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Enhancing EFL Learners' Speaking Skill through Classroom Interaction

**The Case of First Year LMD Students of English at Amar Telidji
University of Laghouat**

A dissertation Submitted in Partial Fulfillment for the Requirement of Master
Degree in English Language

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Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference of acknowledgment is made, whenever necessary, to the work of other researchers.

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Dedication

In the name of Allah, most gracious, most merciful

I dedicate this work and all my studies to my dear dead father
To my mother who did encourage me and give me full of love and
care, she experienced great happiness whenever I made step
forward in my studies; I thank her for all her sacrifices.

To my grandmother for her great help, and encouragement especially
during the whole period of my studies

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"Mohamed BOUKRIMA", and "Walid"

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and my cousin "Abd Rahman"

All my colleagues inside and outside the University for their
Collaboration and supports whoever happens to read this dissertation

BENGHERIGA Mohamed

Dedication

In the Name of Allah, Most gracious, Most merciful

This modest work is fondly dedicated to

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Abstract

The present study aims at exploring the connection between classroom interaction and the development of learners' speaking abilities. It investigates the possibility of promoting learners' speaking skill. This research attempts to inquire the effectiveness of classroom interaction as a pedagogical strategy in enhancing EFL learners speaking performance as well as promoting their capacity to produce new language. As student-researchers in the classroom, we have hypothesized that if EFL learners are provided with opportunities to experience producing L2 in the classroom, then their speaking skill will improve. The investigation takes first year LMD students of English at Amar Telidji University of Laghouat. In order to achieve the preceding aims, a descriptive exploratory study is carried out. The main data gathering tools in this study are questionnaires of both teachers and learners as a case study. The questionnaires were administered to a sample of forty EFL students and five teachers of oral expression of first year classes at Amar Telidji University of Laghouat. To determine the relationship between classroom interaction and students' speaking progress, the results obtained from the students' and teachers' questionnaires are analyzed. The results of the questionnaires reveal a positive relationship between the two variables and show the ways in which classroom interaction significantly promotes learners' speaking performance.

List of Abbreviations

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

FL: Foreign Language.

LMD: Licence, Master, Doctorate.

L2: Second Language.

TL: Target Language.

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General Introduction

Language is a system used by human beings in order to communicate with one another. People need to express their perceptions, feelings and intentions, through this language by using several and different words which construct their ideas. Teaching English as a Foreign Language EFL based on communication which is part of language. Teaching a foreign language requires the active participation of both teacher and learner. Teachers of English language focus on the grammatical side of the language rather than communication. Nevertheless, for EFL learners, teaching process based on communicative situation in order to learn how to express their own opinions and views. The researchers emerged communicative language teaching approach and other communicative methodologies developed communication in the classroom. The learner aptitude relies on the teacher competence. Furthermore, teacher should emphasis on teaching communicative system rather than linguistic system. Classroom interaction then, is very important strategy to improve learning.

Classroom interaction is very important in the process of language learning. Through classroom interaction, the skills can be promoted and the knowledge can be constructed. As far as the speaking skill is concerned, the study attempts to shed the light on this skill that is considered as the most desirable skill to be mastered by the vast majority of language learners.

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

Statement of the Problem

Speaking is considered as the major skill to be developed for learning a second language. Learners of foreign language in Algerian Universities faced the problem of using the second language SL (speaking). We have noticed that students who interact and speak in the classroom achieve better in Oral Expression in most cases than those who always keep silent. Therefore,

the problem we are confronted within this research is the existing relationship between classroom interaction and developing the speaking skill.

Aims of the Study

The present study aims at investigating the relationship between classroom interaction and the learners speaking performance. Meanwhile, it aims at knowing the degree in which classroom interaction as an activity, overcomes the students' speaking problems and changes the situation of students from passive students to active ones to help them increase their level in speaking EFL. It also aims to develop students' oral aptitude and to guide the learners to interact more with the teachers.

Research Questions

There are three questions to be investigated in this research:

- Why do first year LMD students at Amar Telidji University of Laghouat face problems when they speak?
- Are the students able to develop their speaking skill through interacting inside the classroom, or does classroom interaction lead to a better achievement in speaking?
- To what extent oral expression teachers can help their learners to develop their speaking skill?

Hypothesis

The classroom context in which students learn English gives a lot of opportunities for natural language use. It enables the students to interact and speak freely where the majority of them can show their true oral capacities. This leads us to hypothesize that:

If the students are given the opportunities for interaction in the classroom, then their speaking skill would develop.

Research Methodology

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

Sample of the Study

The study concerns first year LMD students belonging to the English language branch. In fact, first year LMD students are more than (400) students divided into six groups. We have chosen seven (7) students randomly from each group and the entire number of forty (40) students represents the sample of our study. Besides, the present study targeted especially the teachers of oral expression of the English branch at Amar Telidji University of Laghouat.

Data Gathering Tools

The objective of data gathering tools relies on the whole objective of our research. The present research aims at investigating the connection between the opportunities given to L2 learners for production and the development of their speaking abilities. Therefore, we have chosen for both quantitative and qualitative research instruments. The questionnaire (quantitative research instrument) used to obtain data through participants' self-reporting of their attitudes and beliefs. According to Hutchinson (2004) "Information gathered from surveys is typically used either for purely descriptive purposes or for examining relationships between variables" (p.285). So, we designed two questionnaires; one for students and another one for teachers. Both of them are designed to show whether or not the classroom interaction leads to better achievement in speaking. Moreover, we have used classroom observation (qualitative

research instrument) to support the finding of the questionnaires. Nunan (1992) stated that “Classroom research method are mainly qualitative in nature; they tend to describe and analyze rather than count and quantify” (p.91). Later, it allows the investigator to observe students’ behaviors in actual classroom setting.

The Students’ Questionnaire

The students’ questionnaire is designed for first year LMD students of English Amar Telidji University of Laghoaut. It includes twenty-two (22) questions (Appendix 1). These questions are, in turn, categorized into four broad sections. The questionnaire aims at investigating their perspectives and attitudes towards the act of interacting in the classroom.

The Teachers’ Questionnaire

The teachers’ questionnaire intended for oral expression teachers. The questionnaire consists of twenty-three (23) questions and divided into four sections (Appendix 2). It aims at studying the extent to which our teachers are aware of the role of classroom interaction as a pedagogical strategy in enhancing the learners’ speaking skill.

Structure of the Dissertation

The present research is basically divided into three chapters besides a general introduction and general conclusion. Chapter one and two, are devoted to the literature review and chapter three is concerned with the analysis of students’ and teachers’ questionnaires as well as classroom observation. The general introduction contains statement of the research problem, aims of the study, followed by the research problems and hypothesis, the research method, the sample of the study, and it ends up with the tools of the research and the structure of the dissertation. Chapter one discusses the concept of interaction; it highlights its importance, aspects, and some communicative activities that contribute to its development. Chapter two tackles the skill of speaking; including teaching speaking, the importance of speaking skill, and the students’ speaking problems. Chapter three represents the practical side in this study. It provides a detailed analysis of students’ and teachers’ questionnaires as well as suggestions and recommendations. The general conclusion concludes the entire study.

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Chapter One: Classroom Interaction

I.1 Introduction

In recent years, classroom interaction has been considered as an important strategy in the field of second language acquisition since it needs at least the involvement of two persons who collaborate in face-to-face interaction when using a language in a real communication. Clark (1996) stated: “Language use is really a joint action. A joint action is one that is carried out by an ensemble of people acting in coordination with each other...language use, therefore, embodies both individual and social processes” (p.3). Successful interaction is the one which helps and leads the language learner to acquire accuracy, fluency, and appropriateness. In this chapter, we will deal with the notion of interaction as a way of learning that takes place in the classroom, starting with some definitions of interaction, mentioning its role in learning and teaching English as a foreign language and spotting light on the main types of classroom interaction.

I.2 Definition of Classroom Interaction

According to Hadfield and Hadfield, in their book Introduction to **Teaching English**, the word interaction involves more than just putting a message together; it involves also responding to other people. This means choosing the language that is appropriate for the person you are talking to (interlocutor); it means also, responding to what others say, taking turns in a conversation, encouraging people to speak, expressing interests, changing the topic, asking people to repeat or explain what they say and so on; in order to facilitate communication among them (2008, p. 105). In this sense, Nunan (1991) states that “learning to speak in a second or foreign language will be facilitated when learners actively engaged in attempting to communicate” (p. 51).

In addition to the previous definitions of interaction, Allwright (1984) has defined interaction as: “the fundamental fact of pedagogy” and that “successful pedagogy involves the successful management of classroom interaction” (p.156) (As quoted in Ellis, 1997, p. 173). From that quotation, we can notice that classroom interaction is one of the primary ways in which learners obtain data.

I.3 Aspects of Classroom Interaction

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

I.3.1 Negotiation of meaning

Studies on interaction between learners focus on the interactive discourse between learners engaged in second language learning tasks where negotiation of meaning is the focal point. Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction. Mackey Alison (2007: 12-3) asserts that:

“Through processes of repetition, segmentation and rewording, interaction can serve to draw learners’ attention to form-meaning relationship and provide them with additional time to focus on encoding meaning.”

Repetition involves repeating the students’ exact speech as it is when the others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation. Rewording

means rephrasing the original utterance, i.e. using other simple words. Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language. For example, teachers very often correct students' mistakes when they negotiate so that they use the SL accurately. Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like (Pica 1992-1994 cited in Ellis 2003).

To sum up, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

I .3.2 Error Treatment

In second language learning, the most important source of interactional benefits is feedback. This later which is defined as "the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances" has a powerful influence on how students learn. This means that feedback is a way through which students can improve their L2 by giving the students opportunities to focus on their comprehension or production of their second language acquisition(SLA); this means also that in order for interaction to develop the learner's speaking skill, learners must notice their errors and recognize them for correction. Therefore, feedback may occur either from learners as when they are able to correct each other's errors or from the teacher since the teacher's feedback is different from the learners' one in the fact that the teacher may use many types of correction strategies (Mackey, 2007, pp. 14-15).

Dweck (2006) in her book Mindset argued that the power of feedback is illustrated in two different kinds of students. The first kind is "performance-oriented students" who see

intelligence as a fixed capacity and they believe that they are born with some abilities that cannot be changed; however, the second type is “learning oriented students” who see their abilities as capacities that can be changed through effective effort. This means that the two types affect the students achievement since the first type of students (performance oriented students) is more likely to cheat and they are closed more to failure, unlike the second type of learners who see failure as an opportunity which motivates them to learn more(As stated in Jackson, 2009, pp.127-128).

In addition to the previous points that are mentioned about the role of feedback, Lynch (1996, p. 117) stated that the term feedback refers to any information that leads to the success of the message. For him, giving learners opportunities to learn “how to negotiate meaning” and “how to notice the gap” needs to go students’ feedback which can convert those opportunities into actual learning. In this sense, Schachter described four basic forms of feedback in the learning process: negative or positive in one hand and implicit or explicit in the other hand, as stated in the following figure:

	Implicit	Explicit
Positive	Clues showing the listener understands	Confirmation (approval)
Negative	Signals that repair is necessary	Correction (disapproval)

Figure1 : Alternative forms of feedback (Adapted from Lynch, 1996: 117)

Brookhart and De Voge (1999) advocated that feedback is a sort of evaluation that teachers use to help students to understand the input. In doing so, the best feedback through which teachers can evaluate the students’ papers is a comment, because making the learners aware of their mistakes and why a mistake is a mistake led them first of all understand their mistakes and then know how to avoid them in the future in order to improve their level (As cited in Kay Alderman, 2004, p. 263).

I.4 The Importance of Classroom Interaction

In communicative approach of language teaching, classroom interaction is regarded as an important factor in second language learning since it occurs either between the teacher and the students or between the students themselves, individually or collectively according to the communicative situation. Ellis (2003) pointed out that “The general goal of learning is the fluent, accurate, and pragmatically effective use of the target language” (p.103) Speaking smoothly, logically, clearly, precisely, fluently is regarded as the measure of knowing a language. Actually, foreign language learners take into consideration speaking as the most important skill they can obtain.

Many educational skills are developed through the suitable environment inside classroom. Johnson (1995) considered the classroom as a unique communication context with highly regulated patterns of communicative behavior that are actively negotiated between teachers and learners. Johnson (1995) added: “When second language students enter classroom, they enter into a communicative context in which the norms of participation tend to be established by the teacher” (p. 33).

In nowadays, our educational system has changed, student ought to be more interactive inside the class rather than just listening to the teacher. Hence, classroom interaction is very important in today’s educational system. Hall & Verplaetse (2000) stated that classroom interaction is a practice that enhances the development of the two important skills which are speaking and listening and it helps the learners to be competent enough to think critically and share their views among their peers. In other words, classroom interaction helps the students to develop higher order of thinking in terms of interpreting, analyzing and manipulating information. For Ellis & Fotos (1999), interaction facilitates language acquisition because:

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

Thus, classroom interaction is very important for the learners; it involves them with concepts, ideas, and various other devices and products for language learning.

I.5 The Role of Classroom Interaction

The role of classroom interaction, for Hedge, is considered as an important factor for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Also, interaction in the classroom gives the students opportunities to get feedback from the teacher or other students that leads to improve their language system. For her (Hedge), speaking in the classroom makes learners capable to cope with their lack of language knowledge; for example, students speaking slowly, repeating or clarifying their ideas while talking together is regarded as negotiation of meaning (discussion to reach agreement) which aimed at making the output more comprehensible. This means that in ELT practice, interaction pushes learners to produce appropriate language when they are working in pairs or in groups; because when a student produce the suitable language, this language will be as an input for other students; therefore, in language learning, group work has an important role since it investigates the ways in which language input and output differs in the classroom (2000, p. 13). Moreover, 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, pp. 102-103).

I.5.1 Learners' and Teachers' Role in Communicative Classrooms

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

modern classrooms are based on learner-centered instruction where learners have more responsibilities and roles.

I .5.1.1 Role of the Learner

According to communicative language teaching approach, the learner is no longer seen to be a passive recipient of language input but rather, plays an active role in the learning process. The emphasis of communicative language teaching on the process of communication leads to different roles for learners. The learner's role is a negotiator between himself, the learning process, interaction with the group's activities and classroom procedures. According to Richards & Rodgers (1986), "The implication for the learner is that should contribute as much as he gains in the classroom and thereby learn in an interdependent way" (p.77). Therefore, the learner is thought to construct meaning through interaction with others.

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

"Students are, above all, communicators. They are actively engaged in negotiating meaning-in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning "(p.131).

In other words, the learners' role in the classroom now, is that they have to participate in classroom activities that are based on cooperative approach of language rather than the individualistic one. Moreover, they have to become comfortable in group work or pair work

tasks with listening to their peers, rather than relying on the teacher for a model; it means that students are expected to take the responsibility for their own learning.

I .5.1.2 Role of the Teacher

When we come across the concept learner-centered instruction, we may deduce that teachers have no role in the teaching process. However, this expression means that teacher's role is less predominant but not less important. Hence, according to CLT approach, the teacher has two major roles. The first role of the teacher in communicative language teaching is viewed as a facilitator of the communicative process; it means that s/he facilitates communication in the classroom that is to establish situations likely to promote communication. During the activities, s/he acts as an adviser by answering students' questions and monitoring their performance. He might make notes on their errors to be worked on at a later time. The second role as Richards & Rodgers (1986) stated: "Is to act as an independent participant within the learning teaching group" (p.77). Thus, he might be a co-communicator engaging in the communicative activity with students rather than being a model for correct speech. Besides, Hedge (2000) identified important roles that can be played by teacher:

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

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

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

As an assessor: The teacher assumes this role to show the learners that their accuracy is being developed. The learners should know how they are being assessed. Harmer (2001) claimed that this is done by praising learners or through giving correction. Therefore, the teacher should tell students how well they are performing or how well they have performed. The assessor teacher should be careful about the learners' reactions and how to deal with them.

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

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

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

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

In sum, the teacher's role is to make learners believe that the classroom is not a place to learn the grammatical components of the language by memorizing information from the teacher. It is important to show them that they are responsible for acquiring in addition to the grammatical features, how to use this knowledge in real communication. All the responsibility is placed on their shoulders, and they should be aware of it. Bright & Mc Gregor (1970) reported: "Stop teaching and let them learn" (p.4). These words summarize the role of the teacher in developing the communicative competence of the learner.

I .5.2 Automaticity

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

I .5.2.1 Intrinsic Motivation

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

I .5.2.2 Strategic Investment

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

I .5.3 Risk-taking

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

I .5.4 The Language Culture Connection

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

I .5.5 Interlanguage

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

I .5.6 Communicative Competence

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

Savignon distinguishes, as does Chomsky, between competence and performance, with competence being defined as "A presumed underlying ability and performance as the overt

manifestation of that ability.” (Savignon, 1997, pp.15). In other terms, competence is the speaker hearer’s knowledge of the language and performance is the actual use of the language. However, only performance is observable, and it is only through performance that competence can be developed and evaluated.

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

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

I .5.6.1 Grammatical Competence

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

I .5.6.2 Sociolinguistic Competence

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

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

I .6 Communicative Activities

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

I .6.1 Role-play Activities

Role play is a good technique to be used in the classroom. It involves the learners in real life communication and decreases their fears because the students even the weak ones they would be working in groups and will have the chance to choose the role that feels comfortable with. Simply; role plays can encourage students to practice their speaking skill and develop their communication skills. According to Bume (1986 ; 117,118)

Role play like other dramatic activities, involves an element of let up presented (...) we can offer the learners two main choices, a- they can play themselves in an imaginary situation (...) b- they could have been asked to play imaginary people in imaginary situation.

Role play is an effective communication strategy that can open unlimited opportunities to help the EFL learners contribute and construct self-confidence.

I .6.2 Group Work

In learning English as a foreign language, the setting which is the classroom has an important role since it gives learners opportunities to interact with the teacher as in the lesson or with each other's like when they work in groups. Cohen, Brody and Shevin (2004) argued that in the classroom situation, many teachers worry about making group work since they do not know how to manage and organize the classroom in order to create a good atmosphere that will motivate the learners to perform cooperatively inside the classroom. Students when doing a group work, they need the learning task to be understood by all the members of the group in order to make all the students participate in that task, they need to know also how to request help and how to help the other members of their group working well in order to make their group more successful than other groups; in addition, they need to know how to deal with such problems that may arise in classroom (p. 167).

Group work then, makes the learners perform well in the classroom and develop their second language as Allwright and Bailey state: "Not only did the learners in pairs get more turns[...], but they also perform a wider range of communicative functions with the language"(1991, p. 147).

I .6.3 Discussions

Discussion is one of the most important activities in language learning. This activity is often employed for advanced language learners. Discussion is any exchange of ideas, opinions, arguments and points of views. According to Harmer (2001) "Discussion, whether spontaneous or planned, has a great advantage of provoking fluent language use" (p. 128). It is thus an important factor in enhancing the use of language in interactive situations. By time and practicing free discussions, students will be able to discuss various topics of their interest and they will develop their ability to listen, understand, and respond appropriately. Discussion has a number of advantages. First, It rises participation of quiet and shy students. Second, it improves the language development through the give-and-take information. Third, it increases the learners' comprehension level. Finally, it engages participants in producing and analyzing utterances.

I.7 Conclusion

To conclude, we can say that classroom interaction is very important for the learners of the foreign language classes. Interaction is defined as the way in which students using the target language to respond about what others say. At the same time, it allows learners to know how they can understand and make themselves understood; this involves learners in face to face or teacher-learners meeting in classroom.

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Chapter Two: Speaking Skill

II .1 Introduction

For acquiring a foreign language the learner need to be fluent and accurate. Therefore, aptitude of the learners should be developed to master all the language skills, Receptive and productive skills. Speaking skills is very important and it is a priority for second language learners. It takes a lot of time to be promoted. Subsequently, learners often evaluate their success and development according to how much they enhanced in the spoken language proficiency. Though speaking is regarded as the most important skill to be developed, only it ignored in the old teaching learning process.

Currently, oral skills recognized as an important skill. Communicative language teaching approach stressed on the role of speaking in enhancing learners' communicative competence. Therefore, enabling learners to communicate effectively through oral language is the major responsibilities of any language teacher.

In this chapter, we demonstrate the importance of speaking skill in the language process by providing its definition and stating the relation between speaking and the other skills. We highlight the oral communicative strategies used by learners to compensate their language gap. We shed the light on the learners speaking complications as well as the psychological problems which foil them to master this skill. Finally, we suggest some speaking tasks that the students can practice in the classroom to enhance learners speaking activities.

II .2 Speaking as a Skill

Speaking considered as a productive skills. It is the use of several words to explore thoughts, ideas, feelings, intentions and attitudes. Speaking is a communicative ability that conveys meaning and information. In Kramsch's view (1998) speaking involves "Anticipating the learners' response and possible misunderstanding, clarifying one's own and the other's intentions, and arriving at the closet possible match between intended, perceived and anticipated meaning" (p.367). It means that the speaker and the receiver have to negotiate meaning in the context in which it occurs.

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

At the end, speaking is not teaching learners to speak as much as promoting their ability to communicate effectively. Speaking includes thinking, knowledge, and skills. Also, it needs a lot of attention and a determined practice.

II .3 Definition of Speaking Skill

Second language learners’ should master speaking skill with the other language skills, productive and receptive skills. Chaney & Burk (1998) define speaking as “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”(p. 13). In other words, it is a complex process of exchanging messages between a group of people through verbal and non-verbal symbols such as gestures and facial expressions. Hedge (2000: 261) defines speaking as “*a skill by which they [people] are judged while first impressions are being formed.*” That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people’s thoughts and personalities.

II .4 The Importance of Speaking Skill

Hughes, in his book of Teaching and Researching Speaking (2002) claimed that the status of speech in the language teaching process has changed in the beginning and end of the nineteenth century because of the emergence of some methods that deal with language such as: grammar translation method, direct method, situational and audio-lingual methods and the communicative approach. After speaking is concerned, it was given more importance. Ur (2000) stated that “Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing”(p.12).

Finally, as speaking is interrelated with the other skills, its development results in the development of the other skills. Nunan (1991) claimed that the progress and the success in

learning a foreign language is measured in terms of being able to carry out a conversation in that language.

II .5 Teaching Speaking

Traditionally, teaching speaking was relying on repetition of drills or memorization of dialogues. Nevertheless, developing the students' communicative skills, nowadays, is the aim of teaching speaking. The learner must know how to use the social and cultural rules in different communicative situation in addition to the knowledge on grammar rules and pronunciation. Richards (2006: 16) claimed that there are three types of practice that can be used in the language classroom when teaching speaking namely mechanical, meaningful, and communicative practice.

II .5.1 Mechanical Practice

Learners may do effective practices without full knowing of the use of language, this kind of controlled activities called mechanical practice. It includes repetition and substitution drills. Also, it involves different usages of grammar activities but without any kind of using the language, communicative skills. This category of practices let students focus on form rather than content.

II .5.2 Meaningful Practice

Learners are usually obliged to make their assessment understandable when they are finishing their task. For instance, students may be provided with expressions such as requesting, apologizing and congratulating to practice the use of good manner and etiquette, and to respond according to different social situations.

II .5.3 Communicative Practice

The process of communicative practice contains those activities where the learners' express their ideas and intentions sub-consciously without the control of the teacher. In brief,

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

II .6 The Relation between Speaking and Other Skills

Receptive and productive skills are related in the language learning process. Enhancing foreign language includes the understanding and practicing those skills. Thus, the correlation that exists between speaking and the other skills is very beneficial for the development of the learners speaking level as well as the learning process.

II .6.1 Speaking and Listening Connection

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

II .6.2 Speaking vs Writing

Brown (2001: 303), claimed that numerous differences can occur between speaking and writing. The first difference to be mentioned is permanence: the spoken language is ephemeral so, the hearer should have a good memory because our words live just for few moments. While the written language is more durable, valid and it may live for centuries. Another difference is time limitations: the form of spoken language is affected by time limitation and the related problems of preparation, memory and the production under pressure; therefore, the speaker has a limited time to plan and convey his/her message while the writer has more time for planning. One more difference is distance; when we write, all the information has to be mentioned on the page because the reader cannot stop and ask a question to make things clearer. However, in speaking, we have the advantage of interacting with co-participants. This is highly beneficial because the speaker may modify his/her speech according to his/her co-participant reaction. Another difference is orthography; the oral production contains phonemes, intonation, tone of the voice, stress, facial expressions, as it contains a certain speed of the speech. While in writing, we have only graphemes (punctuation, pictures and charts). Also complexity is one of these differences. We may think that speaking is less complicated than writing but in fact both of them are complicated but the difference is in the degree of complexity. In the spoken form, people tend to produce short sentences with a lot of conjunctions. However, in writing, writers produce longer subordinating clauses. The last difference is vocabulary; when speaking, people tend to use simple vocabulary. Whereas, the vocabulary used in writing is more complicated because the writer has enough time to organize his/her piece of writing.

II .7 Learners Communicative Strategies

The aim of learning a second language in classrooms should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. Nonetheless, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative strategies. Faerch & Kasper (1983) stated that communication strategies refer to the strategies that are used by learners when they want to solve a problem in searching a particular communication goal. Equally, Ellis & Barthizen (2005) defined communicative strategies as “Speakers oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access

the L2 knowledge”(p.170).Communicative strategies help learners to overcome the problems they may face when speaking EFL such as how to avoid the breakdowns of the oral communication. According to Ellis (1997) “The choice of communication strategies will reflect the learner’s stage of development”(p.59). Hence, the use of these strategies varies from one individual to another according to his/her needs as well as his/her level. Bygate (1987) classifies two types of communication strategies. The first type is achievement strategies; which involves guessing strategies, paraphrase strategies, and cooperative strategies. The second type is reduction strategies; which include avoidance strategies.

II .7.1 Achievement Strategies

Learners use such strategies to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies include the following sub-strategies:

II .7.1.1Guessing Strategies

There are different types of guessing strategies the speaker might use. He can foreignize his mother tongue word and pronounce it as it belongs to the target language like a French man who is speaking English and who uses the word ‘manoeuvre’ as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says ‘il y a deux candles sur la cheminée.’ A last guessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his knowledge of the language, such as using ‘air ball’ for balloon.

II .7.1.2 Paraphrasing Strategies

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making

some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

II .7.1.3 Co-operative Strategies

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

II .7.2 Reduction Strategies

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

II .7.2.1 Avoidance Strategy

The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, „th“ in English. (Bygate 1987). In this case, they use such strategies to avoid various kinds of trouble they may encounter. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

II .8 Learners' Speaking Problems

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

II .8.1 Learners' Linguistic Problems

Second language learners may face some difficulties on learning how to speak. Therefore, EFL learners' development in speaking skill may be delayed. Brown (2001:270-271) identified eight problems which learners may find during the learning process, that the teacher has to take into consideration.

II .8.1.1 Clustering

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

II .8.1.2 Redundancy

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

II .8.1.3 Reduced Forms

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

II .8.1.1 Performance Variable

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

II .8.1.5 Colloquial Language

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

II .8.1.6 Rate of Delivery

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

II .8.1.7 Stress, Rhythm, and Intonation

Stress, rhythm, and intonation are the most important elements of English pronunciation since they convey the words' meaning. Therefore, learners may face difficulties in using them because of the lack of practice in the foreign language.

II .8.1.8 Interaction

Interaction is regarded as the most important factor in promoting EFL learners speaking skill. It helps learners to achieve oral proficiency and detect their deficiencies. Besides these problems, the researcher added deficient vocabulary as another factor which hinders the learners' oral performance. In attempting to use the foreign language to express their ideas,

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

II .8.2 Learners’ Psychological Problems

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

II .8.2.1 Lack of Interest in the Topic

In a foreign language classroom, the student may often stay silent because he has ‘nothing to say’ in that moment. This silent may be due to the chosen topic. Rivers (1968) claimed that: “The teacher may have chosen a topic which is uncongenial to him (the learner) or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”(p.192).Another factor which leads to this problem is the stressful atmosphere, where students choose to keep silence rather than being humiliated. Furthermore, the lack of practice of the FL can contribute to create this problem. Many EFL learners have the academic knowledge of the foreign language but unfortunately they do not have the ability to speak appropriately. The main reason behind this problem is due to the learners’ poor speaking practice inside the classroom.

II .8.2.2 Anxiety

It can be seen that most FL learners experience language anxiety, especially when attempting to communicate in it. Spielberger & Gorsuch (1983) defined anxiety as “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p.1). Like other affective factors, anxiety may be either facilitating or debilitating; it means that it has a negative effect on language learning. MacIntyre (1999) claimed that debilitating anxiety causes the learners to escape the new learning task; it stimulates the learners to avoid the source of anxiety. Some learners feel that a little nervousness before an oral performance or speaking in the class gives them the ability to perform or speaking in the class gives them the ability to perform at their level for some other learners the anxiety becomes so intense that it interferes with the ability to perform at all. Moreover, MacIntyre (1999) described this kind of debilitating anxiety as “Worry and negative emotional reaction aroused when learning and using a second language” (p.27). There are many sources of anxiety. Studies indicated that the learners’ competitive nature can act as a source of anxiety. When the learners compare themselves with other learners from the same class and find that they are less proficient they become anxious.

II .8.2.3 Lack of Self Confidence and Fear of Making Mistakes

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

II .8.2.4 Lack of Self-Confidence

Students’ lack of confidence is considered as an obstacle factor which the majority of EFL learners suffer from, especially when starting producing the FL. Learners with negative views of themselves may not strive to live up to their self-image and thus be less likely to achieve highly in their learning because they hold themselves in a low regard despite their obvious

qualities. MacIntyre (1999) pointed out that self-confidence is related to language learning in an inverse way to anxiety i.e. when the learner has high self-confidence, s/he will have a low anxiety degree, and the reverse. FL learners feel that they are linguistically inferior and ashamed when attempting to produce the FL because of the ill development of their communicative skills. Hence it is quite clear that when learners lose their self-confidence, they will absolutely fail in engaging in the lesson and they lose their disposition in participating and involving in the classroom activities.

II .8.2.5 Fear of Making Mistakes

Negative relation between the teacher and learners or between learners them-selves can create this problem because learners sometimes want to say something but they fear of making grammatical or phonological mistakes. Ur (1984) claimed that “Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts”(p.121). Thus, they prefer to keep silent because they are very cautious of making errors in their talk. The fear of the teacher may also lead learners to remain silent, despite their interest, when the teacher discomfits the learners. Hence, creating friendly atmosphere where learners feel at ease with their teacher and with each other is the best way to overcome the fear of making mistakes and lack of self-confidence.

II .8.2.6 Shyness

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

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

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

II .9 Class Speaking Tasks

Although dialogues and conversations are the most obvious and most often used speaking activities in language classroom, a teacher can select activities from a variety of tasks. Brown (2001: 271-272) listed six possible task categories; related to the types of oral production which learners are supposed to accomplish in the class.

II .9.1 Imitative

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

II .9.2 Intensive

Intensive speaking exceeds imitative. Learners are subject to intensive practice of the language focusing on specific phonological or grammatical points; for instance, minimal pairs,

repetition of a series of imperative sentences, stress and rhythm. It is designed to show learners' competence about stress, rhythm and intonation. Intensive speaking can be self-initiated as it can be practiced in pairs.

II .9.3 Responsive

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

Teacher: how are you today?

Student: pretty good, tanks, and you?

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

II .9.3.1 Transactional

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

II .9.3.2 Interpersonal

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

II .9.4 Extensive

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

II .10 Conclusion

Finally, we can say that the learning process of a foreign language contains four language skills and they are divided into receptive and productive skills (receptive: listening and reading. Productive: speaking and writing). Speaking skill is one of these four language skills; it is very essential skill that must be developed in EFL learners. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. Also, teachers should know well the problems and the difficulties that may face the learner during their learning process; there are several strategies and techniques that the teacher should follow to make his learners use their target language in all situations of life.

III-Chapter Three: Findings of the Study

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Chapter Three: Findings of the Study

III.1 Introduction

The present chapter is about conducting students' and teachers' opinion about the impact of classroom interaction on enhancing EFL learners' speaking skill; they are the main variables of this study. This chapter is devoted to the analysis and interpretation of the data collected in the present research; we have chosen two questionnaires for both teachers and students at the department of English university of Laghouat in order to assemble the different points of view and observe the suggestions as well as our recommendation and suggestions. So, two main sections are in this part of work; one is related to the students' questionnaire and the second is devoted to the teachers' questionnaire. In these two sections, the work includes administration, description, and interpretation of the questionnaires results.

III.2 Students' Questionnaire

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

III.3 Description of the Students' Questionnaire

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

Section One: Background Information (Q1-Q2)

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

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

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

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

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

Section Four: Suggestions and Comments (Q22)

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

III.4 Administration of the Students' Questionnaire

The questionnaire was administered to first year LMD students of the English language at the University of Amar Telidji, Laghouat. The selection of the population is based on the consideration that students of first year undergraduates are in transitional phase. In other terms, they already possess some knowledge and they have experienced the concept of interaction with their teachers and peers in this year which allow them to practice the language in the classroom. The questionnaire was distributed and explained to forty (40) students. The questionnaire was handed in April 2017.

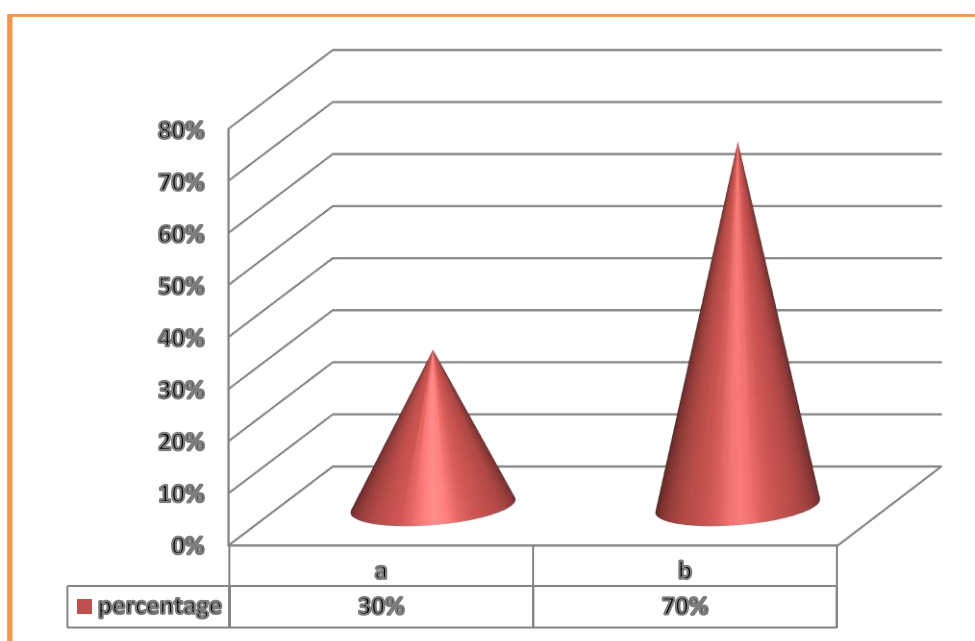
III.5 Analysis of Results

Section One: Background Information

1- Please specify your Gender :

Option	Respondent	Percentage
a	12	30%
b	28	70%
Total	40	100%

Table 1: Students' Gender



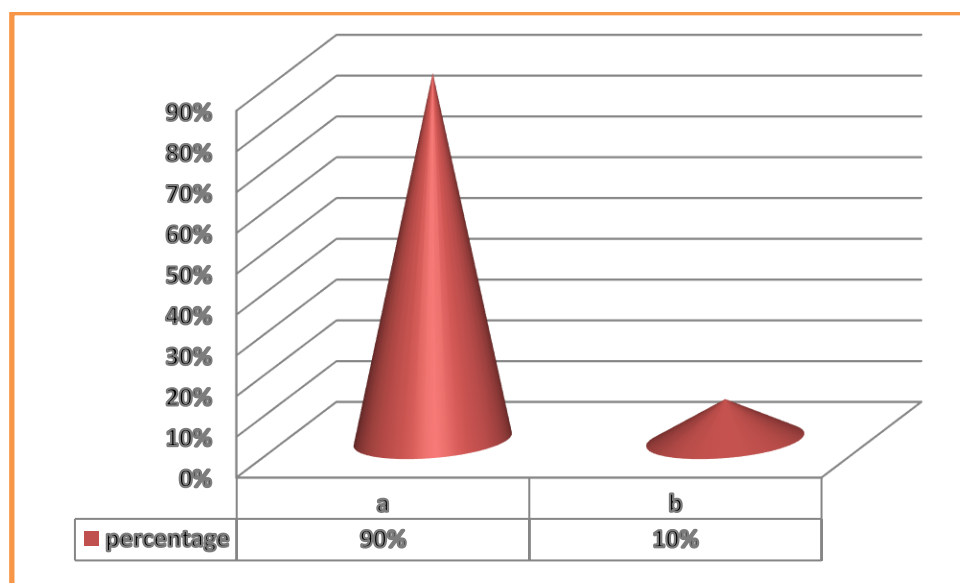
Graph 1: Students' Gender

The result obtained from the table 1 represents the student's gender that is under investigation. Females students represent (70%), whereas the male population represents only (30%). We can interpret that by reality that females tend to choose literary branches in the university more than males. Moreover females are likely interested to learn foreign languages because they believe that it can help them, after graduation, to gain job as a teacher. In addition, females usually choose to study foreign languages for some prestigious purposes like showing off during their daily conversations with their mates.

2- Studying English?

Option	Respondent	Percentage
a	36	90%
b	4	10%
Total	40	100%

Table 2: Students' Choices for Studies



Graph 2: Students' Choices for Studies

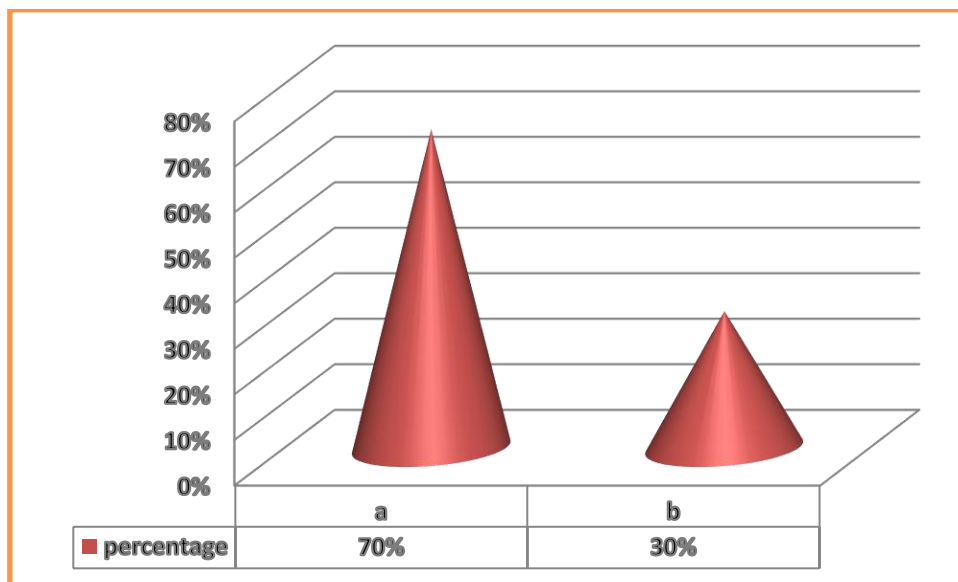
The majority of students with (90%) claimed that studying English was their first choice, while (10%) of the students declared that English was imposed on them. We realize from these results that the baccalaureate average of the students who said that English was not their first choice did not have the chance to study what they want and this specialty was imposed on them, or because their English mark was good that is why they were directed to study it.

Section Two: Students' Attitude towards Classroom Interaction

3- Do you interact in the classroom?

Option	Respondent	Percentage
a	28	70%
b	12	30%
Total	40	100%

Table 3: Students Interaction in the Classroom



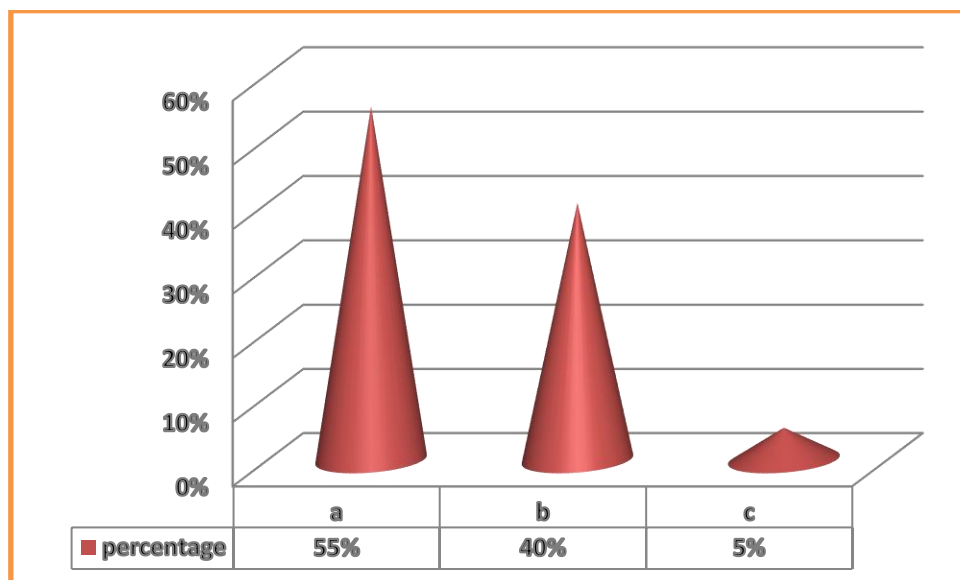
Graph 3: Students Interaction in the Classroom

The table (3) reveals that (28) of the respondent, which represent (70%) of the whole sample, confirmed that they interact in the class; whereas, (30%) of the participants stated that they do not. The two figures are far from each other and this can be interpreted by the fact that students' interaction in the classroom may differ according to students' motivation.

4- Do you think that classroom interaction is?

Option	Respondent	Percentage
a	22	55%
b	16	40%
c	2	5%
Total	40	100%

Table 4 :The Importance of Classroom Interaction



Graph 4: The Importance of Classroom Interaction

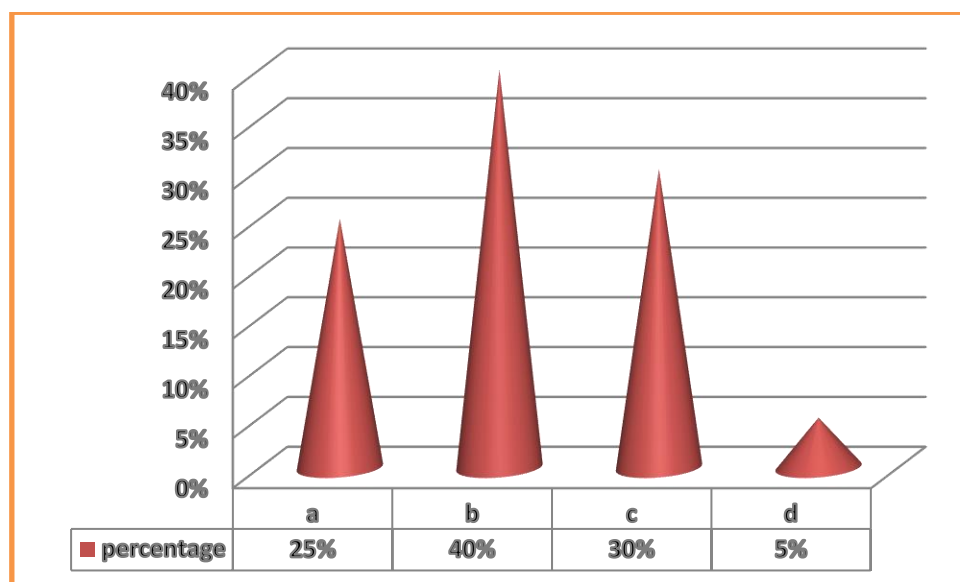
It can be seen from the table that (55%) of the respondent think that classroom interaction is important, while (40%) of the participants assume that it is optional. Only (2) students which make up (5%) of the whole sample, supposes that it is not important at all. The half of the students are aware of the importance of classroom interaction, but the fact that (40%) of them regard it optional explains the previous' question figures. Students at this level know that one of good learners' qualities is speaking and interacting in the classroom, it means that students who ask questions, make comments on their teacher's and peers' talk, and share information with other learners are successful students. Thus we need to look at the results of

the next question to understand why students think that classroom interaction is optional or not important at all.

5- For you classroom interaction is

Option	Respondent	Percentage
a	10	25%
b	16	40%
c	12	30%
d	2	5%
Total	40	100%

Table 5 : Students’ Understanding to Classroom Interaction



Graph 5: Students Understanding to Classroom Interaction

The table (5) indicates that (30%) of the participants responded by choosing the third answer, to ask questions and discuss teacher’s talk. This can be interpreted by the fact that the students seem to know that interaction means involvement and taking part in the lesson making,

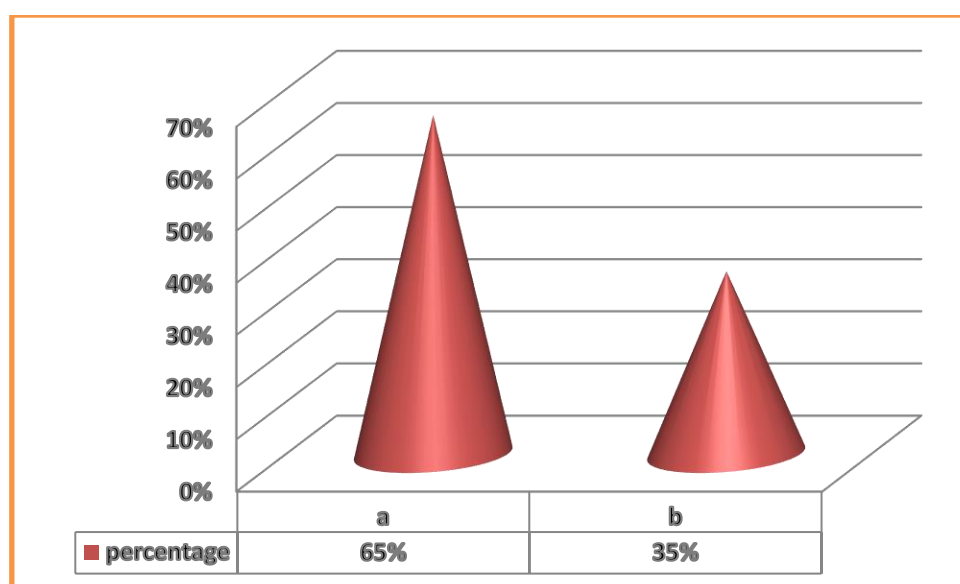
it means that they know that the act of interacting in the classroom has to do with being active. However, 16 of the respondents making up (40%), think that classroom interaction is to take notes of what the teacher says. This figure illustrates that they are passive learners who accept everything given to them by their teachers. (25%) represents the percentage of whose students who choose to keep silent and listen interestingly to the teacher. We deduce from this result that these students confuse between keeping discipline during the lessons and interacting inside the class. The remaining (5%) represents the students who preferred to provide their own definitions which they are summarized as follows:

- Answering the teacher’s questions
- Sharing ideas and thoughts

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

Option	Respondent	Percentage
a	26	65%
b	14	35%
Total	40	100%

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



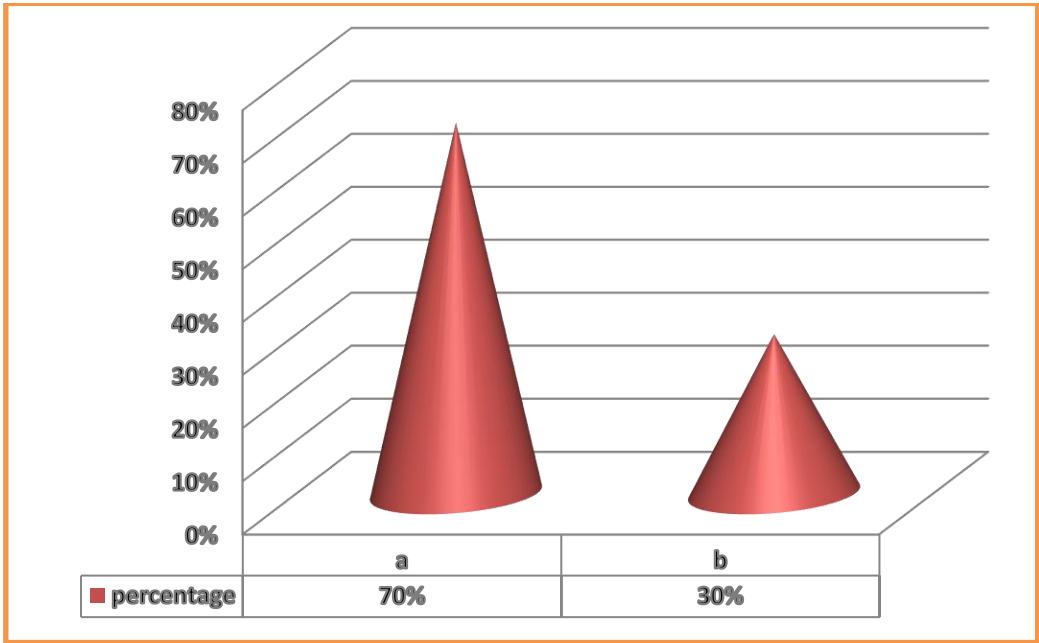
Graph 6: Students’ and Teachers’ Amount of Talking Time

It is clear from the table (6) that (65%) of the respondent claimed that it is the student who does most of the talk in the classroom, while (35%) of the participants stated that the teacher is the one who talks most in oral expression. This indicates that the teachers are aware of the student’s talking time in the classroom; it means that they know that the teacher’s amount of talk should be less than the one of the students.

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

Option	Respondent	Percentage
a	28	70%
b	12	30%
Total	40	100%

Table 7: Teachers’ Comprehensible Input



Graph 7: Teachers’ Comprehensible Input

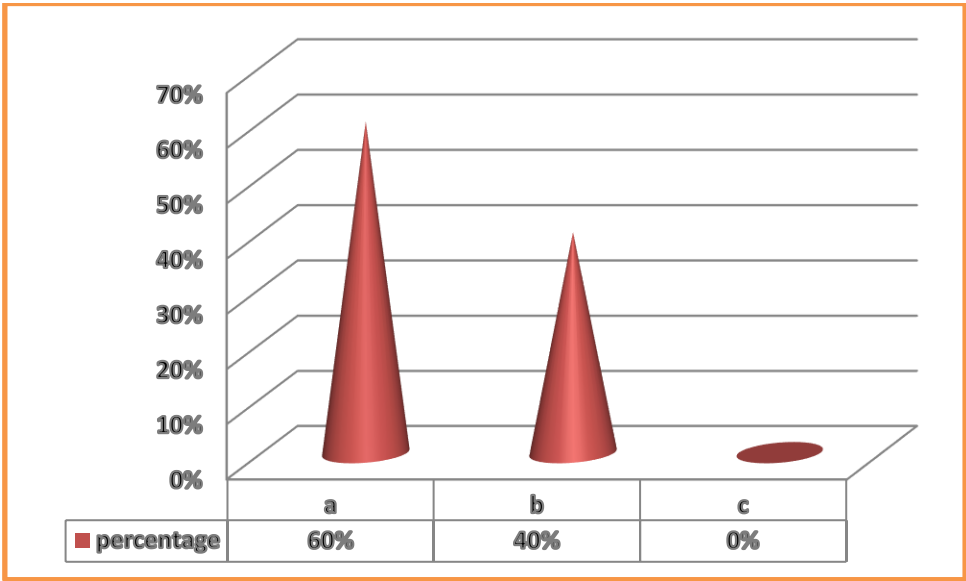
Most of the participants (70%) declared that their teacher provides comprehensible input, whereas (30%) of the participants said that he does not. This result shows that comprehensible input is very crucial because it is the essence of any interactive activity. The

input provided by the teacher should be comprehensible because he is considered as the only source of knowledge in the language classroom.

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

Option	Respondent	Percentage
a	24	60%
b	16	40%
c	0	0%
Total	40	100%

Table 8: Opportunities to Speak in the Classroom



Graph 8: Opportunities to Speak in the Classroom

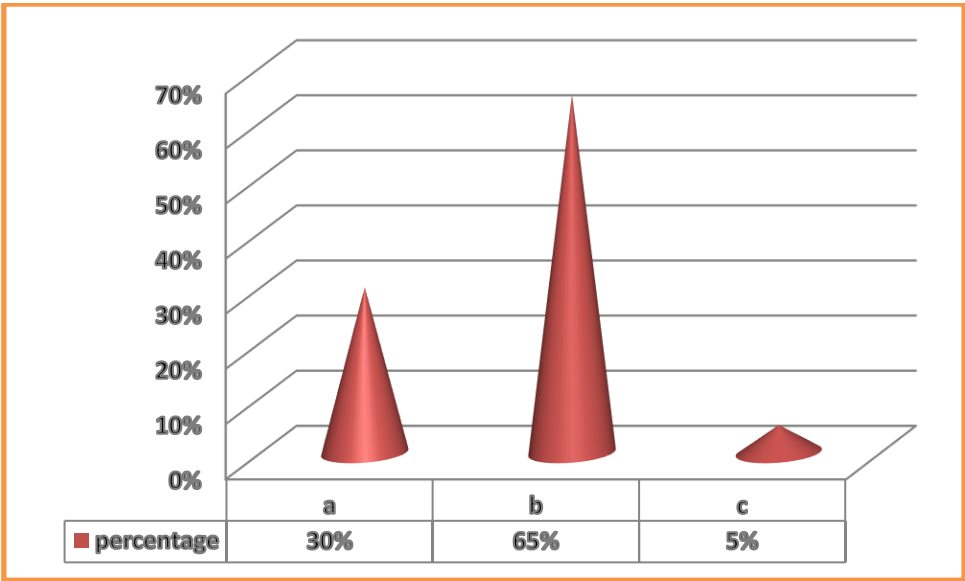
Most of the participants (60%) agreed that always their teachers give them opportunities to speak and interact in the classroom. This result illustrates that students have more opportunities to practice speaking, while (40%) of the participants stated that their teachers sometimes give them opportunities to speak. The two figures are not paradoxical because the respondents do not belong to the same group which indicates that they have different teachers also the learners assume that they are given the opportunities to speak and asking questions and

answering the teacher’s questions which are ordinary daily tasks. None of the participants selected option (c) and this is a healthy sign.

9- When discussion is raised in the classroom

Option	Respondent	Percentage
a	12	30%
b	26	65%
c	2	5%
Total	40	100%

Table 9: Students’ Role in Discussions



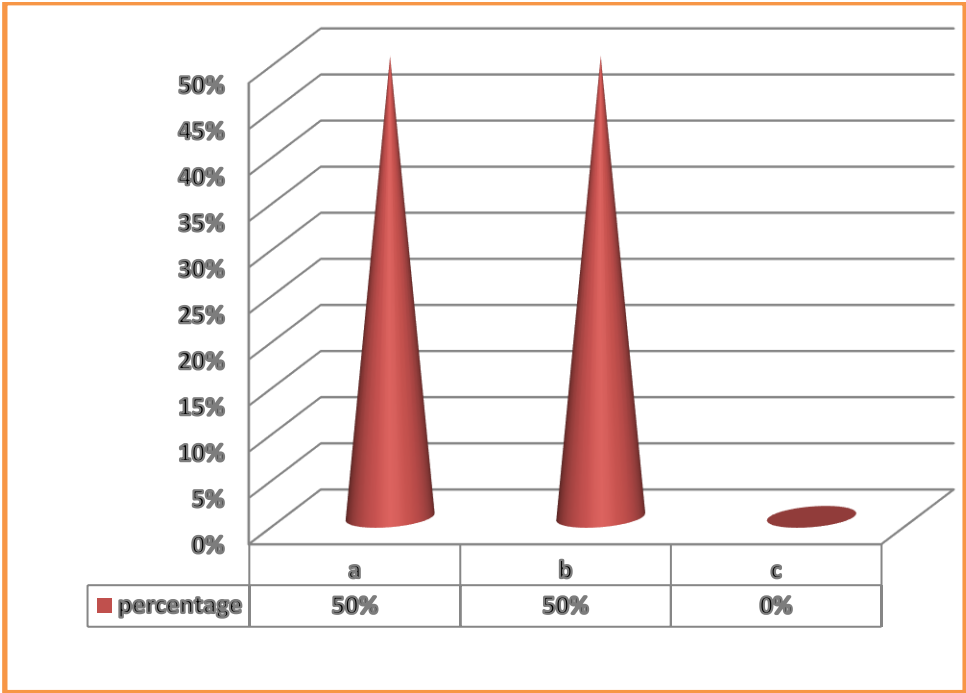
Graph 9: Students’ Role in Discussions

(65%) of the students stated that they do not speak unless the teacher asked them to do. We deduce from this result that the students’ silence may arise from the students’ personalities, the methods applied by the teacher, or anything else. ,whereas (30%) of the participants volunteer speaking when discussion is raised in the classroom. In fact figures in this questionnaire are not logical because (30%) the subjects declared that they do not interact in the classroom. (5%) of the participants admitted that they wish nobody notices them perhaps they are shy students who cannot speak publicly.

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

Option	Respondent	Percentage
a	20	50%
b	20	50%
c	0	0%
Total	40	100%

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



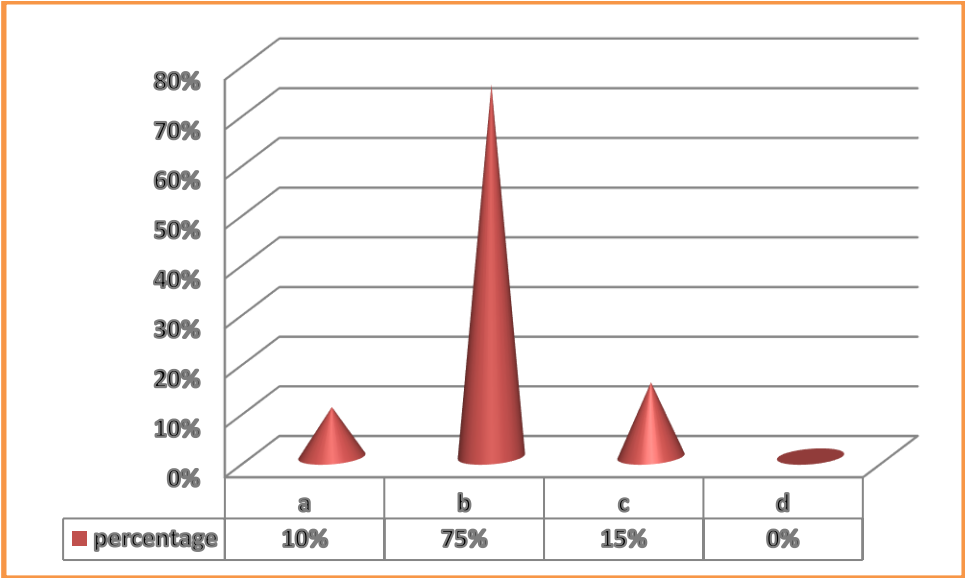
Graph 10: The Length of the Wait-Time Given to Students to Answer Question

The half of the respondents (50%) affirmed that teachers give them short wait-time to think about the answers. This reveals that some teachers are impatient and others give time to expecting the students’ answers. However, students need time to revise the content and the form of their answers and when the wait-time is too short, this discourages the students to speak. (50%) claimed that their teachers give them long wait-time to think about the answer. Students here may just keep looking at the teacher as a sign of lack of understanding the question. None from the student selected option (c).

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

Option	Respondent	Percentage
a	4	10%
b	30	75%
c	6	15%
d	0	0%
Total	40	100%

Table 11: Students’ Frequency of Interaction



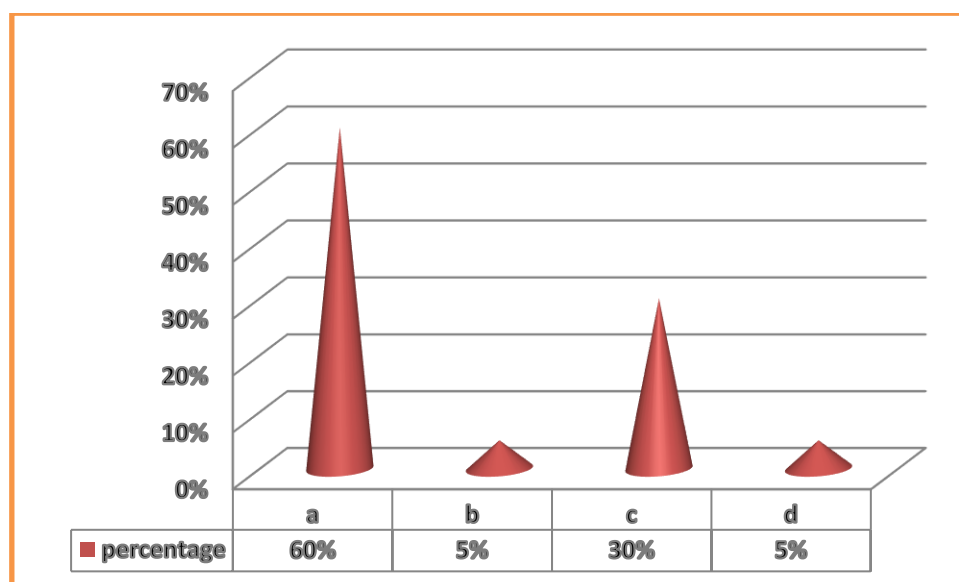
Graph 11: Students’ Frequency of Interaction

It can be seen from the table (11) that (30) students declared that they sometimes interact with their classmates in the classroom; perhaps because of the overcrowded classes. Other students (4) stated that they always do that, while (6) students claimed that they rarely interact inside the classroom. None of the students said that they never do. These results illustrate that peer interaction is considered the easiest way to speak freely.

12- Do you interact in the classroom?

Option	Respondent	Percentage
a	24	60%
b	2	5%
c	12	30%
d	2	5%
Total	40	100%

Table 12: Students' Reasons for Interaction



Graph 12: Students' Reasons for Interaction

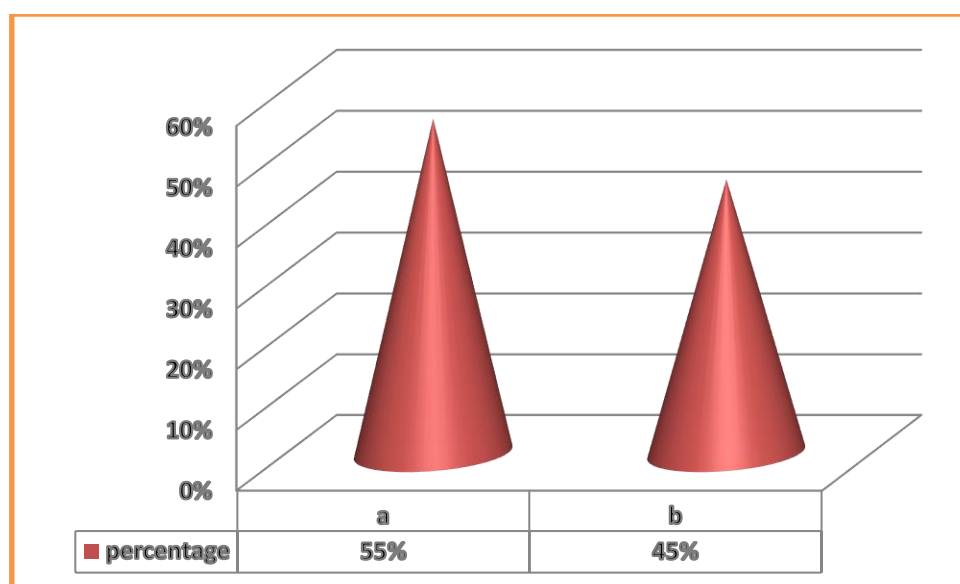
The results obtained show that (60%) of the participants interact in the classroom to practice speaking English. This indicates that most of the students know that the classroom is the only place where English can be practiced. That is why they try their best to catch every single chance given to them to speak it. (5%) of the subjects stated that they interact to show that they are competent. These students know that in order to be competent speakers they have to possess the necessary skills. Whereas, (30%) interact because their teachers grade participation; hence, the fear of getting bad marks obliges them to interact to show that they are interested in the lesson. The remaining percentage (5%) represents the student who preferred to give his own reason for interacting which is summarized as follows:

- The student interact to show that he deserve to be English student, that he exist.
- This student confesses that his interaction proves his existence, his presence, and his belonging to the English language class.

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

Option	Respondent	Percentage
a	22	55%
b	18	45%
Total	40	100%

Table 13: Students’ Practice of English outside the Classroom



Graph 13: Students’ Practice of English outside the Classroom

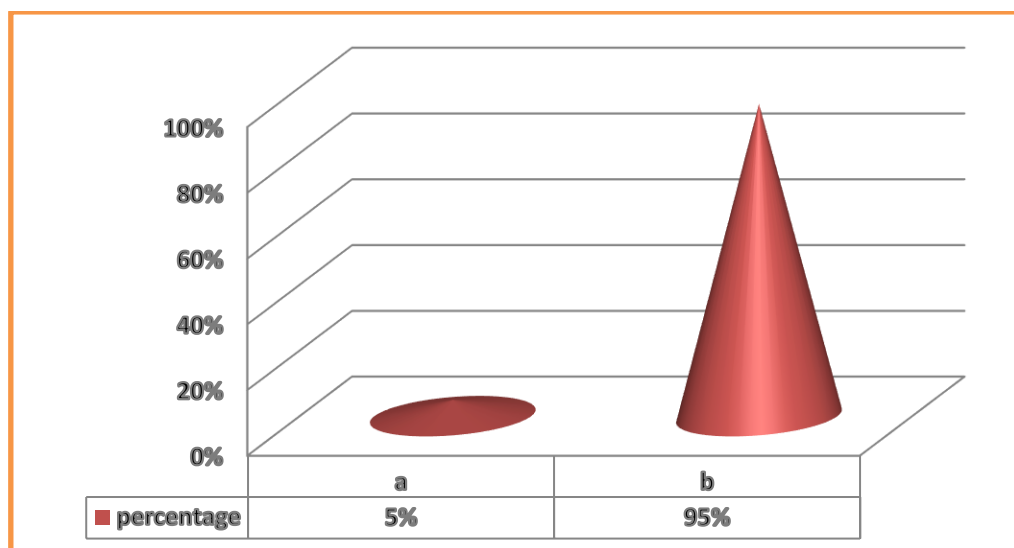
It is clear from the table that (55%) of the subjects claimed that they practice English outside the classroom. Perhaps they find it enjoyable, beneficial, and funny. While (45%) affirmed that they do not. This can be interpreted by the fact that English is totally absent in the Algerian speech community. thus, they cannot use it except in academies contexts.

Section Three: Students Attitude towards Speaking Skill

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

Option	Respondent	Percentage
a	2	5%
b	38	95%
Total	40	100%

Table 14: Students' Attitude towards Speaking Difficulty



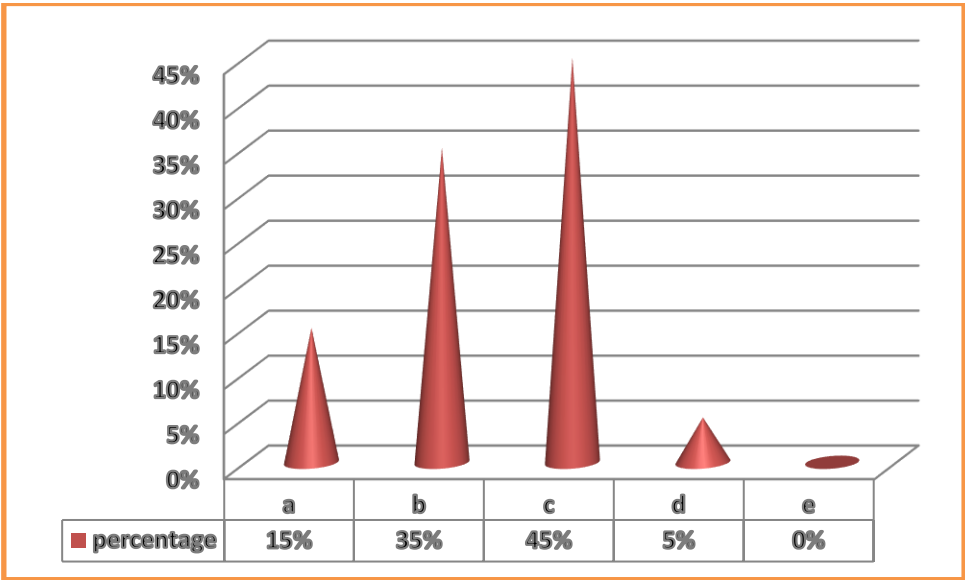
Graph 14: Students' Attitude towards Speaking Difficulty

As is shown by the graph, (95%) of the respondents agreed that speaking English is an easy task. This reveals that these students do not have difficulties in producing the language. While, (5%) of the participants claimed that it is a difficult task, perhaps because they do not have a good command over the language aspects and functions which prevent them to speak English very accurately and fluently.

15- Which Describes Your Level of Speaking Ability as Result of Classroom Interaction?

Option	Respondent	Percentage
a	6	15%
b	14	35%
c	18	45%
d	2	5%
e	0	0%
Total	40	100%

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



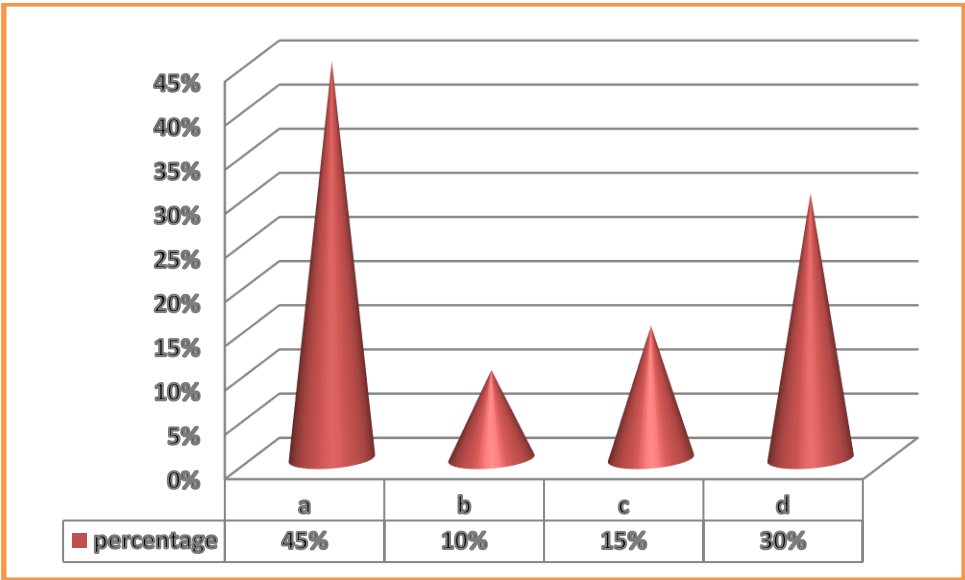
Graph 15: Students' Speaking Ability as a Result of Classroom Interaction

The results obtained show that (45%) of the subjects admitted that their level of speaking ability is average. Other students (35%) declared that it is above average. (15%) of the respondents affirmed that their level is high. Whereas, (5%) of the participants confessed that their level is below average. None of the students selected option (e). Therefore, these students are not likely to interact in the classroom. And if they still silent without any attempt to interact, then they will not advance any further because keeping silent all the time in the classroom will limit their chance to speak and learn the FL.

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

Option	Respondent	Percentage
a	18	45%
b	4	10%
c	6	15%
d	12	30%
Total	40	100%

Table 16: The Mastery of the Most Desired Language Skill



Graph 16: The Mastery of the Most Desired Language Skill

It is clear from the graph that most of the respondents preferred to master the speaking skill most. While, (30%) of the subjects wished to develop the writing skill. Other participants (10%) liked to develop their listening skill. The remaining percentage (15%) represents those who preferred to master the reading skill rather than the other skills. The students’ justifications for their choices are summarized as follows:

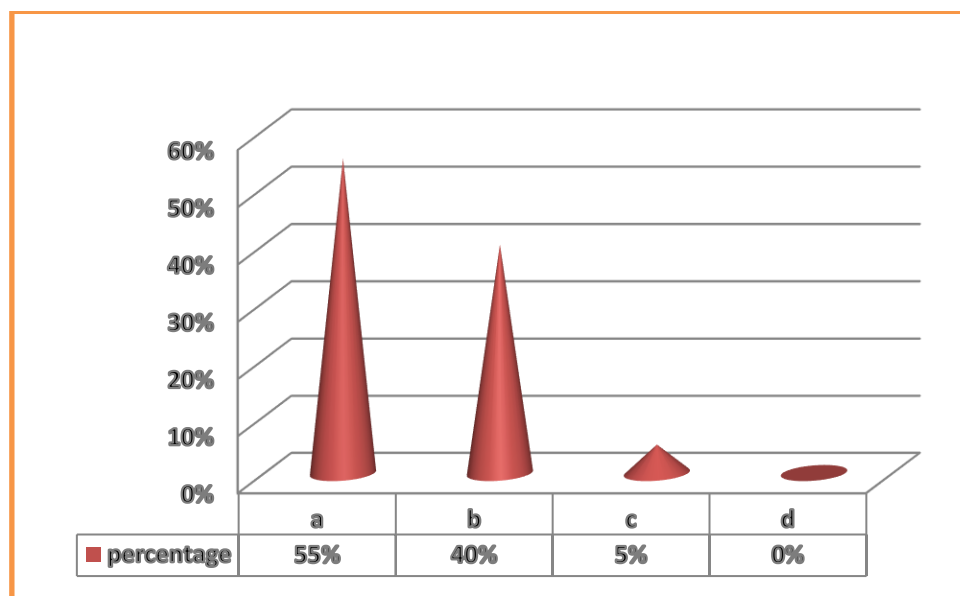
- Students, who chose speaking skill, believe that speaking the language means knowing that language.
- Students, who preferred to master writing skill, want to improve their written productions.

- Students, who liked to develop listening skill, assume that in order to learn a language they have to understand it first.
- Students, who wished to improve reading skill, think that in order to understand the FL they have to possess a sufficient vocabulary which can be acquired through reading.

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

Option	Respondent	Percentage
a	22	55%
b	16	40%
c	2	5%
d	0	0%
Total	40	100%

Table 17: Language Learning Means Speaking It



Graph 17: Language Learning Means Speaking It

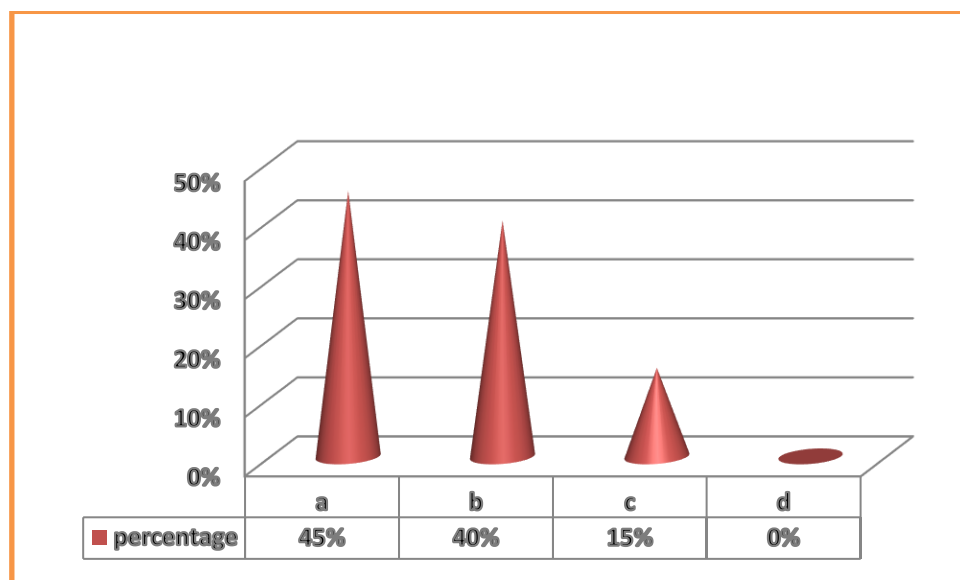
The results gained show that most of the participants (55%) strongly agree that in order to learn a language they have to speak it, perhaps because speaking helps them to express their ideas and communicate with other people. Others (40%) just said that they agree, may be they

believe that learning a language requires the possession of the four skills (speaking, listening, reading, and writing). Only (5%) of the subjects claimed that learning a language is not necessarily speaking it, possibly because they think that knowing how to write the language means mastering this language. While none of the respondents strongly disagree.

18- When you interact in the classroom?

Option	Respondent	Percentage
a	18	45%
b	16	40%
c	6	15%
d	0	0%
Total	40	100%

Table 18: Students’ Attitude towards Teachers’ Correction



Graph 18: Students’ Attitude towards Teachers’ Correction

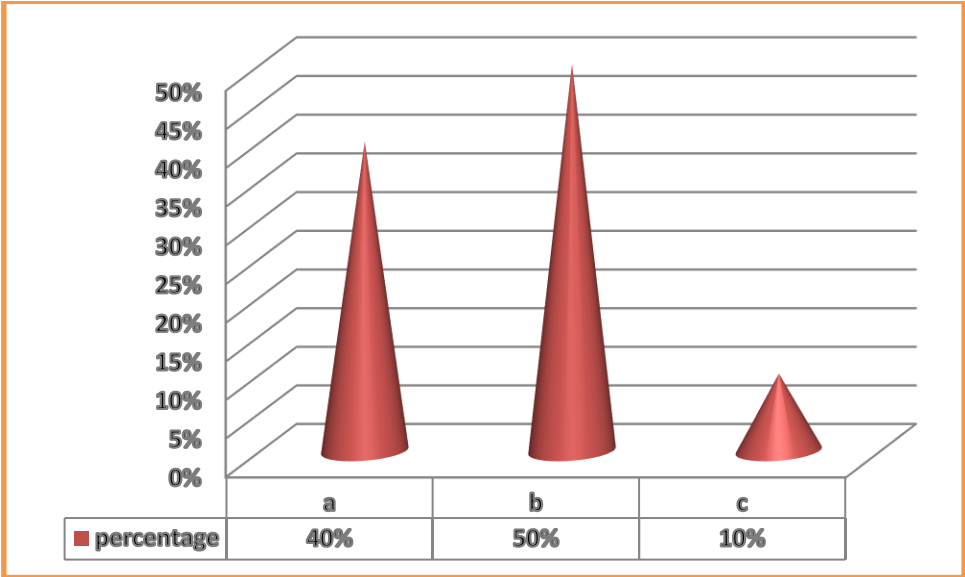
As is shown from the table (16), about (40%) declared that only serious mistakes should be corrected by the teacher and this illustrates that pronunciation and grammar mistakes are not taken into consideration. Other students (45%) stated that they want their teachers to correct

every mistake they made probably because they believe that the classroom is the exclusive place where they are permitted to make mistakes. Whereas, (15%) of the subjects do not like their teacher to correct them at all because they get embarrassed when they are corrected publicly.

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

Option	Respondent	Percentage
a	16	40%
b	20	50%
c	4	10%
Total	40	100%

Table 19: The Effect of Feedback on Students



Graph 19: The Effect of Feedback on Students

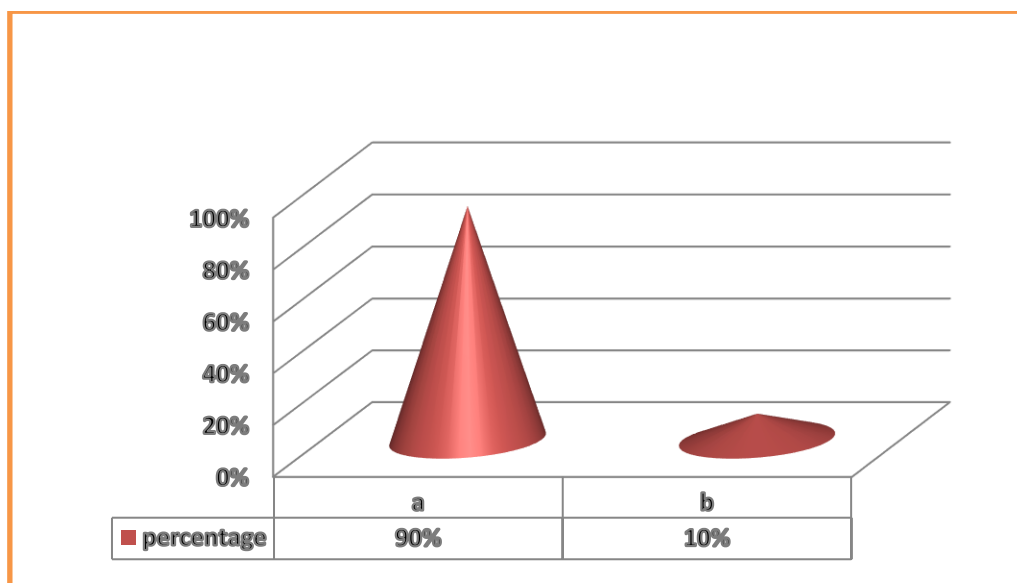
The results gained show that (40%) of the participants accept the negative feedback they receive from their teachers and they consider it as a challenge to prove their capacities and to clarify their public image. However, (50%) of the subjects claimed that they will speak only if they are sure about the answer. This indicates that they avoid negative feedback by avoiding mistakes in front of their teachers. Only (10%) decided never to speak again in the classroom.

This may be due to the fact that they are always interrupted by the teacher or because they are less tolerant and less forgiving students which they hardly forget a position where they were reproached.

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

Option	Respondent	Percentage
a	36	90%
b	4	10%
Total	40	100%

Table 20: Speaking Mistakes are reduced through Classroom Interaction



Graph 20: Speaking Mistakes are reduced through Classroom Interaction

Almost all of the respondents (90%) agreed that classroom interaction helps them to reduce their speaking mistakes, while (10%) of the subjects responded that it does not. Students' justifications are summarized as follows:

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

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

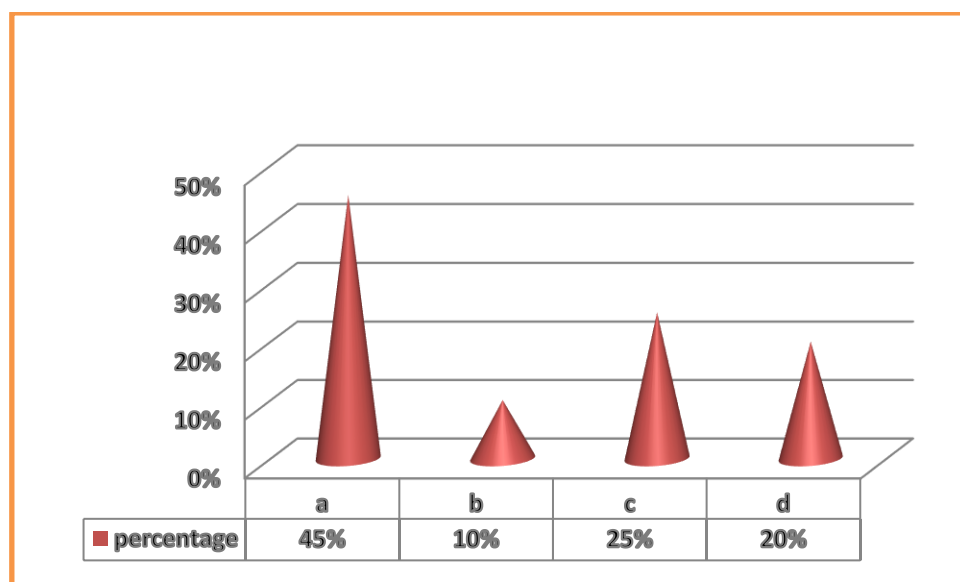
Other students explained that interaction does not help them to reduce their mistakes because they usually do not interact in the classroom.

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

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

Option	Respondent	Percentage
a	18	45%
b	4	10%
c	10	25%
d	8	20%
Total	40	100%

Table 21: Students' Unwillingness to Interact



Graph Table 21: Students' Unwillingness to Interact

The table (21) reveals that (45%) of the subjects declared that they are afraid of making mistakes, this illustrates that these students lack self-confidence or they are afraid of receiving negative feedback. While, (25%) stated that they do not interact because the topic is not

interesting. This indicates that the choice of the topic is very important for effective interaction. Others (20%) claimed that the teacher does not motivate them and when the students are not motivated, then they show no interest. Only (10%) of the respondents affirmed that they do not interact because the classroom is overcrowded. We deduce from this result that crowdedness inhibits the students' interaction.

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

None of the participants represents did answer the question. They may be did not understand the question and they may be negligent especially when they saw it could take more time to write it.

III.6 Summary of Students' Questionnaire

In brief, we realize that most of students are aware that classroom interaction is very important and significant. They had illustrated, according to this questionnaire, that they want to learn speaking despite of its various difficulties. Here, they know that speaking skill is the most important of knowing a language. The student will overcome these difficulties through teacher's encouraging inside classroom by giving his learners the full space to use the language. Classroom interaction can effectively lead students to develop their speaking abilities. Nevertheless, this can happen through frequent interaction in the classroom with their classmates and teacher.

III.7 Teachers' Questionnaire

We have designed a questionnaire for teachers to analysis their viewpoint of the role of interaction in the language classroom. Additionally, we attempt to elicit their views towards the use of classroom interaction in development the students' speaking skill.

III.8 Description of the Teachers' Questionnaire

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

Section one: Background Information (Q1-Q2)

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

Section Two: Classroom Interaction (Q3-Q13)

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

Section Three: Teaching Students Speaking Skill (Q14-Q22)

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

Section Four: Suggestions and Comments (Q23)

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

III.9 Administration of the Teachers' Questionnaire

The questionnaire was administered to five (5) teachers of oral expression at the department of English at the University of Amar Telidji, Laghouat. We have distributed it to both full time and part time teachers teaching first year classes. The selection of the population is based on the consideration that the teachers of oral expression will benefit us more than other teachers since they teach students how to develop oral skills. The questionnaire was handed in April 2017 and we have collected all of them.

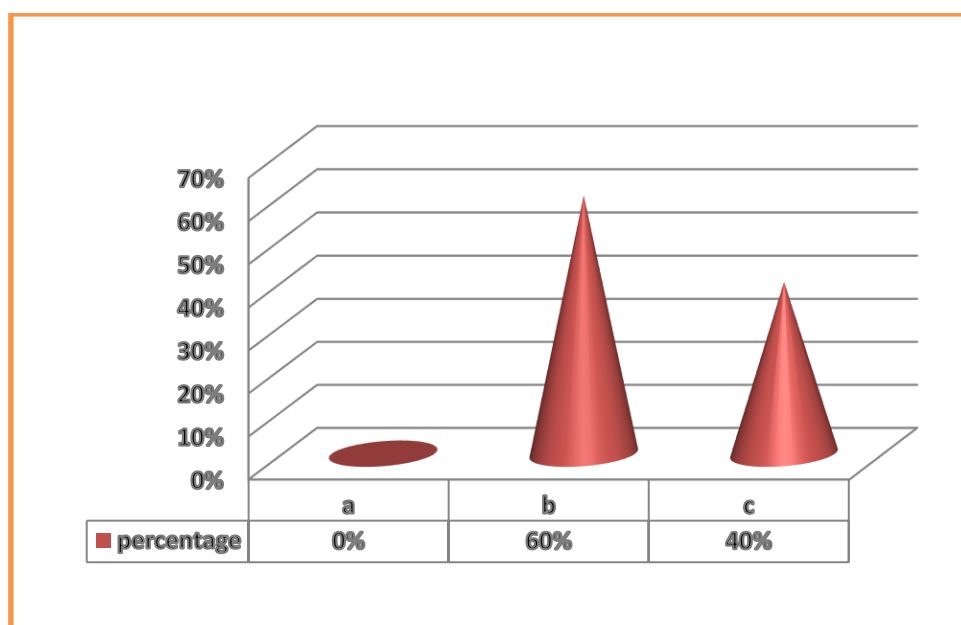
III.10 Analysis of Results

Section One: Background Information

1- Teachers' Educational Degree:

Option	respondent	percentage
a	0	0%
b	3	60%
c	2	40%
Total	5	100%

Table 22: Teachers' Educational Degree



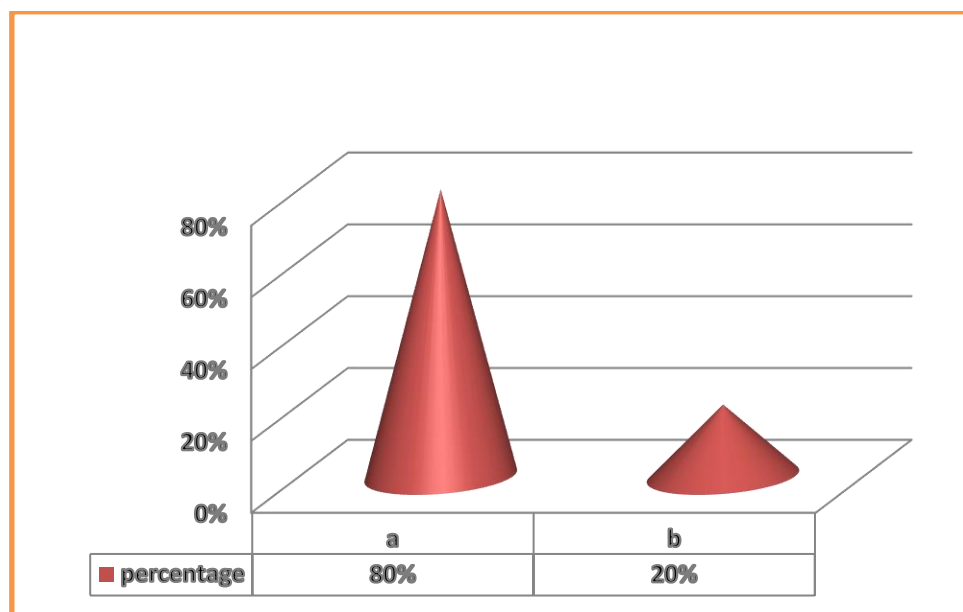
Graph 22: Teachers' Educational Degree

The table (22) shows that (2) of the teachers which represents (40%) of the selected sample have a doctorate degree, while (3) teachers, making up (60%) have a magister degree. None of the participants have licence degree.

2- How long have you been teaching oral expression?

Years	Respondent	percentage
1-3	4	80%
More than 3 years	1	20%
total	5	100%

Table 23: Teachers' Experience in Teaching Oral Expression



Graph 23: Teachers' Experience in Teaching Oral Expression

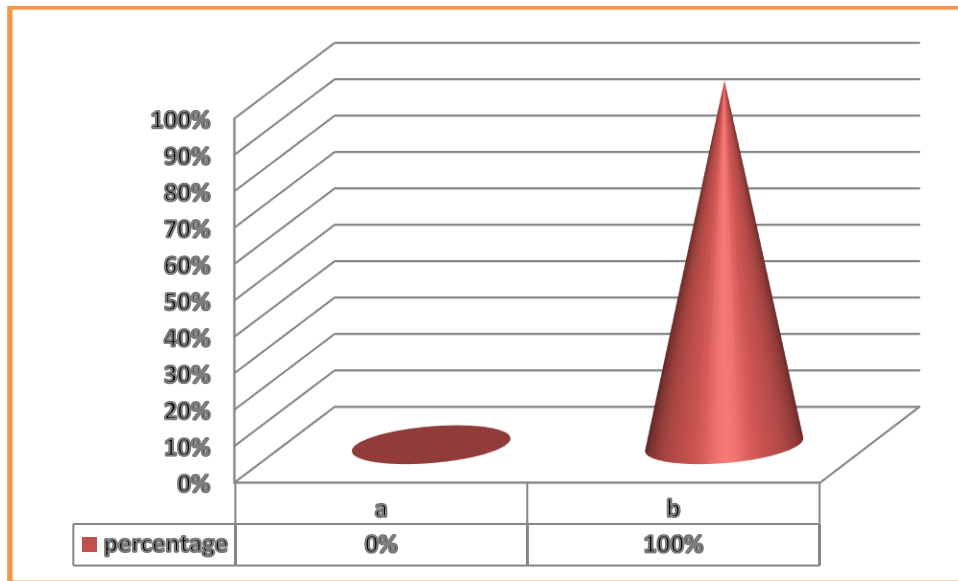
These results signify that the majority of teachers have more than one year teaching experience, this exemplifies that their experience allow them to know how to promote the students' level through using the appropriate methods and strategies.

Section Two: Classroom Interaction

3- According to you, teaching a language means:

Option	respondent	percentage
A	0	0%
B	5	100%
Total	5	100%

Table 24: The Nature of Language Teaching



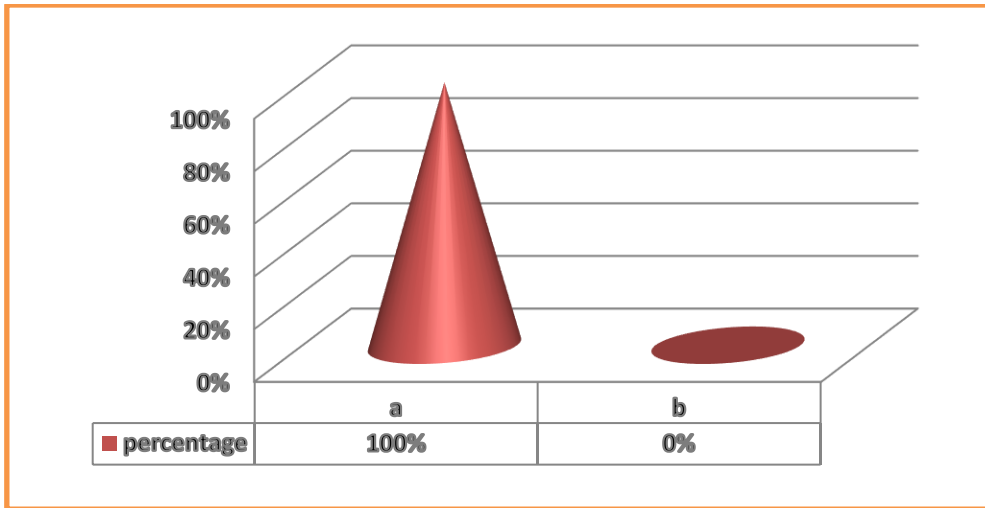
Graph 24: The Nature of Language Teaching

It can be seen from the graph that no one from teachers of oral expression had chosen (a); that means that teaching a language does not rely on only teaching grammatical and vocabulary rules, while (100%) of the participants believe that teaching a language is how to communicate using these rules. This indicates that teachers are aware of the importance of using and producing a language (speaking skills) and what is its function in the language.

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

option	respondent	percentage
a	5	100%
b	0	0%
Total	5	100%

Table 25: Teachers' Opinion about the Importance of Classroom Interaction



Graph 25: Teachers’ Opinion about the Importance of Classroom Interaction

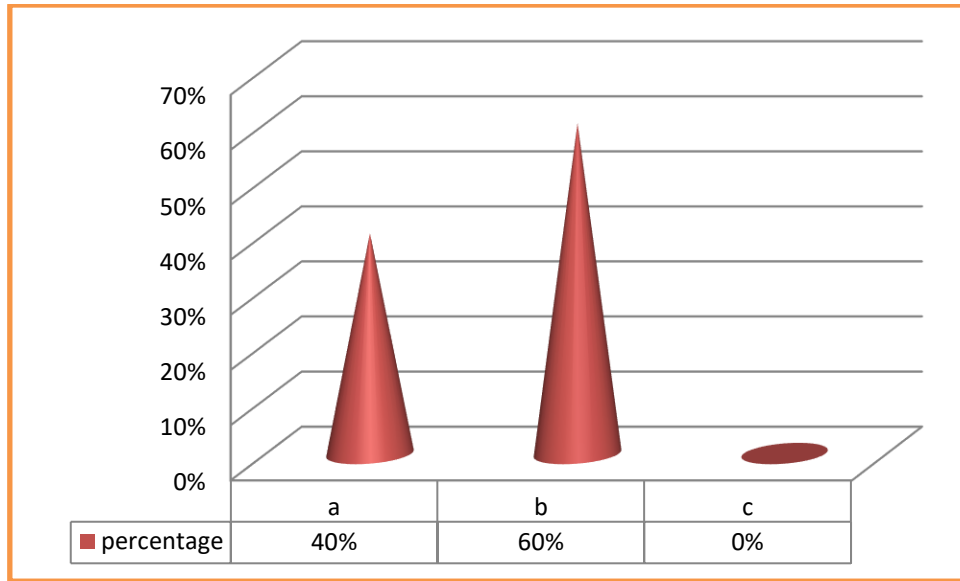
All the respondents (100%) confirmed that classroom interaction is important and they clarify they believe as follows:

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

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

option	respondent	Percentage
a	2	40%
b	3	60%
c	0	0%
Total	5	100%

Table 26: Teachers’ Domination of the Classroom Talk



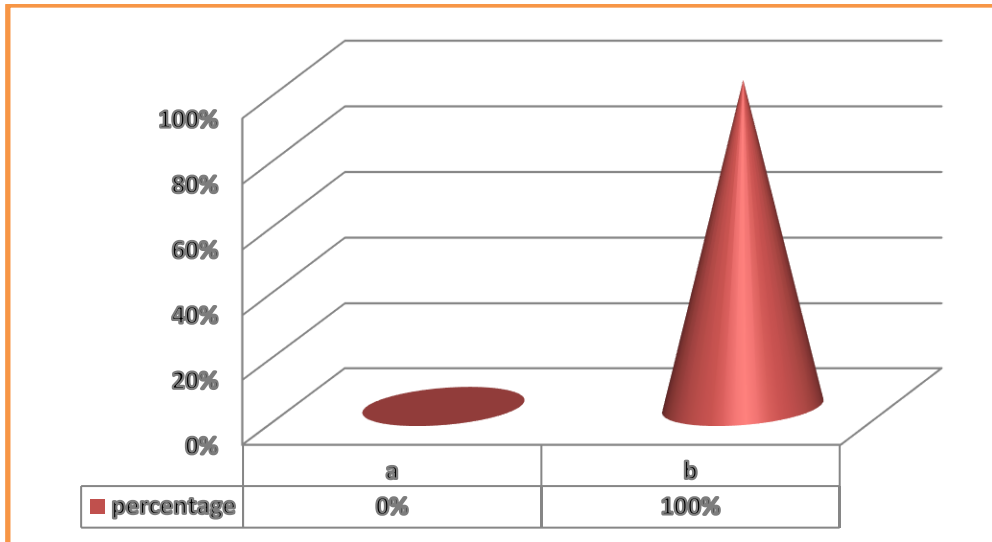
Graph 26: Teachers' Domination of the Classroom Talk

The results obtained denote that 2 participants which represent (40%) of the whole sample stated that they speak most, perhaps those teachers forgot that students' real problem is with the language and not with knowledge. While, 3 teachers (60%) declared that they are the one who speaks sometimes in the classroom, this is quite acceptable for a foreign language class. Unfortunately, there is no one claimed that he/she speaks only when it is necessary.

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

option	respondent	percentage
a	0	0%
b	5	100%
Total	5	100%

Table 27: The Teachers' Role



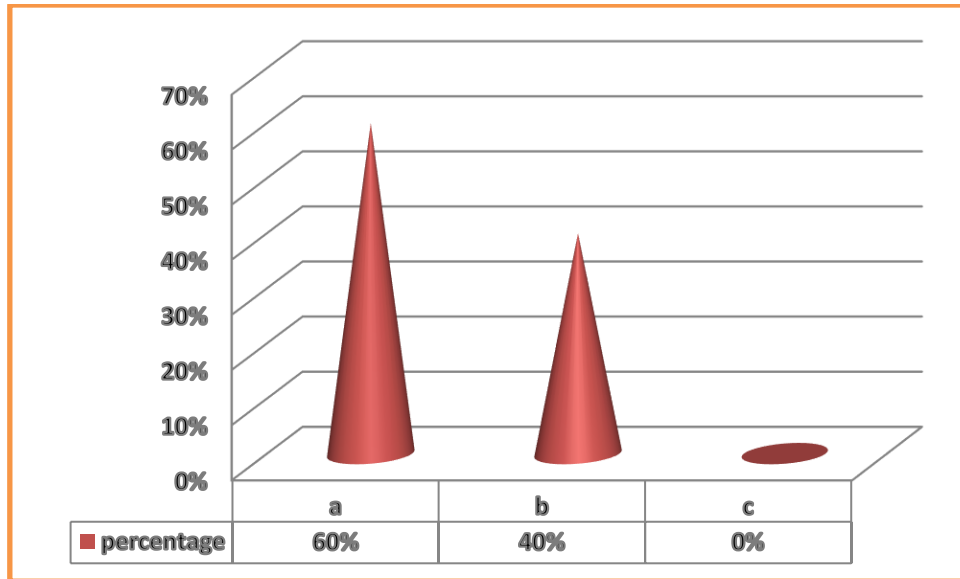
Graph 27: The Teachers' Role

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

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

option	respondent	percentage
a	3	60%
b	2	40%
c	0	0%
Total	5	100%

Table 28: Students' Frequency of Engagement in the Classroom



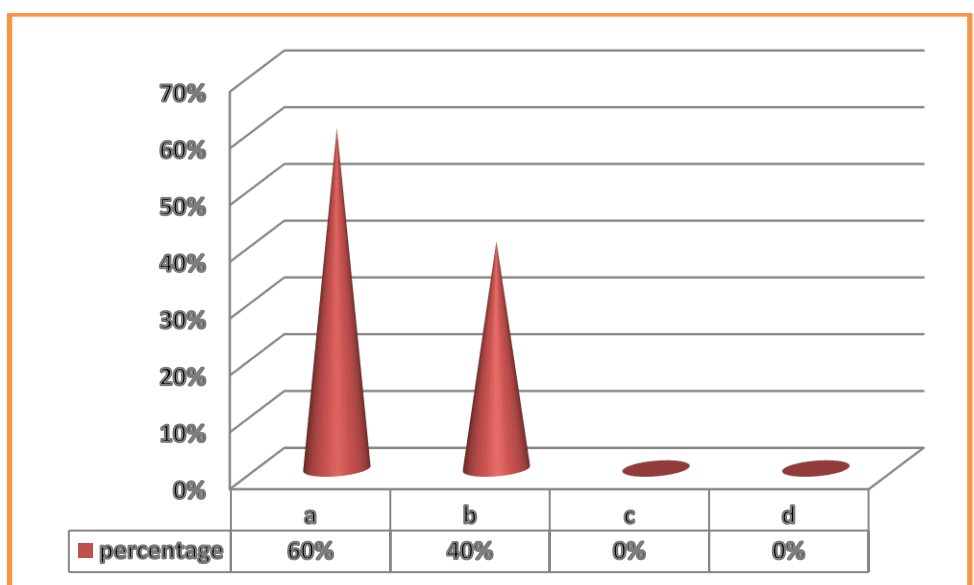
Graph 28: Students’ Frequency of Engagement in the Classroom

From the table (29), we figured out that the great majority of teachers (60%) stated that they always urge their students to interact in the classroom. Teachers aim at involving learners into communication. Others (40%) claimed that they sometimes do. This indicates that teachers use a balance between practice and theory. Whereas, none of the respondents have chosen option ‘c’.

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

option	respondent	percentage
a	3	60%
b	2	40%
c	0	0%
d	0	0%
Total	5	100%

Table 29: Teachers’ Reasons for Having the Priority to Speak in the Classroom



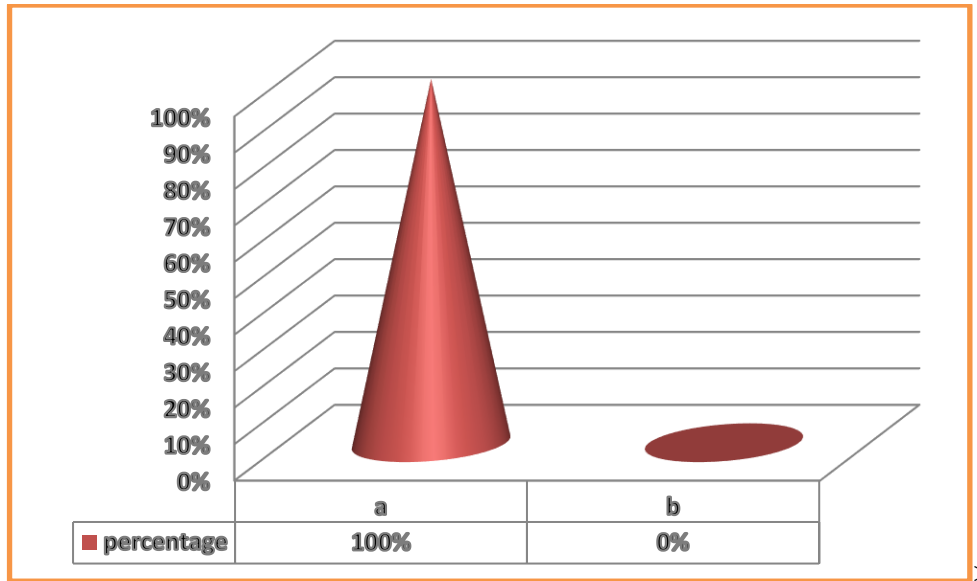
Graph 29: Teachers’ Reasons for Having the Priority to Speak in the Classroom

It is clear from the graph that (60%) of the respondents believe that they have the priority to speak in the classroom because they have to finish the lecture in the allotted time. It is clear that teachers are restricted by a syllabus but unprepared discussions can occur at any time, and if teachers hurry up to finish the lecture, students will stop raising them by time. The second percentage is (40%). They think that they have the priority to speak in the classroom because they are the ones who should speak probably; this teacher believes that s/he is the language model and the provider of the input. Others (0%) claimed that the students’ speeches are not all correct.

9- Do you often teach speaking through interaction?

option	respondent	percentage
a	5	100%
b	0	0%
Total	5	100%

Table 30: Teachers’ Use of Classroom Interaction



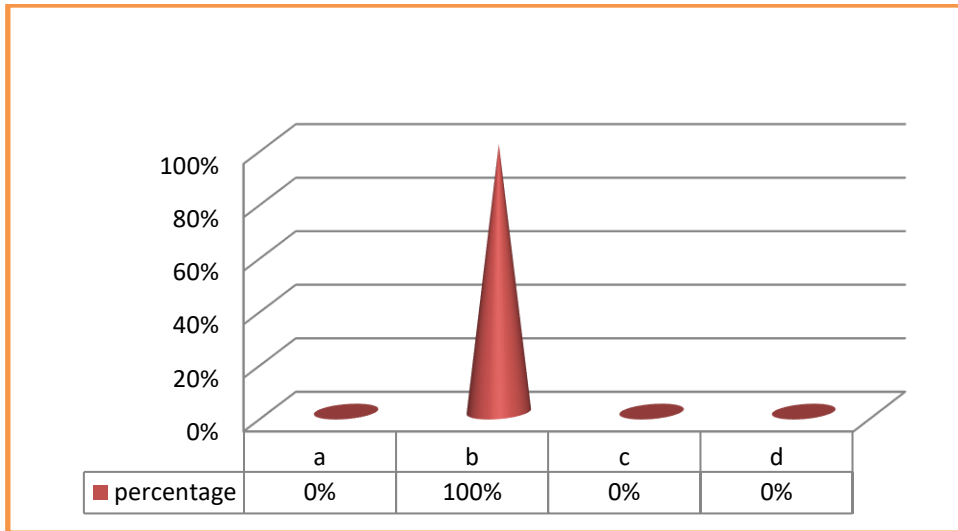
Graph 30: Teachers' Use of Classroom Interaction

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

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

option	respondent	percentage
a	0	0%
b	5	100%
c	0	0%
d	0	0%
Total	5	100%

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



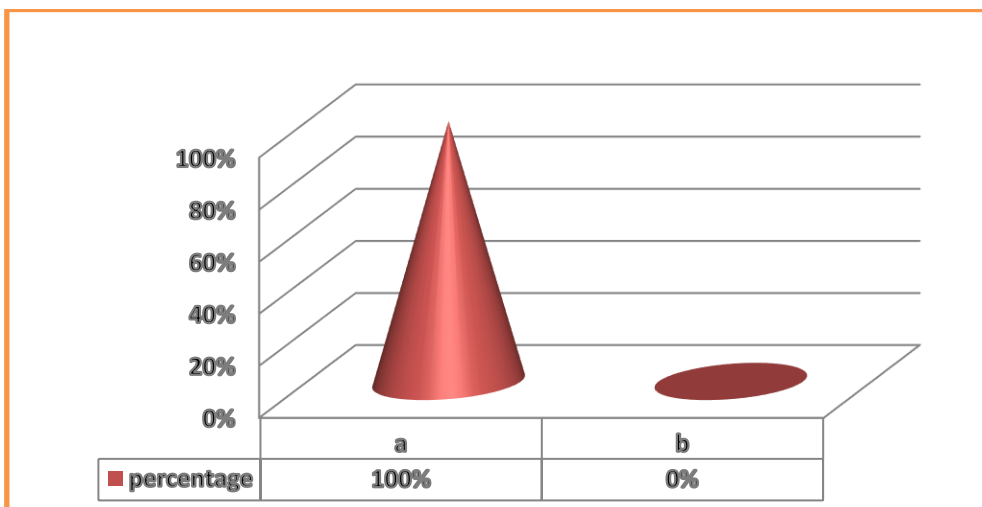
Graph 31: The Frequency of the Students' Interaction in the Oral Class

The graph (31) shows that all the teachers (100%) declared that their learners sometimes interact in the classroom. None of the participants opted for 'frequently', 'rarely' or 'never'.

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

option	respondent	percentage
a	5	100%
b	0	0%
Total	5	100%

Table 32: Classroom Atmosphere



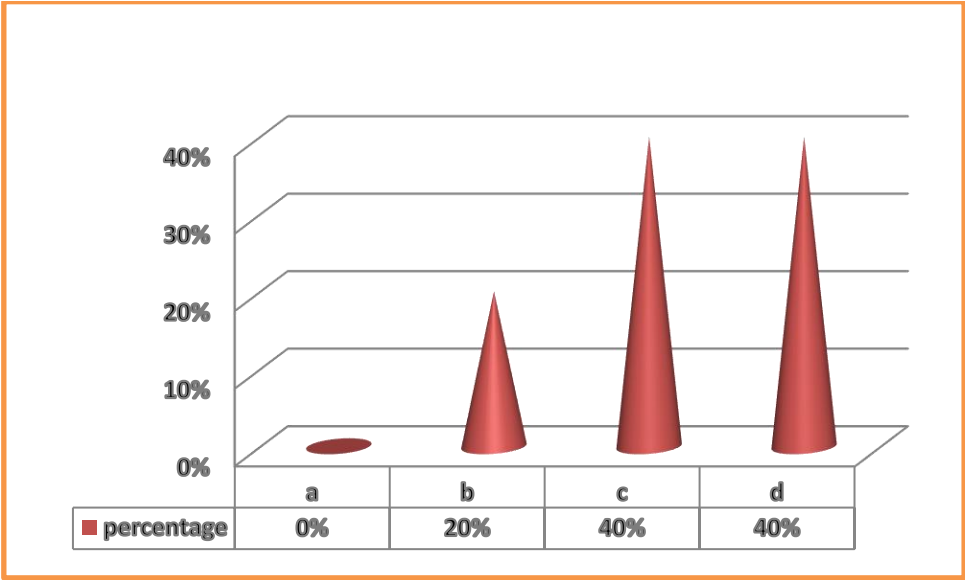
Graph 32: Classroom Atmosphere

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

12- When you allocate turns to your students:

option	respondent	percentage
a	0	0%
b	1	20%
c	2	40%
d	2	40%
Total	5	100%

Table 33: Teachers’ Allocation of Turns in the Classroom



Graph 33: Teachers’ Allocation of Turns in the Classroom

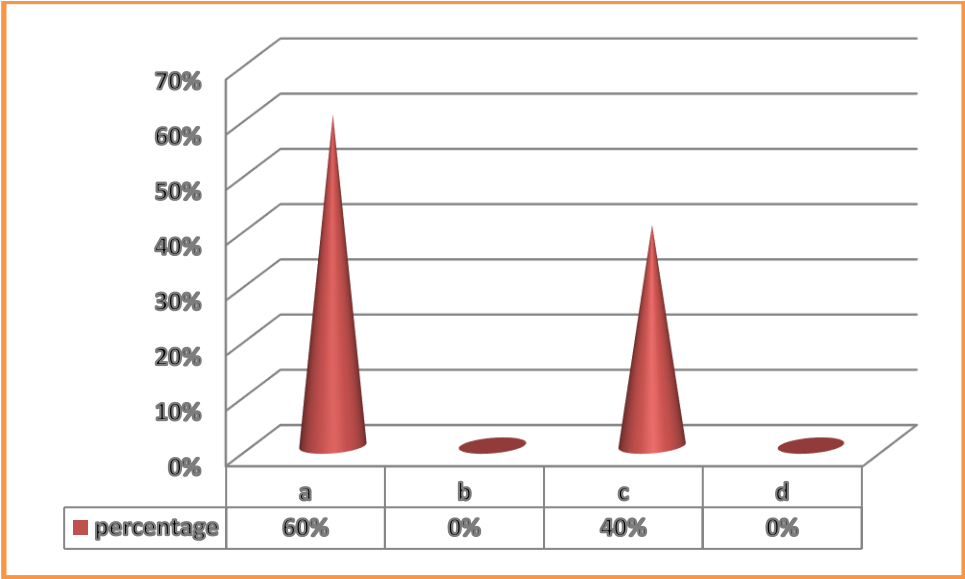
As is illustrated by the graph, one teacher (20%) preferred to select weaker students and give them the chance and this to encourage them; while, no one had chosen ‘a’ answer. Two teachers (40%) distributed turns to students when he selects randomly. Two other teachers

(40%) preferred to provide their own answers which are reported to give them freedom to choose their partners.

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

option	respondent	percentage
a	3	60%
b	0	0%
c	2	40%
d	0	0%
Total	5	100%

Table 34: Teachers’ Decision to Make Silent Student Interact



Graph 34: Teachers’ Decision to Make Silent Student Interact

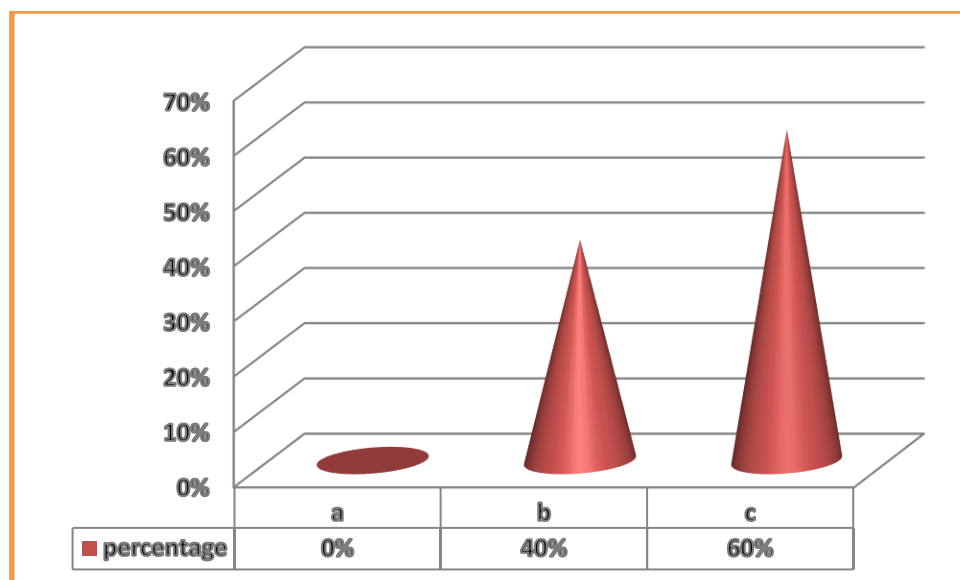
These results indicate that most of the teachers (60%) preferred to choose interesting topics to make silent students interact in the classroom, because the topic is an important factor in creating a successful interaction. Whereas, (40%) favored to design group and peer works where students find themselves obliged to take parts in the interaction activities. Both second ‘b’ and fourth ‘d’ options were excluded.

Section Three: Teaching Speaking Skill

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

option	respondent	percentage
a	0	0%
b	2	40%
c	3	60%
Total	5	100%

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



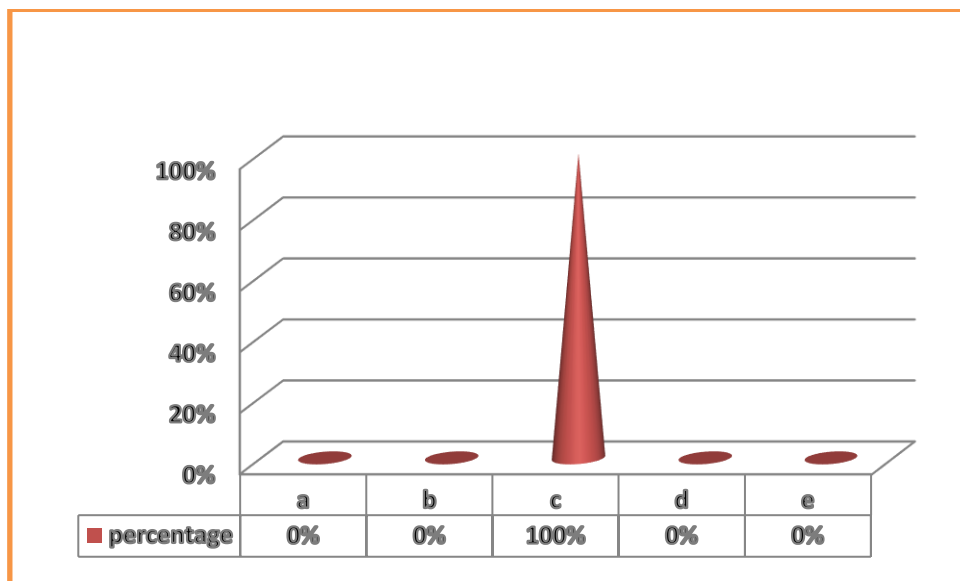
Graph 35: Teachers' Awareness of Fluency and Accuracy in Speaking Skill

The table (36) reveals that more teachers (60%) agreed that effective speaking in unlikely to take place in the absence of both fluency and accuracy. This indicates that the teachers give importance to both the form and the function of the language. Hence, fluency and accuracy are considered as the major characteristics of speaking performance. While there are two others (40%) claimed that accuracy is more important.

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

option	respondent	percentage
a	0	0%
b	0	0%
c	5	100%
d	0	0%
e	0	0%
Total	5	100%

Table 36: Teachers’ Evaluation of Students’ level of Speaking Ability



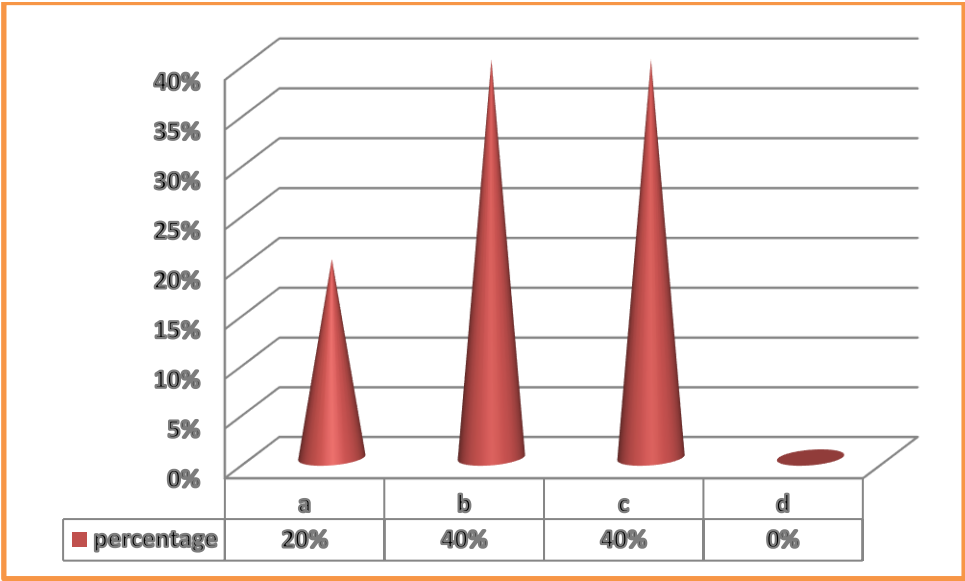
Graph 36: Teachers’ Evaluation of Students’ level of Speaking Ability

It is clear from the table (37) that all of the teachers (100%) agreed that their students’ level of speaking ability as a result of classroom interaction is average. This result illustrates that students have an acceptable command of the language, possibly because they are interested in English or they are motivated to use the language. While, no one of the teachers opted for ‘high’, ‘above average’, ‘below average’ and ‘low’.

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

Option	respondent	percentage
a	1	20%
b	2	40%
c	2	40%
d	0	0%
Total	5	100%

Table 37: Teacher’s Use of Speaking Activities



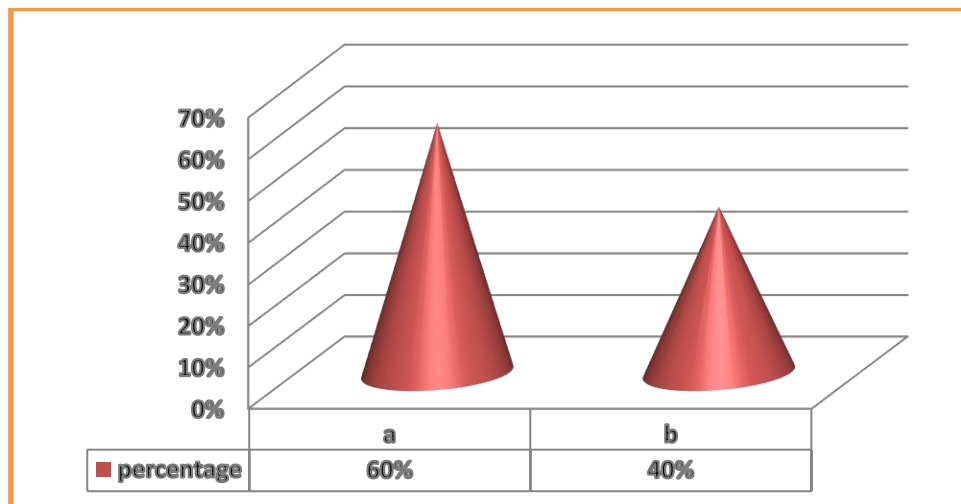
Graph 37: Teacher’s Use of Speaking Activities

It can be seen from the graph that some of teachers (40%) focus on presentations and another ones preferred (40%) debates and discussions to create a successful interaction. One teacher (20%) claimed ‘dialogues’ to let interaction be more successful in speaking activities. The last one ‘role plays’ was excluded. This can be interpreted by the fact that students in these kinds of activities express their thoughts freely. Moreover, through these activities, students learn how to initiate and end a conversation, and when and how to take the floor.

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

option	respondent	percentage
a	3	60%
b	2	40%
Total	5	100%

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



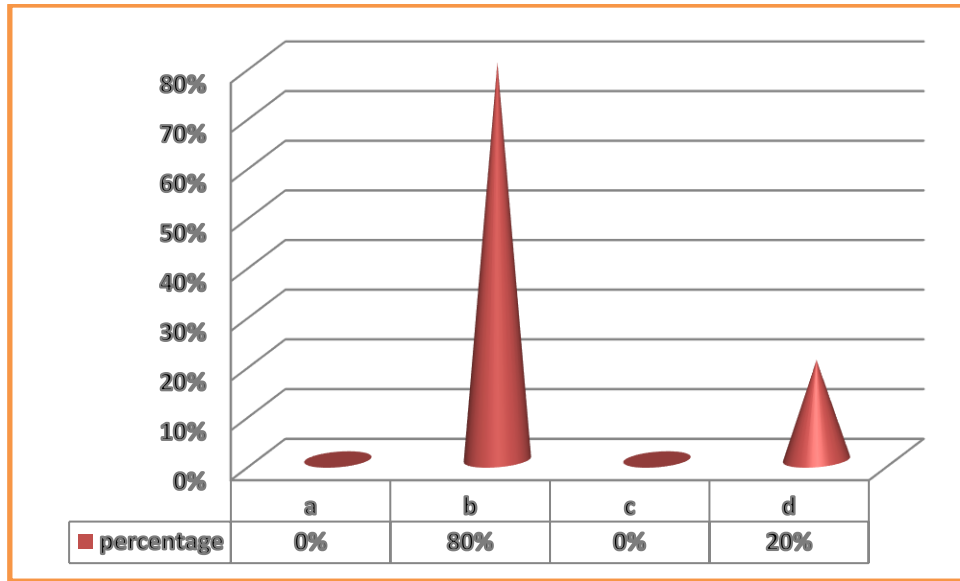
Graph 38: The Possibility of Students' Participation in the Speaking Activities

The results obtained denote that most of the teachers (60%) admitted that it is possible to make all the students participate in the speaking activities, while (40%) claimed that it is impossible to do so. Teachers clarify their answers which they are summarized as follows:

18- When students are interacting in the classroom?

option	respondent	percentage
a	0	0%
b	4	80%
c	0	0%
d	1	20%
Total	5	100%

Table 39: Teachers' Correction of the Students' Mistake



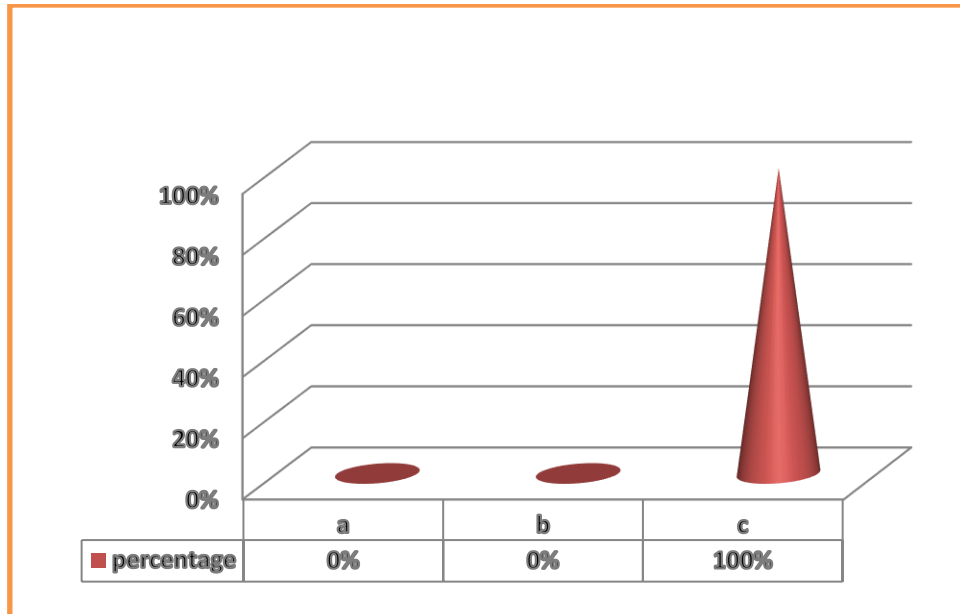
Graph 39: Teachers' Correction of the Students' Mistakes

It is clear from the graph that most of the respondents (80%) tend to correct their students mistakes after finishing their presentations in order not to threat the flow of the students' speeches. The remaining percentage (20%) represents teachers who chose to ask other student to correct his/her classmate's mistakes, probably to raise competition between them. Teachers chose neither not to correct students' mistakes at all nor to interrupt them.

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

option	respondent	percentage
a	0	0%
b	0	0%
c	5	100%
Total	5	100%

Table 40: Teachers' Focuses in Classroom Interaction



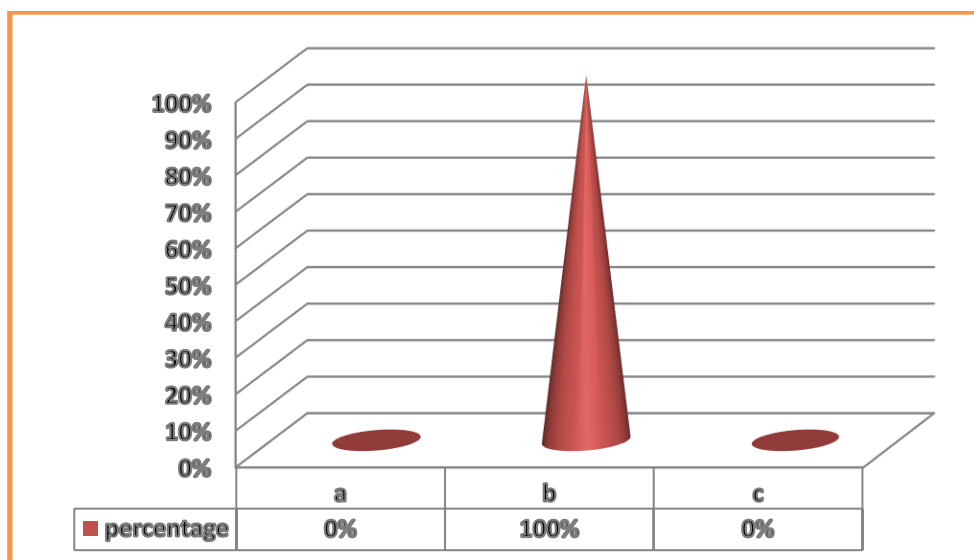
Graph 40: Teachers' Focuses in Classroom Interaction

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

20- In classroom interaction, do speaking mistakes and problems

option	respondent	percentage
a	0	0%
b	5	100%
c	0	0%
Total	5	100%

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



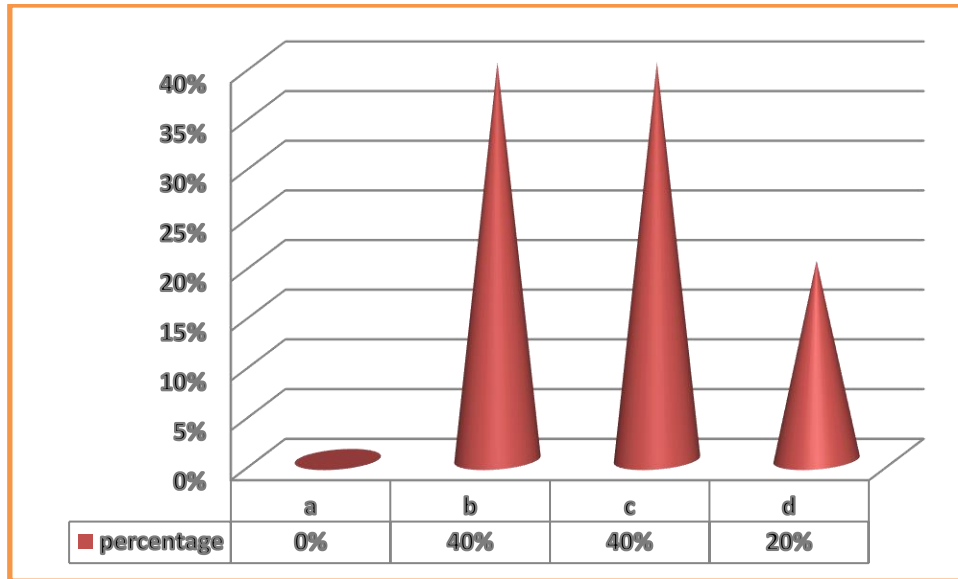
Graph 41: Interaction's Impact on the Students' Speaking Problem

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

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

option	respondent	percentage
a	0	0%
b	2	40%
c	2	40%
d	1	20%
Total	5	100%

Table 42: Students' Speaking Problem



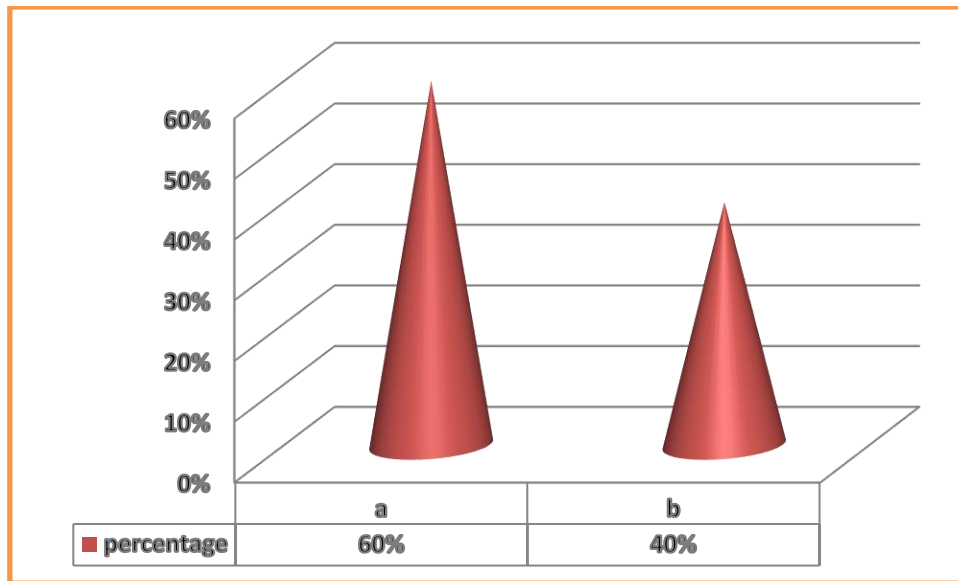
Graph 42: Students' Speaking Problems

It can be seen from the table (43) that (40%) stated that inhibition because of anxiety, shyness, and stress is another problem that students face most perhaps because of the fear of being judged in front of their classmates. The same percentage (40%) is collected by teachers who claimed that students use their mother tongue in the classroom possibly because of the poor practice of the second language. While one teacher chose 'd' (20%) and no one stated 'a', nothing to say about the chosen topic.

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

option	respondent	percentage
a	3	60%
b	2	40%
Total	5	100%

Table 43: Speaking Development as a Result of Classroom Interaction



Graph 43: Speaking Development as a Result of Classroom Interaction

The graph (43) shows that most teachers (60%), agreed that speaking skill develops as a result of classroom interaction. From this result, we figure out that those teachers assume that classroom interaction is a meaningful strategy either for teachers to facilitate the learning process or for students to reduce their speaking problems and difficulties progressively. However, (40%) of them claimed that speaking skills develop not only through classroom interaction but there are many other helping processes that let classroom interaction just a part of the learning process.

Section Four: Suggestions and Comments

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

Only one teacher from five (5) who did comment on this section to provide more suggestions about teaching and interaction in the classroom

respondent	percentage	Suggestions and comments
01	20%	It is a good subject to talk about but I think that students should improve their speaking in the other modules in order to promote their level

III.11 Summary of the Teachers' Questionnaire

Teachers give a big importance to the classroom interaction and this is in the development of EFL learners' speaking skill. They based on providing their students with meaningful linguistic forms of the language and showing them how to use them in terms of communicating that language. According to this teachers' questionnaire, teachers believe that learner is responsible for his own learning process and this what we call, learner-centered approach. Consequently, students should be active inside the classroom in order to improve their speaking aptitudes.

III.12 Pedagogical Recommendations

Throughout classroom observation, we noticed that classroom interaction improves the learners' Speaking skill; we are going to suggest some pedagogical implications that could help both students and teachers. Since developing the students' speaking skill can be said to be a fundamental aspect in the learning and teaching, it is necessary for foreign language learners to practice the speaking skill inside the classroom in order to be good speakers of that language.

III.12.1 Suggestions for Learners

We would like to enrich our research by providing some suggestions for students that could help them to interact inside the classroom in order to develop their speaking skill. Students must know the importance of speaking and its purposes. Also, the learners need to be aware about the necessity of the speaking skill as an important factor in the second language learning process. They have to improve their speaking skill because it is an essential part in developing their communicative competence during discussion inside the classroom. Therefore, students should speak and interact in classroom regularly as an attempt to reduce their shyness and hesitation.

III.12.2 Suggestions for Teachers

Based on the results obtained, developing the students speaking skill can be said to be a fundamental aspect in EFL learning and teaching. To be a good communicator, it is necessary to focus on practicing speaking skill inside the classroom. The results obtained from this study lead us to draw the following suggestions and recommendations for oral expression teachers in order to make them more aware of the value of classroom interaction as a strategy to improve the learners speaking skill.

Teachers of oral expression need to provide a real classroom atmosphere with the best learning environment so that learners can speak and interact freely in the classroom. Also, those teachers need to give much importance to the speaking skill by focusing on the discussion tasks which should meet the learners' needs, level and interests. More time should be allocated to the oral expression course so that the teachers can do their best to improve the learners' oral aptitudes through varying the teaching strategies and the oral activities. Hence, the oral expression teachers need to know how to create motivation among learners to make them communicate frequently .Since the teacher is the one who controls the instruction, he/she has the right to ask his/her students work in groups so that they benefit from each other, especially by practicing the oral skill regularly in order to be good speakers.

Generally speaking, the students' suggestions consist of some implications which we think can provide help for third year LMD students of English to develop their speaking ability. However, the teachers' suggestions were including some pedagogical recommendations, which we think may contribute in helping oral expression teachers to apply classroom interaction as an important strategy in enhancing the students speaking skill.

III.13 Conclusion

Our research reveals that teachers and learners are aware of classroom interaction. Teachers believe that getting students to be active inside the classroom and give them the whole space to speak is their aim in teaching them L2. Students do not need only to listen to their teachers, but also they need to produce this language. According to these two questionnaires, we observed that both students and teachers agreed that speaking is very important in grasping

EFL. In general, they let us emphasize that classroom interaction is very effective for learners and by it the English language will be more achieved.

General Conclusion

The present study shows that classroom interaction plays an important role in developing the learners' oral skill because it provides opportunities for learners to practice their speaking skill inside the classroom. Also, teachers must to be aware of the importance of classroom interaction as a strategy to improve the learners' speaking ability in order to be able to suggest some academic implications for them to reach good speaking level. Hence, we have suggested some implications which aim to show the great importance of classroom interaction and to make EFL learners aware of its significance. The suggestions were designed for both learners and teachers.

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

In the previous study, the learning process was focusing only on developing the vocabulary and grammar rules. The communicative aspects in learning process were totally neglected. Modern theories have shown that there is a growing interest attributed to communicative approaches and the development of EFL learners' ways of communicating. Today, learners became more responsible in managing their learning and improving their communicative capacities. Here, we can realize that, learning a second language is developing the ability to communicate in several common situations and not only in developing linguistic competence, grammar rules and vocabulary.

The research case study was first year LMD students at the University of Amar Telidji that was selected randomly for the academic year 2016 / 2017 using two questionnaires one for teachers and the other for learners as a data gathering tool. The first questionnaires were intended for oral expression teachers; these questionnaires helped us in our investigation. The second questionnaires that were for first year LMD students had facilitated for us the perspective and attitude of the learner toward the act of interacting in the classroom. The obtained data from the questionnaires revealed learner interaction and teacher are considered

as key factors in improving the learners speaking skill; yet, there are some problems that face the learner such as shyness, anxiety, stress and some other problems.

The observation sessions that we already attained, let us notice and suggest some pedagogical recommendations that could help both teachers and learners in learning process. The teacher should give his learners enough time to let them express their viewpoints by using the TL inside classroom. Hence, Learners should interact in the class by using L2 in order to be good communicator of that foreign language.

Finally, we can say that all the teachers and students claimed that classroom interaction is very important, and it is the simple way in improving EFL learners' ability to produce the language efficiently and correctly. Furthermore, learners should be pushed into communicative activities in order to master the art of discussion since learners who always keep on silent in the classroom feel at loss of words when they are put in situations where communication in English is needed. Additionally, providing learners with communicative activities which create a relaxed atmosphere in the language classes is essential for communicating. Here, student finds himself obliged to interact with an indirect way.

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Appendices

Appendices:

Appendix One: Students' Questionnaire

Dear student

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

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

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

Section One: Background Information

1- Please specify whether you are:

a) Male

b) Female

2- Is studying English ?

a) Your first choice

b) Imposed on you

Section Two: Students' Attitude towards Classroom Interaction

3- Do you interact in the classroom?

a) Yes

b) No

4- Do you think that classroom interaction is?

a) Very important

b) Optional

c) Has no importance

5- For you classroom interaction is:

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

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

- a) Student
- b) Teacher

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

- a) Yes
- b) No

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

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

9- When discussion is raised in the classroom

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

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

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

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

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

12- Do you interact in the classroom:

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

.....

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

- a) Yes
- b) No

Section Three: Students Attitude towards Speaking Skill

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

- a) Yes
- b) No

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

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

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

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

Please, justify

.....

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

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

18- When you interact in the classroom

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

19- When the teacher gives negative comments on your speech

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

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

- a) Yes
- b) No

Please , justify your answer

.....

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

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

Section Four: Suggestions and Comments

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

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.....
.....

THANK YOU

Appendix Two: Teachers' Questionnaire

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

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

Thank you very much in advance.

Section One: Background Information

1- Degree(s) held:

a) BA (Licence)

b) MA (Magister /Master)

c) PHD (Doctorate)

2- How long have you been teaching oral expression?

..... years

Section Two: Classroom Interaction

3- According to you, teaching a language means:

a) Teaching grammatical rules and lists of vocabulary

b) Teaching how to communicate using these rules

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

a) Yes

b) No

Whatever your answer, please justify

.....

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

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

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

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

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

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

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

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

.....
.....

9- Do you often teach speaking through interaction?

- a) Yes
- b) No

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

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

Whatever your answer, please say why

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

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

- a) Yes
- b) No

12- When you allocate turns to your students :

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

.....

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

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

.....

.....

Section Three: Teaching Speaking Skill

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

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

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

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

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

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

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

- a) Yes
- b) No

Please, explain

.....
.....

18- When students are interacting in the classroom?

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

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

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

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

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

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

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

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

a) Yes

b) No

Section Four: Suggestions and Comments

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

.....

.....

.....

THANK YOU

ملخص:

تهدف الدراسة الحالية إلى ايجاد العلاقة بين تفاعل التلاميذ داخل القسم وتطوير قدرات المتعلمين. وتحقق الدراسة أيضا في إمكانية تعزيز مهارة المشاهدة لدى المتعلمين. يهدف هذا المشروع إلى البحث في تأثير التفاعل داخل القسم كاستراتيجية تربوية في تعزيز مهارة التحدث لمتعلمي اللغة الإنجليزية كلغة أجنبية فضلا عن تعزيز قدرتهم وأدائهم على إبداع في لغة جديدة. وقد وضعنا فرضية مفادها أنه إذا تم توفير فرص لاستخدام اللغة الثانية لمتعلمي اللغة الإنجليزية كلغة أجنبية داخل القسم، سوف تتحسن مهارة التحدث لغة الإنجليزية في جامعة عمار ثليجي بالأغواط. من أجل تحقيق (LMD) لديهم. ويأتي التحقيق كدراسة لحالة، طلاب السنة الأولى الأهداف السابقة، تم إجراء دراسة استكشافية وصفية. أدوات جمع البيانات الرئيسية في هذه الدراسة هي استبيان لكل من المعلم والمتعلم. تم توجيه الاستبيانات إلى عينة من أربعين طالبا من طلاب اللغة الإنجليزية كلغة أجنبية وخمسة أساتذة مادة التعبير الشفهي صف السنة الأولى في جامعة عمار ثليجي بالأغواط. ولتحديد العلاقة بين تفاعل الطلبة داخل القسم والتقدم اللغوي لديهم، تم تحليل الأساتذة وكما تم تزويد الدراسة بمجموعة من الاقتراحات و وجهات النظر التي تم الحصول عليها من استبيانات الطلاب و حيث تكشف هذه الاخيرة عن علاقة ايجابية بين المتغيرين و الطريقة التي. التوصيات موجهة للطلبة و المدرسين على حد سواء يعمل بها التفاعل داخل القسم على تعزيز مهارة التحدث باستعمال اللغة الاجنبية للمتعلمين.