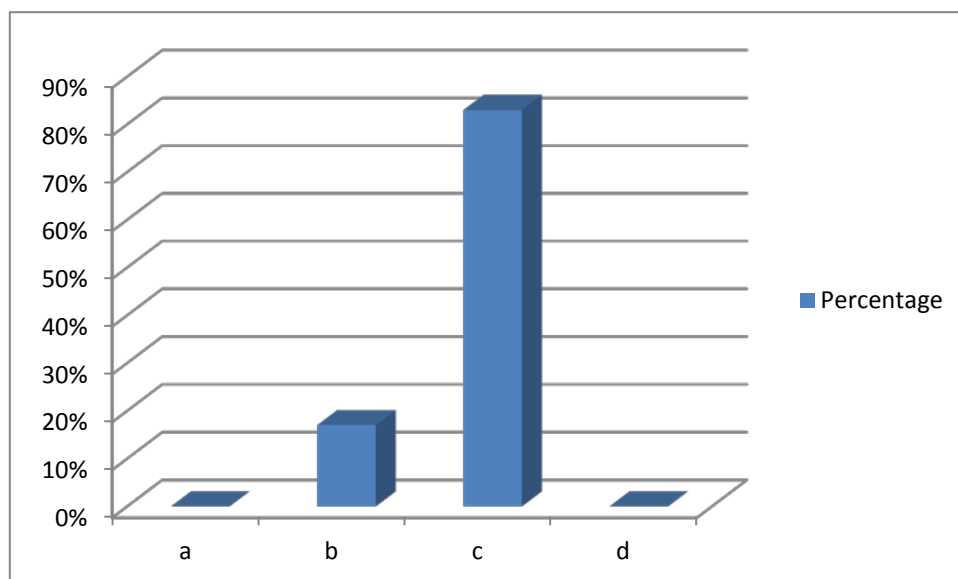


Figure 22: Teachers' Qualification

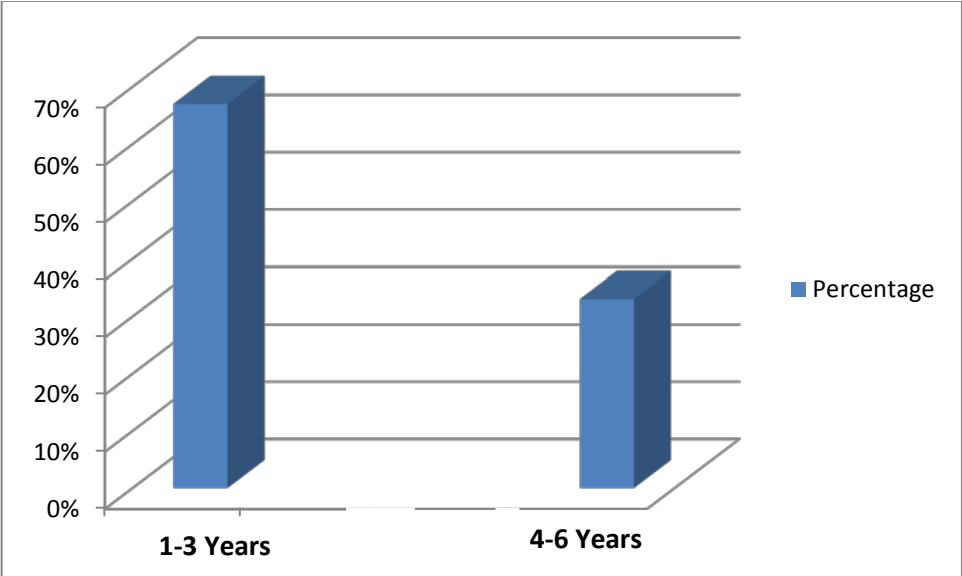
The results obtained denote that (1) teacher who represents (17%) of the selected sample has a license degree, while (5) teachers, making up (83%) have a magister degree. None of the participants have neither a master nor a doctorate degree.

Q2- For how long have you been teaching the oral expression course to the second year students?

.....years

Options	Respondent	Percentage
1-3	4	67%
4-6	2	33%
<b>Total</b>	6	100%

**Table 26: Teachers' Experience in Teaching Oral Expression**



**Figure 23: Teachers' Experience in Teaching Oral Expression**

One can notice from the results shown above that the majority of teachers have more than one year teaching experience, this illustrates that their experience allows them to promote the students' level through using the appropriate methods and strategies.

**Section Two: Teaching Oral Expression**

Q3- Do you enjoy teaching oral expression course?

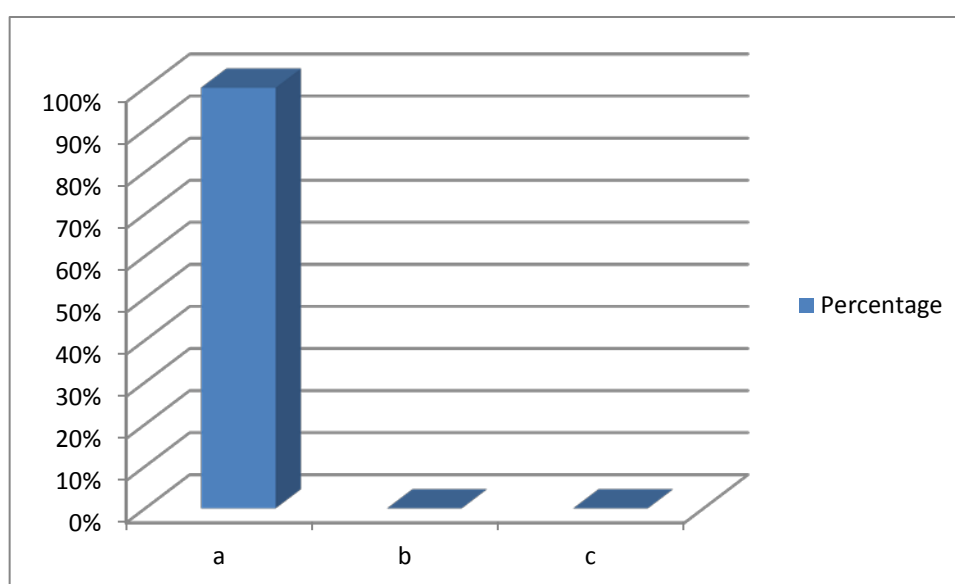
a- Very much

b- Not very much

c- Not at all

Options	Respondent	Percentage
a	6	100%
b	0	00%
c	0	00%
Total	6	100%

**Table 27: Teachers' Enjoyment of Teaching Oral Expression Course**



**Figure 24: Teachers' Enjoyment of Teaching Oral Expression Course**

It can be seen from the table that all respondents (100%) stated that they are enjoying teaching oral expression course. This indicates that teachers are mostly like to exchange debates with their students which creates a friendly relationship between the teacher and his students.

Q4- Usually, the topics of discussion are suggested by

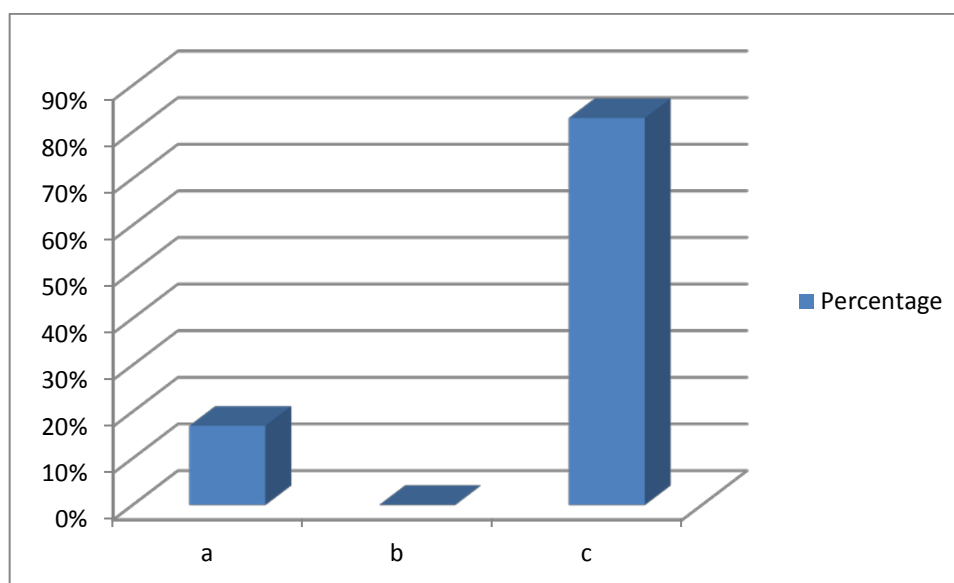
a- You (as a teacher)

b- Students

c- Teachers and students

Options	Respondent	Percentage
<b>a</b>	1	17%
<b>b</b>	0	00%
<b>c</b>	5	83%
<b>Total</b>	6	100%

**Table 28: Suggestions of the Topics**



**Figure 25: Suggestions of the Topics**

Regarding teachers' answers, about (83%) of them affirmed that teachers and students are usually contributing in suggesting the topics of discussion. This can be interpreted by the fact that teachers give students the right to suggest any topic that like to be discussed which is helpful in increasing the interaction's proportion. (1) teacher (17%) declared that s/he is the one who suggests the topics of discussion, it seems that this teacher forgot that activating students' speaking performance is the basic aim of teaching oral expression course, and this aim certainly achieved when students feel that they share a part in creating the course and discuss the topics they have chosen. None of the respondents chose option 'b'.

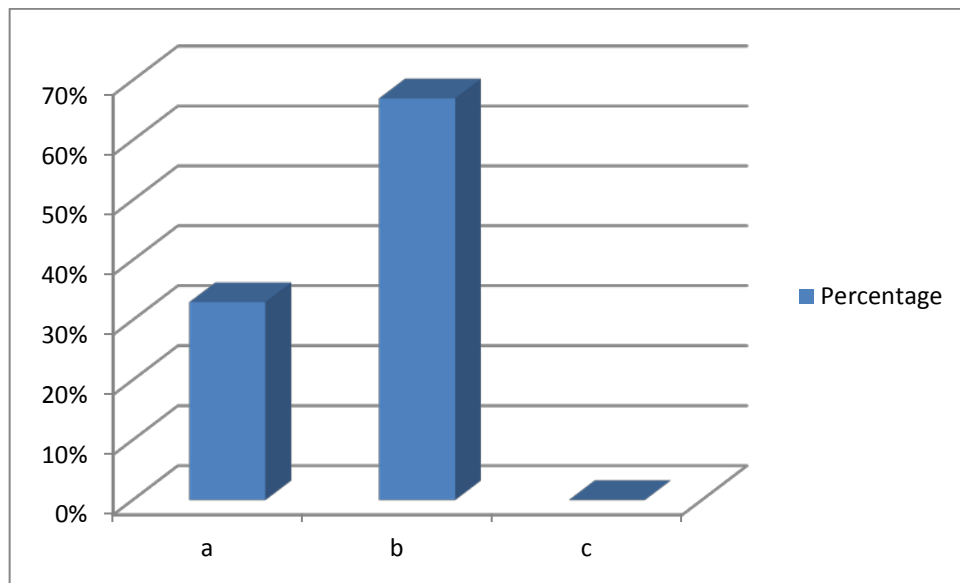
Q5- Concerning the way are teaching oral expression course, you fell

- a- Satisfied and convinced
- b- Willing to change the way you processed the lesson

c- Never satisfied

Options	Respondent	Percentage
a	2	33%
b	4	67%
c	0	00%
<b>Total</b>	6	100%

**Table 29: Teachers' Feelings about their Way of Teaching Oral Expression**



**Figure 26: Teachers' Feelings about their Way of Teaching Oral Expression**

From the table (29), we figure out those (4) participants who represents (67%) of the whole sample stated that they want to change their way of processing the lesson. This reveals that these teachers are not satisfied about their way of teaching, because they did not achieve a good result or they always try to experience new methods of teaching. While (33%) claimed that they feel satisfied and convinced. None of the participants opted for 'c' answer.

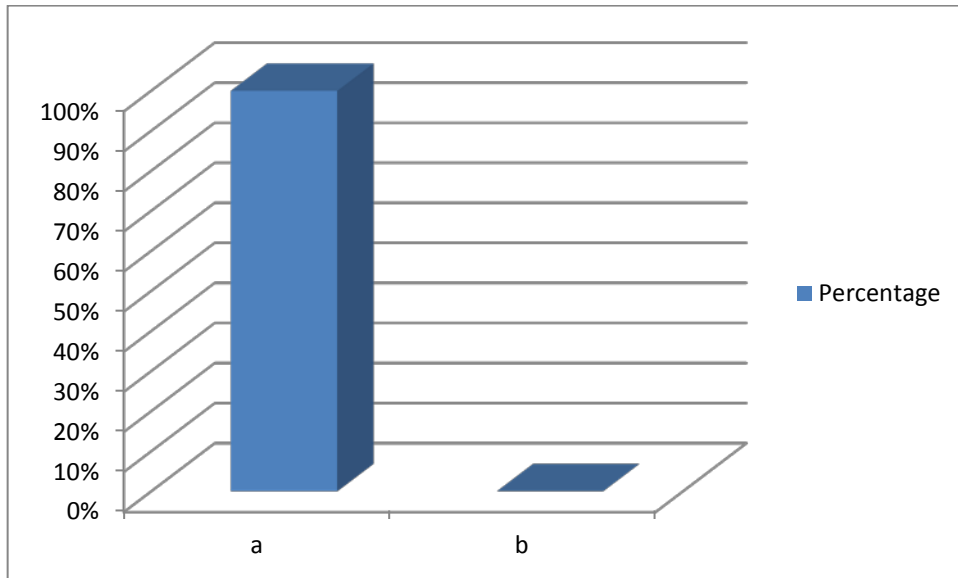
Q6- Do you think that a better speaking performance depends on intensive practice?

a- Yes

b- No

Options	Respondent	Percentage
a	6	100%
b	0	0%
<b>Total</b>	6	100%

**Table 30: Intensive Practice for better Speaking Performance**



**Figure 27: Intensive Practice for better Speaking Performance**

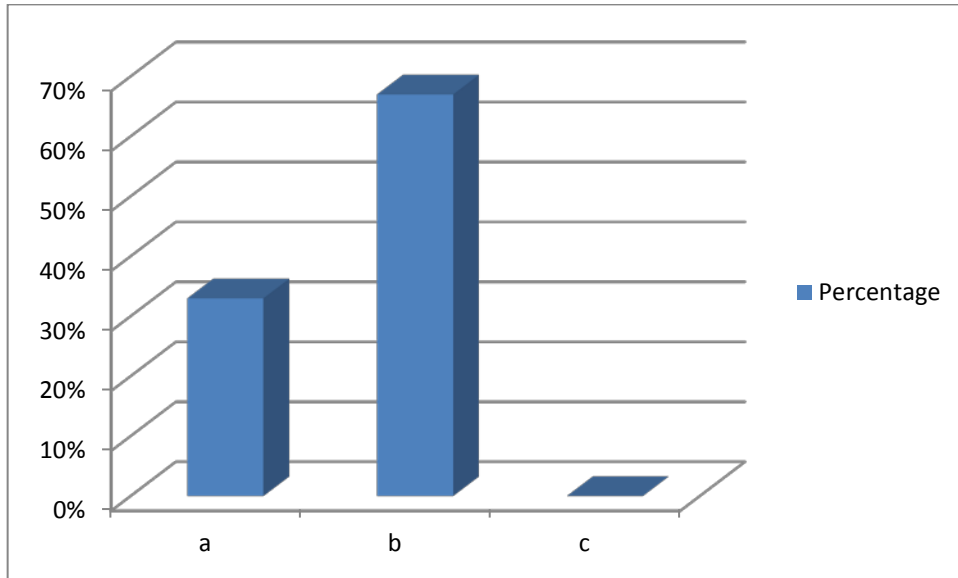
All the respondents (100%) confirmed that intensive practice would lead to the better speaking performance. This indicates that all teachers see that in order to be a competent speaker in English you have to practice the language as much as possible you can, this will for sure enhance students' speaking abilities.

Q7- Which of the following describes your students' level of speaking ability during classroom interaction

- a- High
- b- Average
- c- Low

Options	Respondent	Percentage
a	2	33%
b	4	67%
c	0	00%
<b>Total</b>	6	100%

**Table 31: Teachers' Evaluation of Students' Level of speaking Ability**



**Figure 28: Teachers' Evaluation of Students' Level of speaking Ability**

It is clear from the table (31) that (67%) of the teachers agreed that their students level of speaking ability during classroom interaction is average, one can understand that this is because they have poor speaking habits or because of the poor listening practices. The remaining percentage (33%) represents teachers who chose the option 'a' in which they stated that their students' level of speaking ability during classroom interaction is high. 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. Third option was excluded.

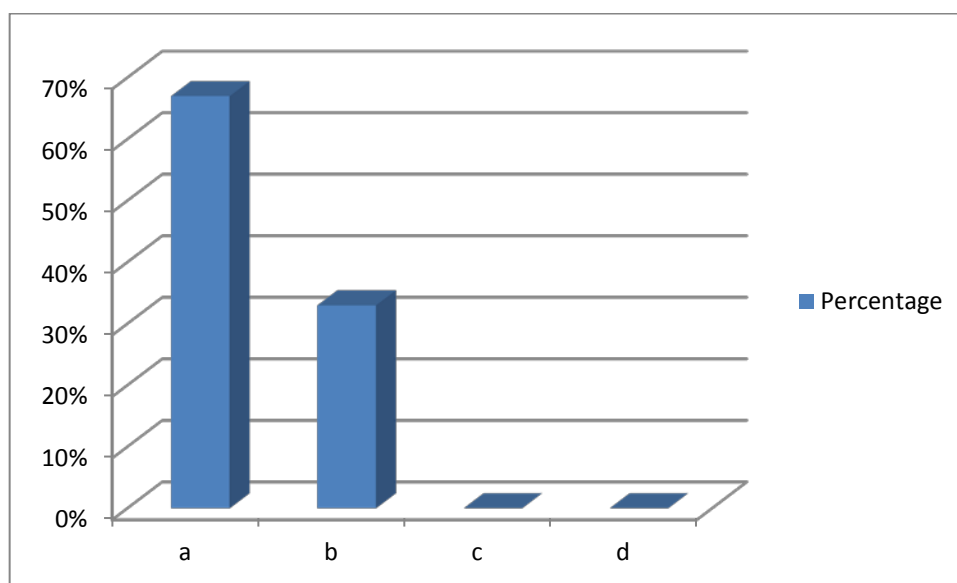
### **Section Three: Teachers' Attitudes towards Classroom Interaction**

Q8- How often do you try to get all students involved in the conversations during the session?

- a- All the time (in every session)
- b- Often
- c- Sometimes
- d- Never

Options	Respondent	Percentage
a	4	67%
b	2	33%
c	0	00%
d	0	00%
<b>Total</b>	6	100%

**Table 32: Teachers' Frequency of Getting all Students Involved in the Conversations**



**Figure 29: Teachers' Frequency of Getting all Students Involved in the Conversations**

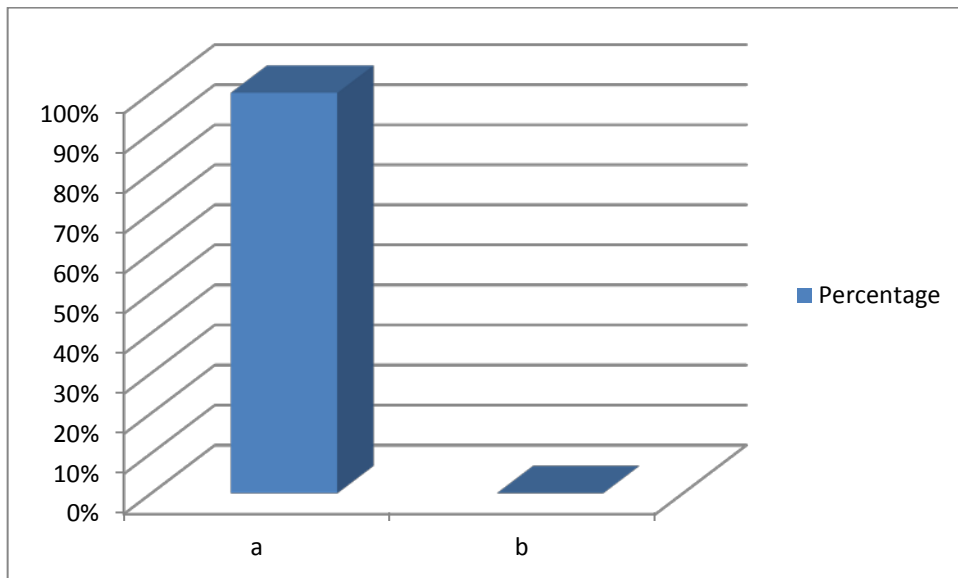
The results obtained denote that (67%) of the teachers try to get their students involved all the time in the conversations. We deduce from this result that teachers know about the importance of students' interaction, for this reason, they are careful to check if their students are involved in the conversation or not. Whereas (33%) of the participants stated that they often try to do this. None of the teachers neither opted for 'sometimes' nor for 'never'.

Q9- Do you try to stimulate the silent students or the shy ones to interact and speak?

- a- Yes
- b- No

Options	Respondent	Percentage
<b>a</b>	6	100%
<b>b</b>	0	00%
<b>Total</b>	6	100%

**Table 33: Stimulating the Silent Students to Interact and Speak**



**Figure 30: Stimulating the Silent Students to Interact and Speak**

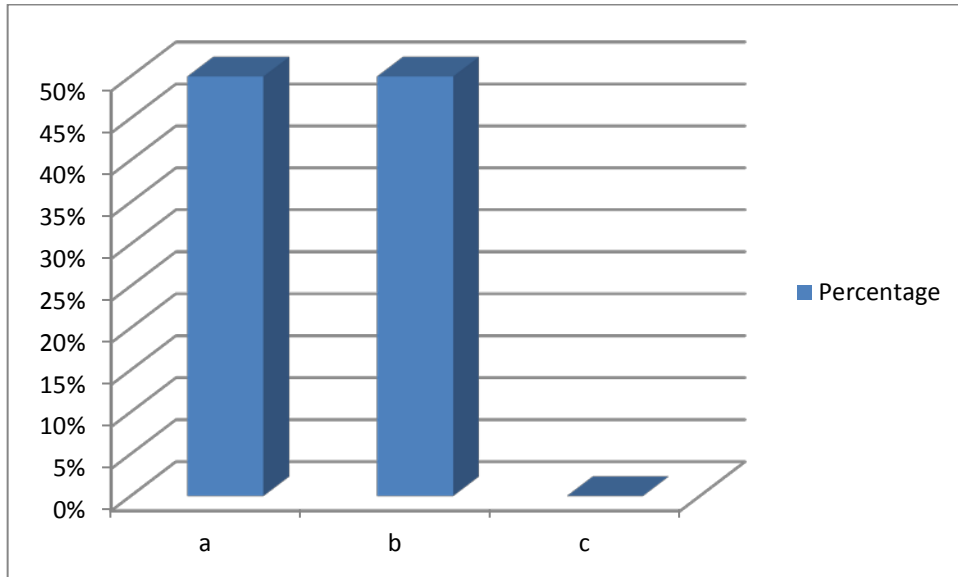
The results reveal that all the teachers (100%) affirmed that they often try to stimulate the silent students and the shy ones to speak. This indicates that first, they are aware about the learners' individual differences, since in every class the teacher can meet a lot of kinds of personalities and silent students are one of them. Second, teachers did not neglect this kind of students, but they try as possible as they can to involve them in the lesson, possibly through using various types of activities.

Q10- What do you do to make silent students interact in the classroom?

- a- Choosing interesting topics
- b- Design groups and peers
- c- Use other means, please specify

Options	Respondent	Percentage
a	3	50%
b	3	50%
c	0	00%
<b>Total</b>	6	100%

**Table 34: Teachers' Decision to Make Silent Student Interact**



**Figure 31: Teachers' Decision to Make Silent Student Interact**

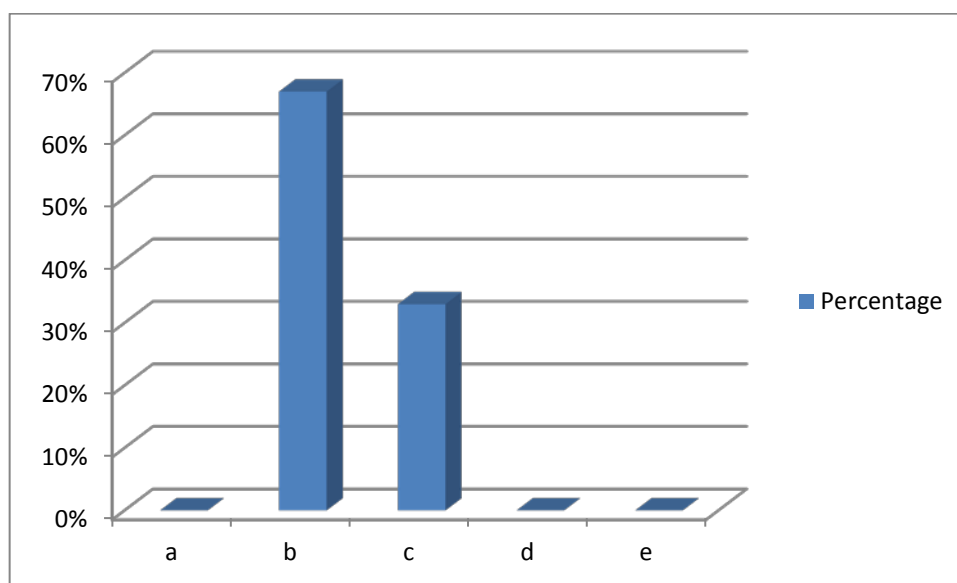
The answer tabulated above reveals that (50%) of the teachers are choosing interesting topics to make silent students interact in the classroom, because the topic is an important factor in creating a successful interaction. The same percentage (50%) is collected by the teachers who chose 'b' where they preferred to design group and peer works, since these activities are effectual where students find themselves obliged to take parts in the interactive activities. None of the teachers opted for 'c' answer.

Q11- What are the activities you use most to create a successful interaction?

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

Options	Respondent	Percentage
a	0	00%
b	4	67%
c	2	33%
d	0	00%
e	0	00%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 35: Teachers' Use of Activities**



**Figure 32: Teachers' Use of Activities**

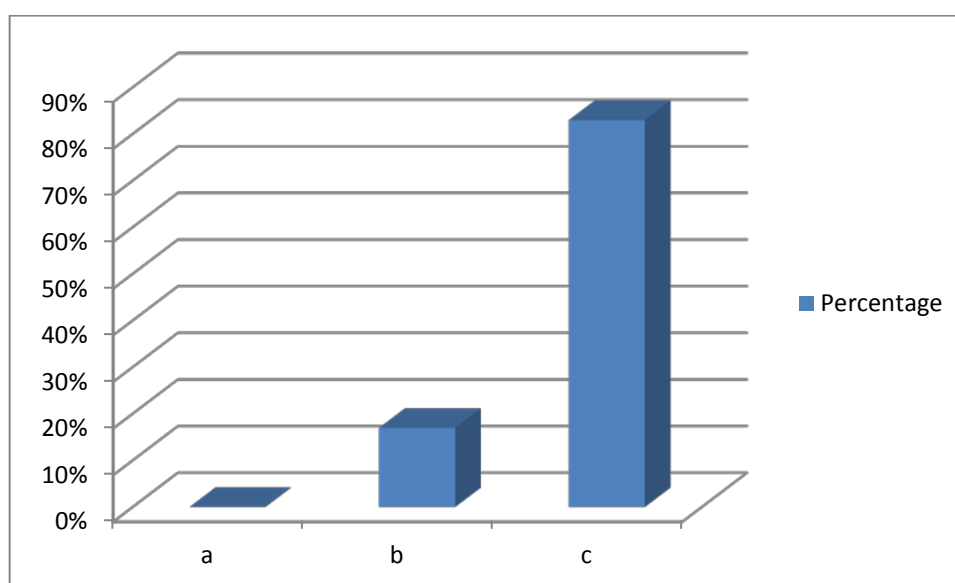
One can notice from the results shown that the majority of teachers (67%) focus on debates and discussions to create a successful interaction. Whereas (33%) of the participants preferred presentations. Both 'dialogues' and 'role plays' were excluded. The choices of the teachers can be interpreted by the fact that students in these kinds of activities express their thoughts freely and learn how to initiate the conversation.

Q12-When students participate during the sessions, you give priority to

- a- Brighter students
- b- Weaker students
- c- Chose randomly

Options	Respondent	Percentage
<b>a</b>	0	00%
<b>b</b>	1	17%
<b>c</b>	5	83%
<b>Total</b>	6	100%

**Table 36: Teachers' Awareness about the Difference on Competence between EFL Learners**



**Figure 33: Teachers' Awareness about the Difference on Competence between EFL Learners**

In this question the results show that (5) teachers making up (83%) they answered that they give priority to all their students by choosing randomly when students participate. While just one teacher making up (17%) answered that he gives priority to weaker students. From that we can realize that teacher follows good strategies to push his students to speak.

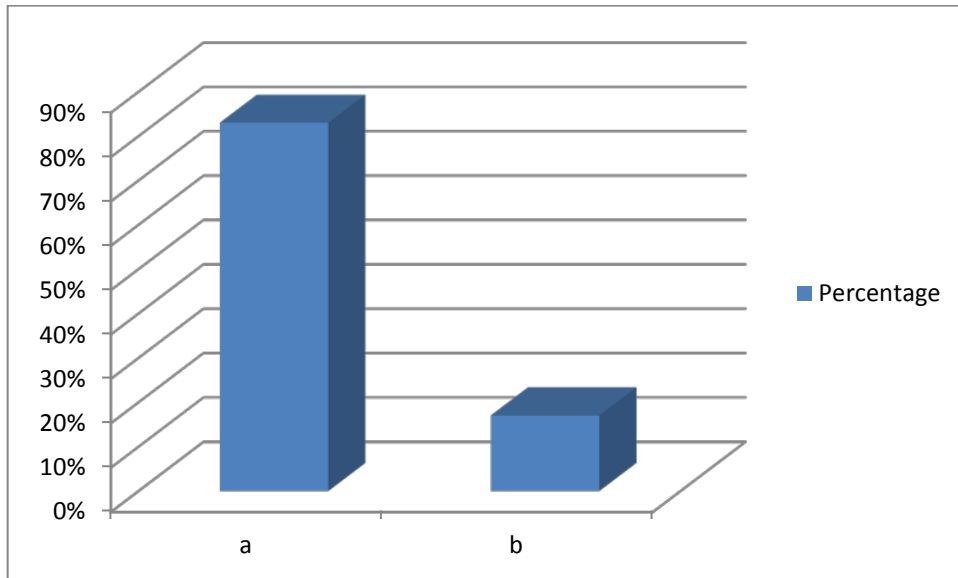
Q13- Do you favor your students commenting on the contribution of peers in classroom?

a- Yes

b- No

<b>Options</b>	<b>Respondent</b>	<b>Percentage</b>
<b>a</b>	5	83%
<b>b</b>	1	17%
<b>Total</b>	6	100%

**Table 37: Teachers' Point of View about the Students Comments**



**Figure 34: Teachers' Point of View about the Students Comments**

Within this question, (05) teachers making up (83%) answered with yes, they like when students commenting on the contribution of their peers, to know and learn from each other. Whereas just (01) teacher making up (17%) answered with no; so he is against the idea of students' comments on each other. From that we can understand that teachers prefer their students to give comments on their peers' contribution in order to interact with each other and exchange knowledge.

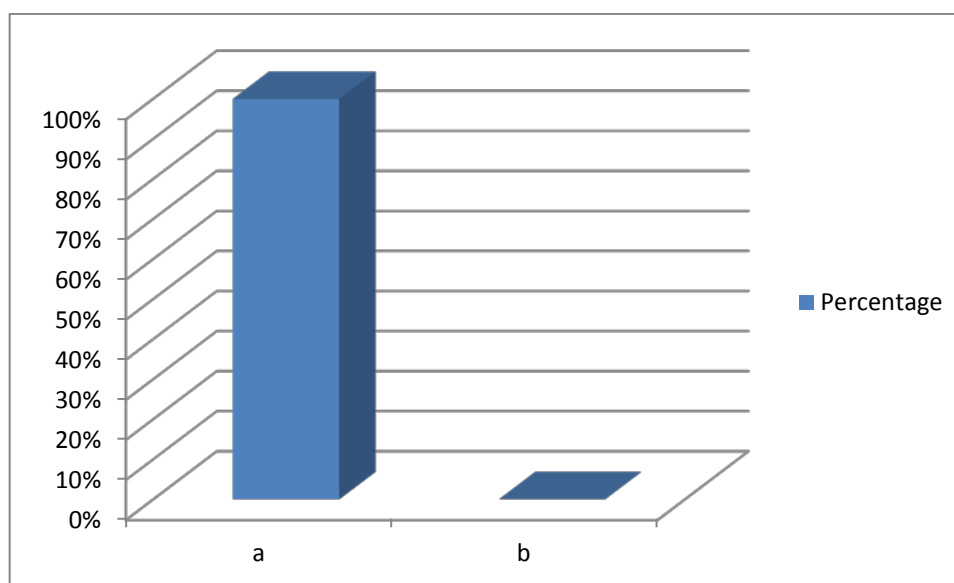
Q14- As an English teacher, are you aware about the importance of classroom interaction?

a- Yes

b- No

<b>Options</b>	<b>Respondent</b>	<b>Percentage</b>
<b>a</b>	6	100%
<b>b</b>	0	00%
<b>Total</b>	6	100%

**Table 38: Teachers' Awareness about the Importance of Classroom Interaction**



**Figure 35: Teachers' Awareness about the Importance of Classroom Interaction**

Concerning this question all the teachers that represent (06) answered with yes making up (100%). This illustrates that teachers give a big importance to classroom interaction and consider it as an active strategy to help students to improve their speaking skill.

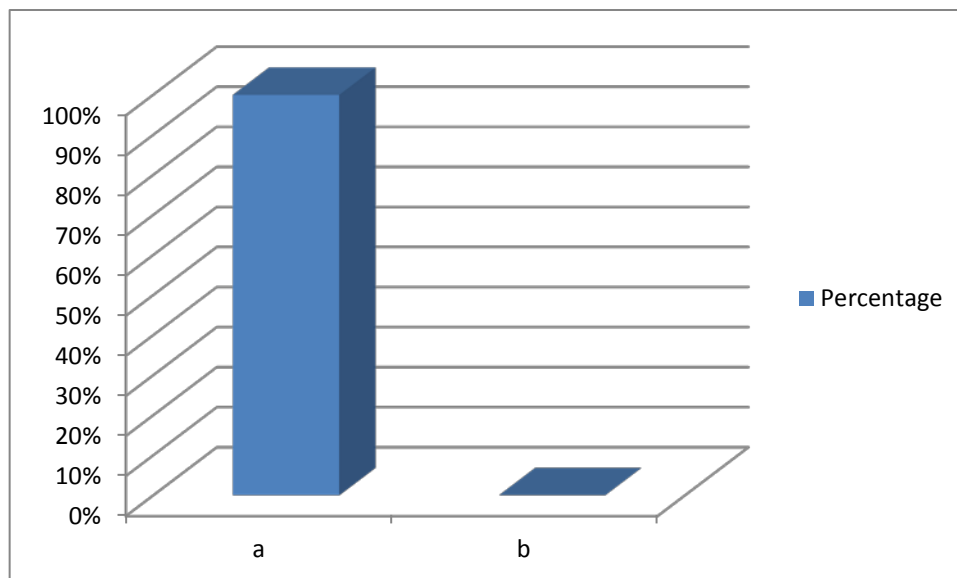
Q15- Do you achieve more amounts of students' participations when you apply classroom interaction?

a- Yes

b- No

Options	Respondent	Percentage
<b>a</b>	6	100%
<b>b</b>	0	00%
<b>Total</b>	6	100%

**Table 39: Applying Classroom Interaction Means More Amounts of Students' Participations**



**Figure 36: Teachers' Point of View about the Results they Achieve from Classroom Interaction**

All the teachers (100%) agreed that they achieve more amounts of students' participation when they apply classroom interaction. This indicates that all teachers are aware about the necessity of classroom interaction, especially when they observe their students' speaking development.

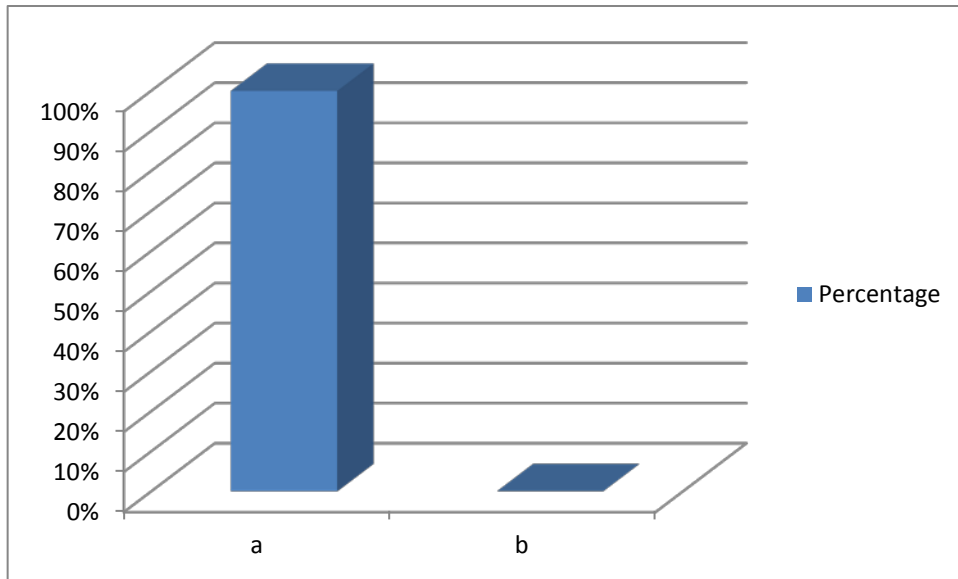
Q16- Does speaking develop as a result of classroom interaction?

a- Yes

b- No

Options	Respondent	Percentage
<b>a</b>	6	100%
<b>b</b>	0	00%
<b>Total</b>	6	100%

**Table 40: Speaking Development as a Result of Classroom Interaction**



**Figure 37: Speaking Development as a Result of Classroom Interaction**

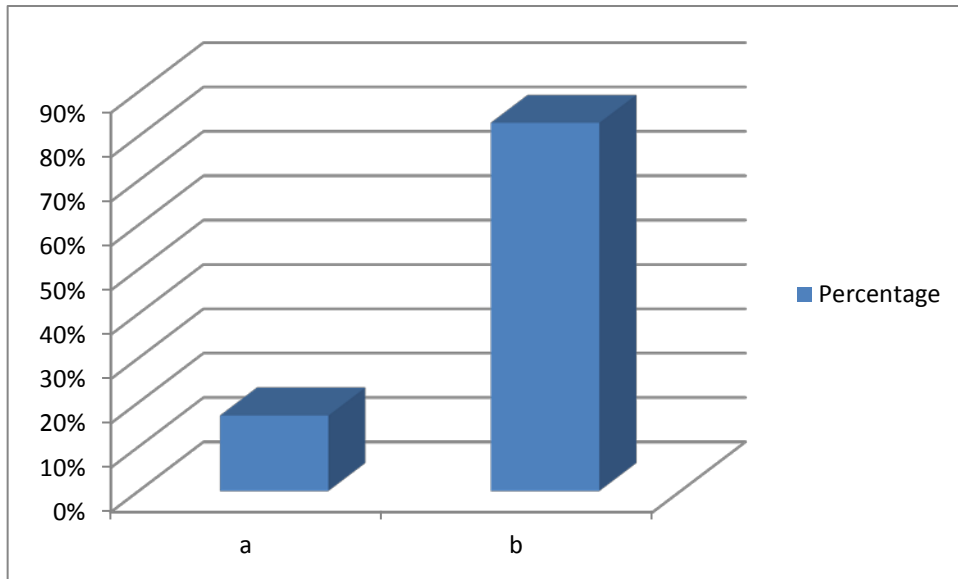
In this question, all the teachers that represent (06) participants making up (100%) confirmed that classroom interaction play a big part in developing speaking skill. Since students feel more comfortable.

Q17- Do you consider that the role of the teacher is

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

Options	Respondent	Percentage
<b>a</b>	1	17%
<b>b</b>	5	83%
<b>Total</b>	6	100%

**Table 41: The Role of the Teacher in the Classroom**



**Figure 38: The Role of the Teacher in the Classroom**

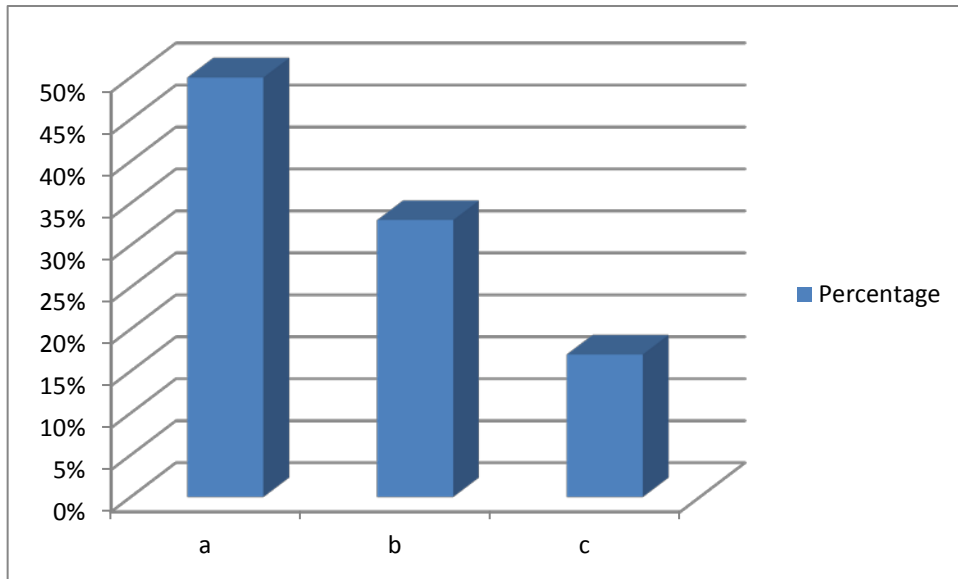
Concerning this question, the majority of the teachers (05) making up (83%) agree that the role of the teacher is just a guide and a facilitator of the learning process. While only one (01) teacher saw that the teacher is a source of knowledge and information. From the results that we have, we can say that teachers give students a space to speak rather than just giving information.

Q18- The tasks you assign to your learners are performed using

- a- A small projects (group work)
- b- Pair work
- c- Individual work

<b>Options</b>	<b>Respondent</b>	<b>Percentage</b>
<b>a</b>	3	50%
<b>b</b>	2	33%
<b>c</b>	1	17%
<b>Total</b>	6	100%

**Table 42: Types of Tasks Assign by the Teacher to the Learners**



**Figure 39: Types of Tasks Assign by the Teacher to the Learners**

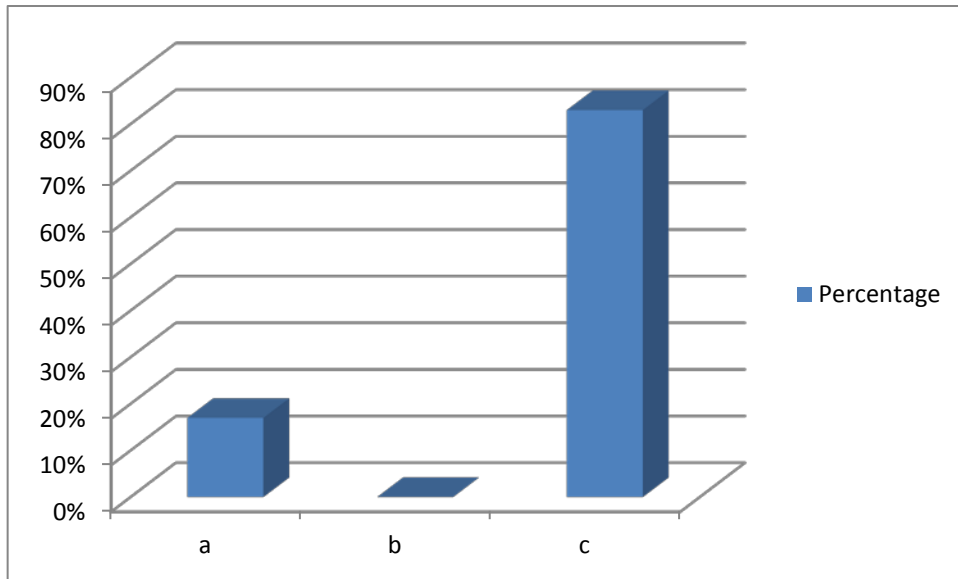
Three of the teachers making up (50%) responded that the task they assign to their learners are performed using small projects (group work), while (02) teachers making up (33%) responded that they prefer to give learners pair work task. Whereas one (01) teacher responded that he gives his learners individual work. From the results that we have, since the majority of our respondents prefer to make small project (group works). We can understand that the teacher encourages his students to interact with each other and with him.

Q19- Which of these aspects do you focus on most in classroom interaction?

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

Options	Respondent	Percentage
<b>a</b>	1	17%
<b>b</b>	0	00%
<b>c</b>	5	83%
<b>Total</b>	6	100%

**Table 43: Classroom Interaction Aspects Most Focus**



**Figure 40: Classroom Interaction Aspects Most Focus**

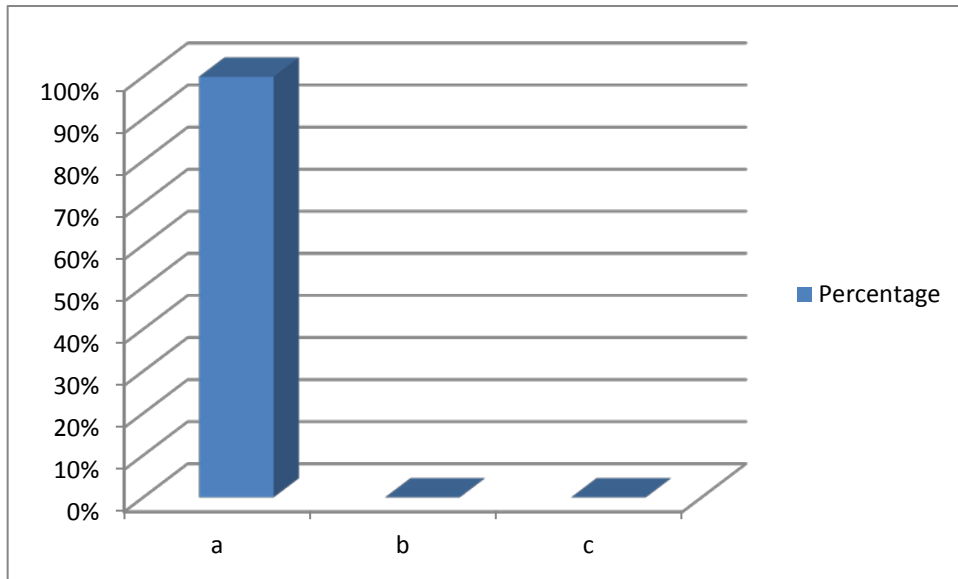
The majority of the teachers that represent (05) of them making up (83%) showed some knowledge and interest to both of fluency and accuracy in classroom interaction. From their previous answers we can deduce that teachers' interaction with his/her students can help him to know more about his/her student's difficulties and their abilities. However, one (01) of the teachers making up (17%) answered that he focuses on fluency.

Q20- How often do you apply classroom interaction?

- a- All the time
- b- Not always
- c- Never

Options	Respondent	Percentage
<b>a</b>	6	100%
<b>b</b>	0	00%
<b>c</b>	0	00%
<b>Total</b>	6	100%

**Table 44: Teachers Applying of Classroom Interaction**



**Figure 41: Teachers Applying of Classroom Interaction**

In this question, all the teachers that we asked agree that they apply classroom interaction all the time. This indicates that all the teachers are aware about the necessity of classroom interaction for the students to develop their speaking proficiency.

Q21- What strategies you think are relevant to encourage your students to interact in the classroom?

<b>Respondent</b>	<b>Percentage</b>	<b>Strategies</b>
4	67%	Use interesting topics and choose topics that are close to the students' daily life.
2	33%	Praising students to encourage them to use their abilities.

**Table 45: Teachers' Strategies**

The results obtained from the answers show that four (04) teachers making up (67%), agree that using interesting topics that are close to the students daily life can encourage learners to interact in the classroom while two (02) teachers making up (33), agree that

praising students about their participations can encourage them to use their abilities in the classroom interaction.

Q22- Are there any other comments, opinions or suggestions you would like to add about this subject?

<b>Respondent</b>	<b>Percentage</b>	<b>Strategies</b>
2	33%	Students can develop their speaking by using their personal effort inside and outside the classroom.
1	17%	Choose fun activities to push learners to speak.
3	50%	Using labs with new technology and make small groups to develop the students speaking performance.

**Table 46: Teachers' Suggestions and Comments**

Three (03) teachers making up (50%) agree in their suggestions, where they think that using labs and make small groups can help students to improve their speaking skill. While two (02) of them making up (33%) agree that students can develop their speaking by using their personal effort inside and outside the classroom. Whereas just one (01) teacher making up (17%) prefers funny activities to push students to speak more. These results can ensure that teachers give an important to speaking skill and encourage their students to speak more.

### **2.3. Summary of the Teachers' Questionnaire**

In general, we deduce that teachers are aware about the importance of classroom interaction. Teachers' previous answers illustrate that they believe in the learner-approach where the learners should be active in the classroom and should be provided with the opportunities in order to activate their speaking capacities. Thus, they assume that interaction taking place in classroom; either interaction between students and teachers or among students is significantly creating a healthy learning environment which in return has a positive influence on learners' speaking abilities. Moreover, all the teachers of oral expression course agree about applying classroom interaction in their oral expression sessions as a strategy to

enhance the students speaking level, since making all the students speak and interact is considered as the main objective of any oral expression teacher.

### **3. Discussion of the Main Results**

In EFL learning process; much emphasis is placed on enhancing the students' speaking skill. That enables them to function appropriately in the target situation. Therefore, educators attempt to find the most efficient way o make this improvement happen to achieve the effective communication.

According to the data collected from the questionnaire addressed to respondents, students have shown their awareness about the importance of classroom interaction. In addition, they are mindful about the prominent role of participation and interaction inside the classroom in reinforcing their oral proficiency. In this regard, students claim that more practice should take place in oral production module to overcome their speaking problems by devoting more time and implementing more activities.

On the other hand, the results of the questionnaire addressed to teachers have shown also their agreement that classroom interaction is of great importance in EFL learning. Similarly, applying classroom interaction and depending on Learner-Centered Approach is seen to be beneficial in enhancing the students' speaking skill.

Yet, using classroom interaction as a pedagogical strategy in teaching foreign languages would help both teachers and learners to achieve the desired goal of being fluent in using the target language. Therefore multiple activities lead to successful teaching and learning.

All the previously mentioned findings strengthened more the background ideas of this research work. They seem to confirm the hypothesis which assumes the satisfaction and positive attitudes of second year LMD students towards the role of classroom interaction in promoting their speaking performance.

### **Conclusion**

Through this chapter, we discussed the students' and teachers' questionnaire which examined the validation of classroom interaction on EFL students' speaking skill development. In language classes, it is widely agreed upon the fact that students strive for achieving fluency and accuracy as far as the use of that language is concerned. Achieving such ambitious target requires students to be interactive and involved in classroom

discussions, since they are the approximate version of native speakers. From both students' and teachers' answers, the present study reveals that both students and teachers indicated a positive attitude towards using classroom interaction as a strategy for achieving better speaking performance. In addition, they confirmed that classroom interaction is a successful way to stimulate students to interact and practice the target language. Thus, this chapter ended up with the results that prove the validity of the research's assumptions and hypothesis.

### **Some Pedagogical Suggestions**

Teaching English as a foreign language is difficult and few of teachers can enhance their students to use that language in the classroom. Also, learners do not succeed to speak correctly and fluently. For that both of teachers and learners are advised to use classroom interaction as a pedagogical tool in their learning and teaching process. According to that, some suggestions are mentioned bellow:

#### **Suggestions for Teachers**

- Teachers must always create a good atmosphere in order to push students to speak and participate
- In the classroom, teachers should give learners an opportunity to speak and suggest topics in oral expression course
- Teachers must use different types of activities to encourage students to communicate with others
- Teachers have to be aware about using interaction as an educational system to help learners to speak comfortably the target language.

#### **Suggestions for Learners**

- Students should know about using classroom interaction to improve their speaking skill.
- Learners must try to participate, even just asking questions to know their speaking problems.
- Learners are advisable to develop vocabulary, grammar and pronunciation over time, in different learning context.
- Students have to improve all their four skills, through reading books, watching movies, listening to the music. To reach the target language.

## **General Conclusion**

English language is officially a big business. There could be as many as a billion students learning English around the world at this time, and is a reason enough to teach and learn English language.

For many second or foreign language learning success and their effectiveness of English is a priority. Thus, learners evaluate their language learning success and their effectiveness of English course based on their improvement in spoken language proficiency (Richards, 2006). Nunan (2001) introduced listening as the considerable skill in second language learning and speaking as the overbearing elder sister. He claimed that functioning in another language is generally characterized by the ability to speak that language. All English language learners especially those in Foreign language (FL) settings are at least once asked the question “can you speak English?” .But what are responses? Can they express themselves accurately and fluently?

Foreign language learners in Algeria learn English from the middle school, even though they may still fail to use the language with confidence in real-world speech events or when required to talk about everyday topics.

The current work was motivated by our personal desire to learn about how to teach and improve English speaking to second year English students. Thus, the main objective of this investigation was to exhibit adequate understanding of the importance of using classroom interaction as a tool to boost English speaking performance of second year English students. In addition, the pivotal focus of this study was to bring into light how course of interaction is taking place within the scope of oral expression session.

This study was carried out at Abbess Laghrour University in the division of English department of Khenchela. The research case study was second year LMD students at Khenchela University selected randomly for the academic year 2017/2018.Using students’ and teachers’ questionnaire as a data gathering tool.

The obtained results from the questionnaire revealed that classroom interaction helps students to participate more during the oral expression course. In addition, this study exposed that teachers achieved more amount of students’ participation during classroom interaction which pushes learners to speak more, freely and reach a good speaking level.

The existing research asserts that second year LMD students consider that regular interaction inside the classroom helps them to reduce their speaking mistakes. Therefore, the present study signified that classroom interaction viewed as a key factor in increasing students' participation during the session.

One the basis of the present research findings, it can be concluded that there was a positive attitudes towards the role of classroom interaction in developing students' speaking achievement. That is to say, by reinforcing classroom interaction, speaking skill will be improved as well.

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## **Appendices**

**Appendix One: The Students' Questionnaire**

**Appendix Two: The Teachers' Questionnaire**

**Appendix Three: ملخص**

## Appendix One

### The Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes towards using classroom interaction to develop student's speaking performance. Your answers are very important for the validity of this research Please tick ( **X** ) the choice that corresponds to your answer. Thank you very much for your collaboration.

#### Section One: Background Information

Q1- Was studying English?

a- Your choice

b- Imposed on you

Q2- Is your level in English?

a- Very bad

b- Bad

c- Average

d- Good

e- Very good

#### Section Two: Student's Attitudes towards Speaking

Q3- Is speaking an important component of student's language competence?

a- Yes

b- No

Q4- Does your teacher give you the chance to suggest topics to be discussed in the oral expression sessions?

a- Yes

b- No

Q5- According to you, the topics discussed in oral expression session are

a- Very interesting

b- acceptable

c- boring

Q6- How do you evaluate your speaking ability?

a- Very good

b- Good

c- Average

d- Bad

e- Very bad

Q7- Do you face any difficulties in speaking?

a- Yes

b- No

c- If yes, state some, please.....  
.....  
.....

Q8- Do you think that students who have more chances to talk during the session, have good speaking achievement?

a- Yes

b- No

**Section Three: Student's Attitudes towards Classroom Interaction**

Q9- Who does most of the talk in the classroom?

a- Teacher

b- Students

Q10- Does your teacher give you the opportunity to express yourself freely?

a- All the time

b- Often

c- Sometimes

d- Never

Q11- Do you engage with the other students in conversation and dialogues?

a- Yes

b- No

Q12- When you interact in the classroom, it is

a- You who wants

b- The teacher who asks you to do so

c- Others.....

.....  
.....

Q13- Do you think your participation and communication during oral expression session

a- Is necessary to develop your proficiency in using English language

b- Not necessary

Q14- Does classroom interaction help you to participate more during the oral expression session?

a- Yes

b- No

Q15- How often do you interact with your classmates inside the classroom?

a- Frequently

b- Sometimes

c- Rarely

d- Never

Q16- When you interact in the classroom

a- You like your teacher to correct every mistake you make?

b- You like your teacher to correct only serious mistakes?

c- You don't like him/her to interrupt you

d- Others .....

.....  
.....

Q17- Does regular interaction in the classroom help you to reduce your speaking mistakes?

a- Yes

b- No

Q18- Does the teacher take control of the discussion during the session?

a- Yes

b- No

Q19- Do you think your teacher of oral expression course is?

a- Using a traditional way in teaching because s/he speaks more than you do

b- Teaching in a cooperative way for s/he invites all individuals to participate

c- Using different activities that pushes you to speak

d- Others .....

.....  
.....

Q20- Do you practice English with your classmates outside the classroom?

a- Yes

b- No

Q21- When you speak in the classroom, you give priority to

a- Expressing yourself using correct English

b- Conveying interesting and relating ideas

c- Making yourself understood by others

d- Others .....

.....  
.....

**Thank You**

## Appendix Two

### The Teachers' Questionnaire

Dear Teachers,

This questionnaire is a research tool for a Master dissertation which investigates the attitudes towards using classroom interaction to develop students' speaking skill. We will be very grateful if you could take the time and energy to share your experience by answering the questions. We rely on your attitudes and opinions to fulfill the objective of this research.

Please tick (✓) the choice that best represents your answer, and give full answer where necessary. Thank you very much for your help.

#### Section One: Background Information

Q1- What are your qualification(s)?

- a- License (BA)
- b- Master (MA)
- e- Magister (MA)
- c- Doctorate (PHD)

Q2- For how long have you been teaching the oral expression course to the second year students?

.....years

#### Section Two: Teaching Oral Expression

Q3- Do you enjoy teaching oral expression course?

- a- Very much
- b- Not very much
- c- Not at all

Q4- Usually, the topics of discussion are suggested by

- a- You (as a teacher)
- b- Students
- c- Teachers and students

Q5- Concerning the way you are teaching oral expression course, you feel

- a- Satisfied and convinced
- b- Willing to change the way you processed the lesson
- c- Never satisfied

Q6- Do you think that a better speaking performance depends on intensive practice?

a- Yes

b- No

Q7- Which of the following describes your students' level of speaking ability during classroom interaction

a- High

b- Average

c- Low

**Section Three: Teachers' Attitudes towards Classroom Interaction**

Q8- How often do you try to get all your students involved in the conversations during the session?

a- All the time (in every session)

b- Often

c- Sometimes

d- Never

Q9- Do you try to stimulate the silent students or the shy ones to interact and speak?

a- Yes

b- No

Q10- What do you do to make silent students interact in the classroom?

a- Choosing interesting topics

b- Design groups and peers

c- Use other means, please specify

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

Q11- What are the activities you use most to create a successful interaction?

a- Dialogues

b- Debates and discussion

c- Presentations

d- Role plays

e- Others.....

.....  
.....

Q12- When students participate during the sessions, you give priority to

a- Brighter students

b- Weaker students

c- Choose randomly

Q13- Do you favor your students commenting on the contribution of their peers in classroom?

a- Yes

b- No

Q14- As an English teacher, are you aware about the importance of classroom interaction?

a- Yes

b- No

c- Whatever your answer is, please justify:

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

Q15- Do you achieve more amount of students' participations when you apply classroom interaction

a- Yes

b- No

Q16- Does speaking develop as a result of classroom interactions?

a- Yes

b- No

Q17- Do you consider that the role of the teacher is?

a- A source of knowledge and information

b- A guide and facilitator of learning

Q18- The tasks you assign to your learners are performed using

a- Small projects (group works)

b- Pair work

c- Individual work

Q19- Which of these aspects do you focus on most in classroom interaction

a- Fluency

b- Accuracy

c- Both of them

Q20- How often do you apply classroom interaction?

a- All the time

b- Not always

c- Never

Q21- What strategies you think are relevant to encourage your students to interact in the classroom?

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

Q22- Are there any other comments opinions or suggestions you would like to add about this subject?

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

**Thank You**

## Appendix Three

### ملخص

احتل تفاعل الفصل الدراسي مكانًا هامًا في مجال تدريس وتعلم اللغة الثانية والأجنبية؛ وقد أجريت الكثير من البحوث في هذا المجال. يدعي العديد من الباحثين أنه من خلال التفاعل في الفصول الدراسية يمكن بناء المعرفة ويمكن تطوير المهارات. ينصب التركيز الرئيسي للأطروحة على إثبات أن التفاعل في الفصول الدراسية يمكن أن يكون استراتيجية تعليمية فعالة لتطوير مهارة المتعلمين في التحدث بالإضافة إلى تعزيز قدراتهم على التواصل؛ ويأخذ التحقيق كدراسة حالة طلاب السنة الثانية للغة الإنجليزية في جامعة عباس لغرور خنشلة. من أجل تحقيق أهداف هذا البحث تم إجراء دراسة استكشافية وصفية حيث كانت أدوات جمع البيانات الرئيسية في هذه الدراسة الاستبانات؛ فقد تم إعطاء الاستبانات لعينة من ستين طالبًا يدرسون اللغة الإنجليزية كلغة أجنبية وستة مدرسين للتعبير الشفهي لفصول السنة الثانية في جامعة عباس لغرور في خنشلة ، لاستكشاف آراء الطلاب والمعلمين حول أهمية التفاعل في الفصل في زيادة ممارسة الطلاب للغة المستهدفة. كشف تحليل الاستبانات أن (95%) من المتعلمين والمدرسين يعتبرون تفاعل الفصل الدراسي عاملاً مهمًا يعزز الأداء الكلامي للمتعلمين.