The Role of EFL Students' Classroom Interaction in Enhancing their Speaking Skill

The Case Study of Second Year Students of English Division at University of Mohamed khider Biskra

A Dissertation Submitted to the Department of English in Partial

Fulfillment of the requirements for the Master's Degree in English Option: Science of Language

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DECLARATION

I hereby, Ms. *Djedidi Fatima Zohra*, solemnly declares that the entire work presented in this dissertation is my own work, and has not been submitted before at any other university.

This work is to be carried out at Mohamed Khider University of Biskra, Algeria.

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DEDICATION

In the Name of God, the Most Gracious, the Most Merciful, All the Praise is due to God Alone, the Sustainer of the world.

This research is fondly dedicated to:

My beloved Father "Mohamed Tahar" who has believed in me and worked hard for my success, who is always giving me his endless custody and to whom I owe a great debt.

My beloved Mother "Fella," who has always motivated me to grow on my further studies due to her incomparable sacrifices and her everlasting affection, support, love and patience.

To Sun and Moon of my life; my Brothers "Abdealmotalab" and "Abdarrahmane" the most precious persons to my heart, May God blesses them.

To my Aunts: "Asma", "Radhia", "Samira", "Linda", "Hayat" and "Aziza" who have always supported me all the time, especially "Nedjema" for her greatest encouragement, deepest love.

My beloved Cousins: "Khaoula", "Salsabila", "Anfel", "Sabrina", "Nadjela" and "Hafsa" who have always stood by my side. Special thanks to my Sweetheart" Amina".

Also, I dedicate this work to my Grandfather "Bachir" for his precious prayers and the memory of my Grandmother "Fatima", we all miss her.

To my closest Friends: "Sara", "Khaoula", "Hassiba", "Sonia", "Neserine" and Warda, your friendship made my life a wonderful experience. Thank you for the amazing moments we share.

To the innocent and cute Kids: "Yosser", "Siradj", "Chihab", "Rodina", "Issam", "Tesnim", "Zahra", "Iyad", "Wael", "Mouaad" and my lovely twins "Ilafe" and "Fatima".

To all members of my family "Djedidi" and "Souiki".

To all those who love me, and to all those who prayed for me and besought God to help me.

Thank You.

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ABSTRACT

The present study intends to examine the role of students' classroom interaction in enhancing speaking skill. Therefore, it attempts to report the extent to which classroom interaction is supported by the teachers to create a healthy atmosphere for their students in order to prevent what is known as classroom discipline. Henceforth, it is hypothesized that if we implement classroom interaction strategy, it will enhance students' oral competence. For carrying out this study, we have followed an eclectic research approach and the descriptive, analytical method due to the nature of the study. We have gathered quantitative and qualitative data. The latter are analyzed descriptively, for investigating the two variables: classroom interaction as the independent variable and its contribution in developing students speaking skill as a dependent variable. The data gathering tools are mainly a classroom observation made for two groups of second year students of English at Mohamed khider university of Biskra. Furthermore, the classroom observation, we followed in this study has stressed out that the implementation of classroom interaction strategy will enhance students' oral competencies and minimize the major speaking difficulties. In addition, a questionnaire has been elaborated and handed to all 2nd year Oral Expression teachers (06) for investigating the role of classroom interaction, as one of the effective strategies in enhancing speaking skill. The obtained results demonstrate the role of students' classroom interaction in enhancing speaking skill. Hence, the results obtained demonstrate that classroom interaction is an effective spoken strategy to enhance their oral production. As a result, that students need to interact more and practice the target language frequently, in order to improve their oral productions.

LIST OF ABBREVIATIONS AND ACRONYMS

%: Percentage

BA: Bachelor of Art (License)

CLT: The Communicative Language Teaching

EFL: English as a Foreign Language

Etc: Et de Cetera

FL: Foreign language

FLL: Foreign Language Learning

L1: First language

L2: Second language

LMD: License, Master, Doctorate

MA: Magister

MA: Master

N: (Number of Respondents)

PhD: Doctorate

Q: Question

TL: Target Language

TTT: Teacher Talking Time

Vs: Versus

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Genral Introduction

Introduction

The teaching process is not an easy matter; it can be influenced by many factors and elements. Classroom interaction is considered as an essential part that pushes the teaching operation forward. Also, it is considered as a tool for developing the EFL (English as a Foreign Language) students speaking skill. This latter is very important to experience real communication situation in which they will learn how to express their own views, feelings, and intentions to improve their oral fluency in successful communication.

Recent studies show that classroom interaction plays a great role in developing EFL students' speaking proficiency. For instance, Azadi, Aliakbari and Azizifar (2015) have investigated the role of classroom interaction on speaking skill of Iranian EFL learners. The research findings asserted that there is a positive and significant relationship between classroom interaction and improving speaking proficiency that means implementing interaction inside the class improves the oral production (speaking skill).

1. Statement of the Problem

Classroom interaction is the core of improving skills of foreign language learning. Speaking is one of the major skills that requires to be improved in learning a foreign language. In the second year EFL students LMD (license, Master, Doctorate) students of English at Biskra University face many difficulties in speaking; they have few opportunities to express their ideas or interact with each other. It has been noticed that students who interact in the classroom achieve better in Oral Expression than those who often keep silent. The fact that led many researchers and linguists to emphasize on the classroom interaction and its importance in developing EFL students' speaking skill. Classroom interaction is very important for the improvement of speaking skill; it requires the implementation of various interaction activities that increase students' participation that

will enhance EFL students' speaking proficiency. Henceforward, this study attempts to show the role of classroom interaction in improving EFL students' speaking skill.

2. Aims of the Study

This study aims to investigate the improvement of the learner's speaking skill in English through the implementation of classroom interaction. In addition, to show the role of classroom interaction as speaking strategy that can enhance students to reach better achievement in the spoken language. This study attempts to shed light on the role of classroom interaction in improving students' oral proficiency. As well as increasing the teachers' awareness about giving students a chance to interact more in the classroom.

3. Significance of Study

We hope that this study will bring some benefits in the teaching of English language in general, and especially in teaching speaking skill. The following are some benefits of this study:

> ➤ For Oral Expression teachers, those who are in the process of looking for solutions and guidance to develop their students' speaking skill.

> ➤ The teachers can use the result of this study for more effective classroom interaction strategy in teaching speaking skill.

> ➤ The teachers, who do not use classroom interaction strategy, can utilize the information clarified as a result of the study extends their understanding about increasing speaking skill, using classroom interaction strategy. Thus, they can improve their students' speaking mastery.

4. Research Questions

This dissertation relies mainly to answer the following questions:

1. To what extent does classroom interaction improve EFL students speaking skill?

2. What are the major speaking difficulties of EFL students?

5. Research Hypothesis

The present study is related to the role of implementing classroom interaction strategy in oral classes, in order to enhance students's speaking skill and fluency. This study is based on only one major hypothesis that we will try to confirm throughout our dissertation. We hypothesize that:

1. If we implement classroom interaction in teaching oral skills, student's speaking will be improved.

    Independent variable: Using classroom interaction strategy.

    Dependent variable: Teaching speaking skill.

6. Research Methodology

6.1. Method of the Study

The choice of the appropriate research method is related to the nature of the subject. This research will be conducted through the descriptive, analytical method as an appropriate way to investigating our hypothesis that states: *Classroom interaction would improve student's speaking*. Thus, we will analyze the data gathered from the conducted classroom observation and teachers' questionnaire.

6.2. Population and Sampling of the Study

6.2.1. Population:

The population involved in this study is the second year English LMD students at Biskra University, during the academic year 2016/2017. We have chosen second year English students as the population of the study because they have been already introduced to Oral Expression and considered normally to have under-intermediate level of English. Further, to the Oral Expression teachers of the same population.

6.2.2. Sampling:

*Students's Sample***:** Using random sampling we selected the sample of the study, which is the observation that conducted with two out of ten groups of second year in the English division at Mohamed Khider, Biskra University, and no scope of subjectivity.

*Teachers's Sample***:** It consists of six teachers, the total number of teachers who teach Oral Expression to second year students at the division of English to give us their sincere opinions about classroom interaction, as a spoken teaching strategy.

6.3. Data Analysis

The data of this study will be collected through the description of the observation and the interpretation of teachers' questionnaires; it will be analyzed statistically and using (Excel) for the interpretation of these statistics into tables and figures.

7. The Research Tools

To answer our questions, test our hypothesis and fulfill our purpose, we intend to use qualitative and quantitative data collection; eclectic research method. According to Online Webster Dictionary (1828), a questionnaire is "written set of questions that are given to people in order to collect facts or opinions about something". So, we opted a questionnaire to Oral Expressions' teachers of second year at Biskra University. It will be designed to show whether or not the classroom interaction leads to better achievement in speaking.

Furthermore, we plan to derive information from classroom observation (qualitative research instrument) sessions. The rationale behind this choice is related to the fact that engaging in direct classroom observation leads to gain more accurate data. In order to observe the student's interaction in an actual classroom setting. According to Mason (1996, p. 60) "Observations are methods of generating data which involve the researcher

immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, action events, and so on, within it".

8. Limitation of the study

The major goal of this study is investigating the role of students' classroom interaction in enhancing the students' speaking skill; to accomplish this purpose we have faced some obstacles. The first is the instruments used, we choose the teachers' questionnaire in which it can provide us with a great amount of information and classroom observation, which provide us with real accurate data about the students' interaction inside the classroom; in the process of classroom observation, it has been missed two sessions;
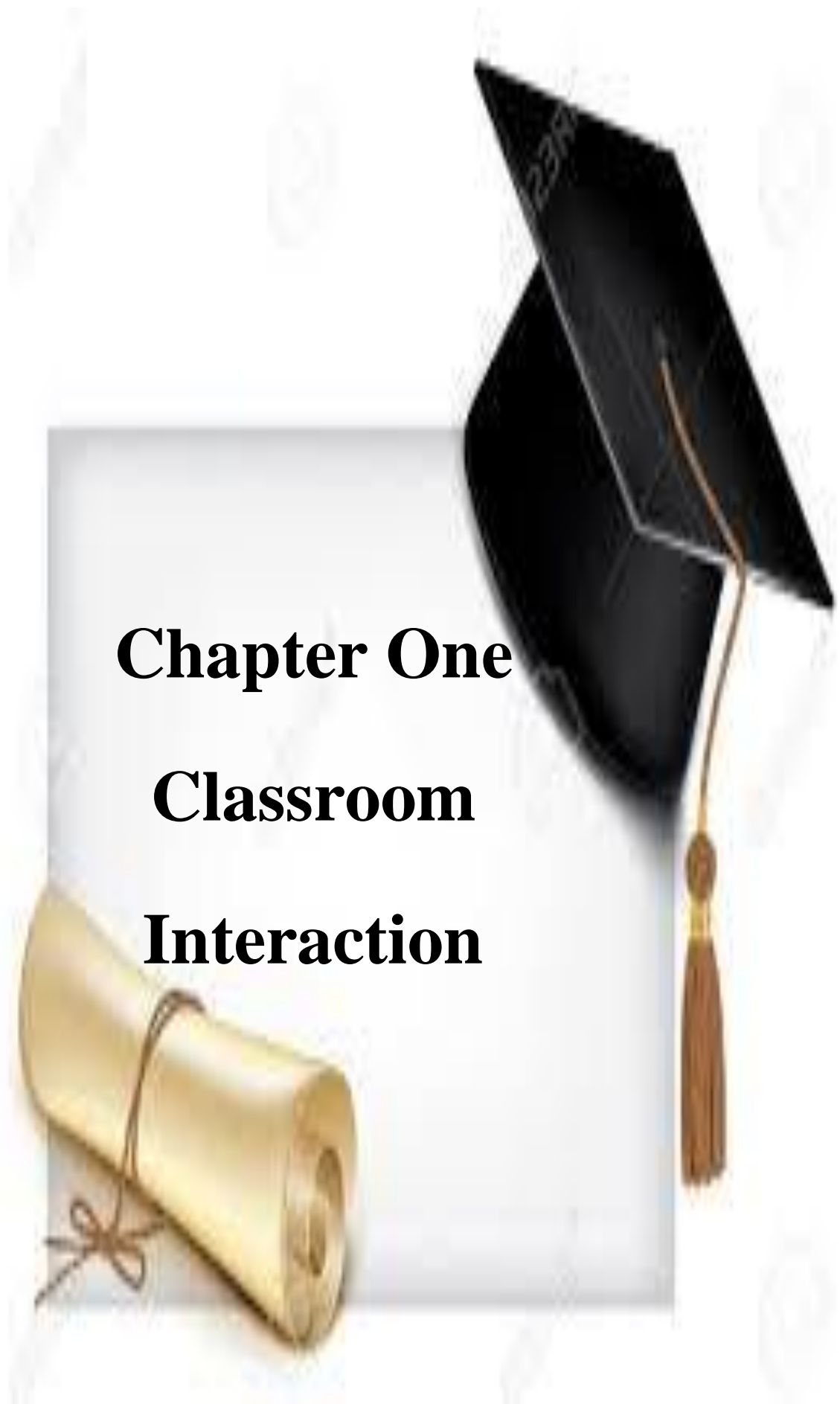
The first one because of the catch up exam; whereas, and the second is due to the teachers' absence in the last session before the holiday.

Concerning the teachers' questionnaire, we have administered the questionnaire to all 2nd year Oral Expression teachers (06) teachers, but one of them refuses to answer our questionnaire, claiming that she already has a lot of numbers of questionnaires. So, in this case we replaced it with one of 1st year oral expression teachers.

9. Research Structure

The present dissertation consists of three main chapters. The first two chapters are devoted to be theoretical. The first part of chapter one discusses the independent variable classroom interaction; whereas, the dependent variable is the improvement of the EFL speaking.

The last chapter is the field work; it intends to tackle the followed methodology and the tools that we will implement to collect the data of our study (classroom observation and teacher's questionnaire).

Chapter One

Classroom

Interaction

Introduction

Recently, classroom interaction is considered a paramount pedagogical strategy that can energize the student to speak. It plays a great role in improving the whole process of learning. Interaction, in general, is strategy for learning and for improving the oral skill in specific. This chapter briefly introduces the classroom interaction; it deals with the notion of interaction as an effective strategy that can enhance students' communicative competencies; then, it presents the role of classroom interaction and its types and aspects. Besides, it tackles the different activities of interaction and its management in the classroom. Furthermore, it illustrates the different roles of the teacher in the classroom. Finally, it deals with designing classroom interaction, and its arrangements to reach a high level of interaction in oral classes; it also mentions some techniques for creating interaction.

1.1. What Is Classroom Interaction?

The definition of classroom interaction entails explaining each term individually. The term **Classroom** is considered as the academic setting; a room where classes are taught in a school; a place where the teacher and the student meet together; it is also the place where students learn and develop their cognitive abilities, exchange knowledge, ideas, and thought. The term **Interaction**; in addition, is made up of two morphemes: "inter" and "actions". According to Webster Dictionary Online (1828) interaction was firstly used in (1832) it is "the mutual or reciprocal action or influence".

Webster defines interaction as interchanged actions, it can occur between two interlocutors or among the teacher and his students. Whereas interaction in the New Oxford Dictionary of English (2010, p. 423) is "to communicate or mix in a way that has

an influence or effect on somebody else". It comprises the interchangeability of actions in which two people have an effect on each other.

Accordingly, for Celca-Murcia (1989, p. 25) classroom interaction is "a system of transferring and receiving information". So, she describes classroom interaction as two actions; the first action occurs when teachers transmit information to their students, and provide them with comprehensible input. The second action takes place when the students receive that information. It is like a communicative process; it requires an addresser and an addressee to exchange ideas and knowledge. Whereas, Rivers (1987, p. 57) defines the word interaction based on its Latin roots: "agere" meaning "to do" and "inter" meaning "among".

The concept, interaction plays a great role in the classroom; it is a vital part in the teaching process. Brown (2001) believes that classroom interaction is the mutual actions between teachers and learners in the classroom, and this interaction is the core of communication. This strategy helps the students to reach a successful communication.

Moreover, Allwright (1984, as quoted in Ellis, 1997, p. 173), defines interaction as "a fundamental fact of pedagogy", and that "successful pedagogy requires the successful management of classroom interaction". Thus, the interaction has a similar meaning in the classrooms; it is linked to the process of teaching. For successful teaching, needs an effective management of classroom interaction. So, this latter is one of the essential strategies that help students to receive information.

Dagarin (2004) explains the process of interaction in the following diagram that illustrates the mutual process of interaction between the teacher and his/her students.

```
Keys:

────────▶  Teacher interact with their students

◀────────  Students interact with their teacher
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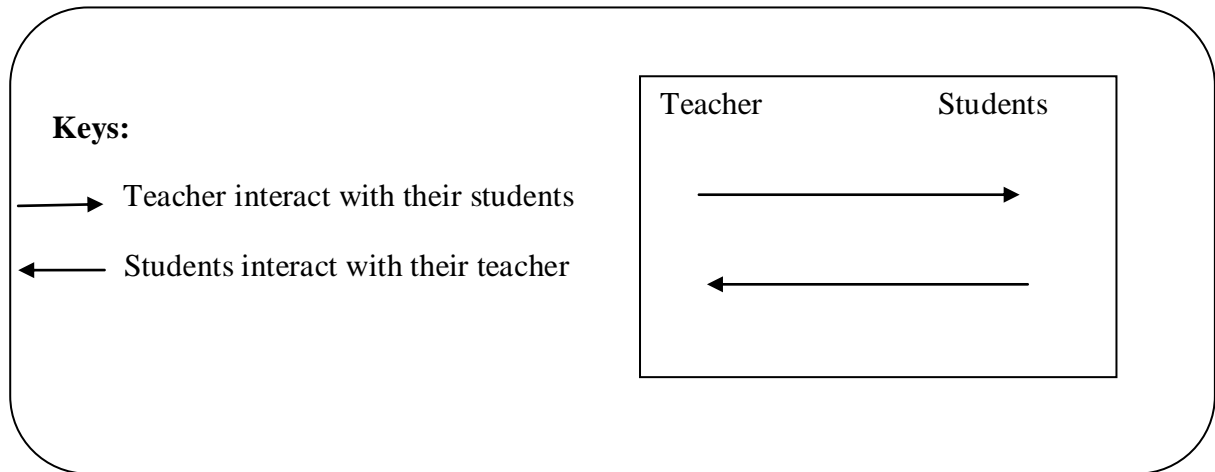
| Teacher   Students |
| ─────────────────▶ |
| ◀───────────────── |

1.1. :Dargins' Definition of Classroom Interaction (2004, p. 128)

The dagarin's diagram illustrates the process of interaction by two inverted ways, it can start with the teacher towards his/her students and the vice versa; generally, it is a reciprocal action.

1.2. The Role of Classroom Interaction

The process of communication requires interaction between two or more people interacting together; in order to give and take information, to exchange each other culture, and express their ideas. In the same context, classroom interaction, as previously defined, represents the "mutual action" or the influence among students and teachers trough giving and receiving messages, for achieving successful communication in the classroom.

Hedge (2000) states that interaction is a significant factor in the learning process, it helps the student to produce comprehensible output by using all the language they have already acquired in the classroom. Then classroom interaction contributes the learners to get feedback from the teacher or other students. This feedback can develop their knowledge and language system, as well as speaking in the classroom makes the learner able to cope with his/her lack of language knowledge which occurs when the student speaks slowly, repeating or classify his/her ideas. While talking together, it is considered as negotiation of meaning. This latter aims to make the output more comprehensible.

Besides, Chaudron (1988, as cited in Azadi, Aliakbari, Azizifar, 2015. p. 127-128) opines the importance of interaction by providing the learners to analyze target language structure and getting the meaning of classroom events. It also gives learners the opportunities to insert the receiver structures of classroom event into their own speech.

In addition, Allwright (1984) regards classroom language learning as well managed, when applying interaction in classroom as productive teaching techniques. Accordingly, Nugroho (2011) believes that classroom interaction has a greater role in experiencing new things; it helps students to learn it better in a classroom environment that has been reached by applying classroom activities.

1.3. Types of Interaction

In the process of teaching English language, classroom interaction is regarded as a paramount factor that pushes the teaching operation foreword. Thurmond (2003, p. 4) defines interaction as: "the learner's engagement with the course content, other learners, the instructor, and the technological medium used in the course. True interactions with other learners, the instructor, and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment".

Based on Thurmonds' definition, we can select four types of interactions: The learners-course content, interaction, learner-teacher interaction, learner-learner interaction and learner-technology interaction. Yet, this chapter focuses on two main types of interaction, which are: learner-learner interaction and teacher-learner interaction.

1.3.1Student-Student Interaction

Student-student interaction, takes place between students within the same classroom. In this type of interaction, the role of the teacher is a controller, whereas the students are the main participants by giving them a chance to express their ideas, exchange knowledge and practice language in the classroom. It is the type that should dominate in oral classes. Also, the student-student interaction that occurs in groups is called student-student interaction, since interaction in pairs is called peer interaction (Tuan& Nhu, 2010, p. 35)

Many learning theorists, such as Jim Scrivener assert that knowledge and skills can be improved through the interaction among students Scrivener (2005, p. 86) furnishes the teacher with pedagogical instructions, for increasing student- student interaction. The most important instructions are as follow:

- ❖ Ask questions rather than give explanations.

- ❖ Use gestures and facial expressions to replace unnecessary talk.

- ❖ Make use of pairs and small groups to maximize opportunities for students to speak.

- ❖ Arrange the appropriate seating in which all students can see and talk to each other (circles, Squares) rather than parallel rows.

- ❖ Encourage critical thinking: get students to ask questions and give explanation to each other.

Moreover, Scrivener proposed a figure for student-student interaction, by presenting the way students behave and interact with each other. The figure below shows the mutuality of the students' process wherein learners can interact in the classroom and exchange knowledge.

St	St	St	St	St	St
St	St	St	St	St	St
St	St	St	St	St	St
St	St	St	St	St	St
St	St	St	St	St	St

T

Keys:

Student- student interaction

St   Student

T   Teacher
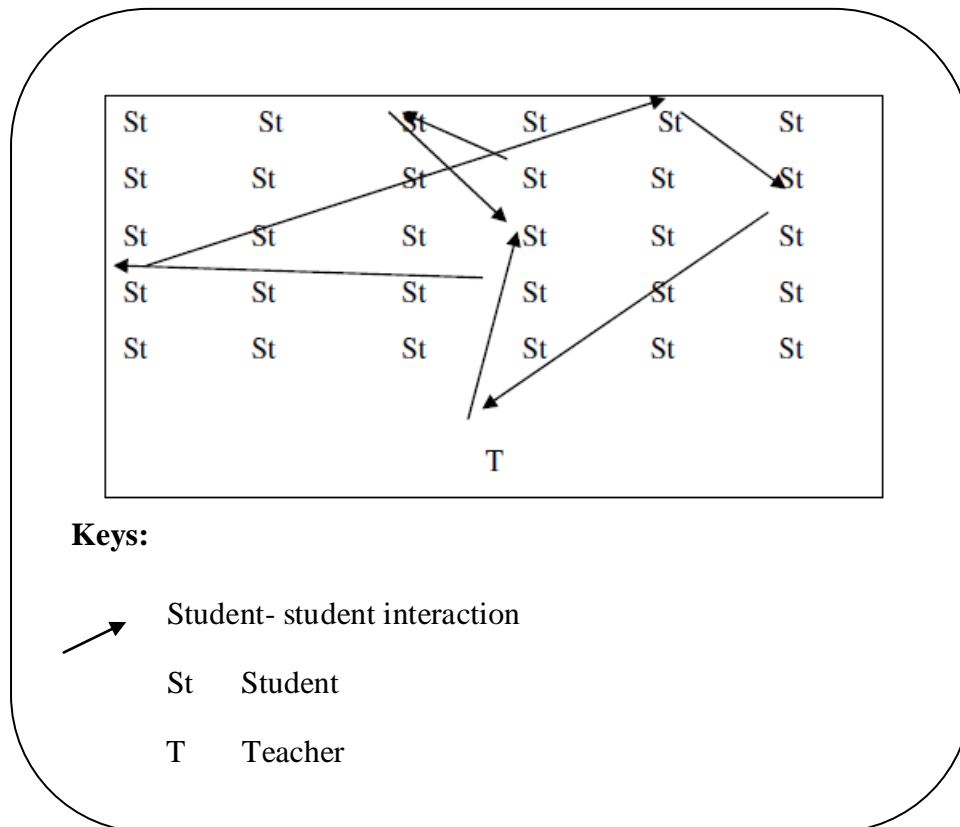
Diagram 1.2. : Interaction between Students. Scrivener (2005, P. 86)

As the Diagram shows, student-student interaction can play a great role in improving the students' speaking competencies, and enhance positive attitude towards learning foreign languages. Also, students can learn more by listening to other students' explanations.

Accordingly, Naegla (2002, p. 128), in her book **The New Teacher's Complete Source Book**, argues that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they learned". Therefore, teachers must promote such kind of interaction among learners, because it is the best and appropriate way to make student interact, and exchange knowledge to enhance their oral skills.

1.3.2. Teacher-Student Interaction

Teacher-student interaction is a major factor that influences the students' development and achievement in learning language successfully. This type of interaction takes place when the teacher starts posing questions to his learners, and learners respond to such questions. In this situation, students are just required to answer questions. Also, it can occur between the teacher and a small group in the class or individuals. So, the teacher is the head of the classroom; he controls and checks the topics of classroom talk, as he decides when talking begins and stops.

In addition, Kundu (1993, as cited in Lynch, 1996, p. 109) declares:

> Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive.

For him, the teacher has the authority in the classroom; is the one who has an opportunity to speak freely. He is regarded as a decision maker and the central part in classroom interaction.

Scrivener (2005, p. 85) declares that new teachers should learn an essential lesson, that TTT (Teacher Talking Time) should not exceed the limited time and replace the learning process. In one hand, for him TTT is when all the time is taken by the teacher and on the other hand, when the learners seem passive and uninvolved; it means that the teacher speaks more than his/her students. Scrivener designed the following figure to show the interaction process between the teacher and the students; he describes the teacher as a central part interacts with his students.

St	St	St	St	St	St	St
St	St	St	St	St	St	St
St	St	St	St	St	St	St
St	St	St	St	St	St	St
St	St	St	St	St	St	St

T

Keys:

The teacher interacts with student

Student interacts with teacher

St   Students
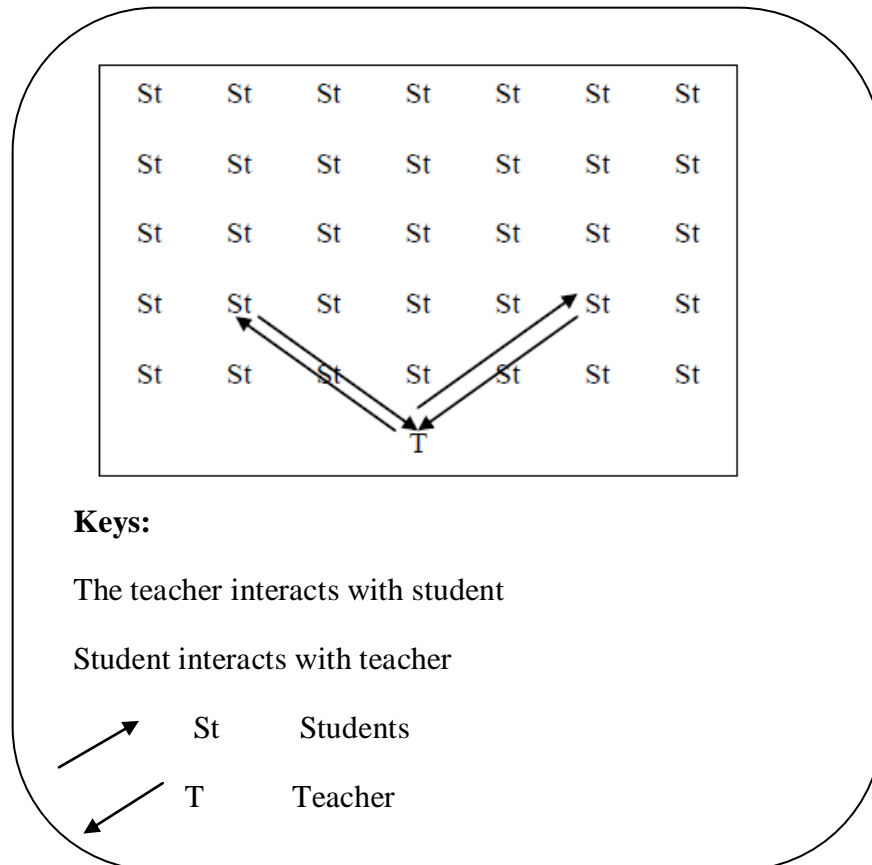
T   Teacher

Diagram 1.3: Interaction between the Teacher and the Students. Scrivener (2005, p. 85).

According to Harmer (2009), in his book **How to Teach English,** it is better for teachers to focus on three conditions when they talk with their students. Firstly, they should focus more on the language that can students realize; in other word, the teacher should supply comprehensible output adapted for all levels of students. Secondly, the teachers should prepare what they will say to their students carefully. Thirdly, teachers have to recognize their behaviors and manners as well as the way of speaking as: tone and intonation.

1.4. Aspects of Classroom Interaction

Classroom interaction consists of two main aspects: negotiation of meaning and feedback. These two aspects help the learners to be competent enough, to speak correctly

and exchange their ideas and views among their peers. Also, they are very important in successful learning through interaction. Negotiation of meaning is reached by the practice of conversations or talks, where the learners can receive feedback from their interlocutors.

1.4.1. Negotiation of Meaning

The first aspect of classroom interaction is the negotiation of meaning; it is a process that learners (speakers) go through to reach a clear understanding of each other. It usually occurs when students misunderstand part of the lesson. This kind of negotiation involves asking for clarification, repeating, rephrasing and restructuring of phrases between two or more learners, to enable them to understand the meaning of the messages they are communicating. As Chaudron (1998, p. 131) declares "when understanding does not take place, either on the part of the learner nor on the teacher, they can ask for clarification request". That means the negotiation of meaning can occur among students or between students and their teacher.

Additionally, the following investigators Pica, Holliday, Lewis, Berducci and Newamam (1991) they have identified four stages of the process negotiation of meaning. The first stage is a "trigger" that begins the sequence. The second is followed by a "signal" that draws attention to a communication breakdown. The third stage is a "response", in which the speakers attempt to repair the miscommunication. More than one response may be needed at this stage to repair the breakdown. The fourth stage is the "follow up" it marks the closing of the sequence.

On one hand, Long (1985) argues that linguistic conversational adjustments (which are also known as the negotiation of meaning), promote comprehensible input because such adjustments are usually triggered by an indication of non comprehension, requiring the speakers to reformulate his/her utterance to make it more comprehensible and clear. On

the other hand, Ellis and Barkhuizen (2005) see the negotiation of meaning as verbal a exchange that occurs when the speakers try to prevent communication breakdown.

Other scholars spotlight on the importance of negotiation of meaning and linked it to the learning process, which is a "facilitator of learning". As Gass (1997, p. 131-132) declares in the following quotation:

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

Gass claims that negotiation of meaning can enhance input to become more comprehensible to learners. Besides, he refers the negotiation of meaning to the learning process and the conception of comprehensible input.

1.4.2. Feedback

The second aspect of classroom interaction is the feedback. It is one of the most helpful aspects of interaction which can push learning forward, to improve the learners' speaking proficiency. It is necessary for the learners to discover their error and realize them for correction. Sàrosdy, Farczàdibenze, Poor and Vadnay (2006, p. 253) for instance, define it as follow "feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement". They opine feedback as those remarks that teachers can give

to learners to be more aware about their performance, whether good or not, and to enhance their achievement.

Besides, the development of the learning process relates feedback to assessment as a means to evaluate the learner's performance. Harmer in his book, **The Practice of English Language Teaching** (2001, p. 99) claims that: "the teacher feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer production exercise". Teachers should appraise their learners' performance and regard it as a type of classroom assessment.

In addition, Mackey (2007) asserts that feedback leads learners to focus on their errors and pushes them to produce correction, for improving their oral competencies. Hence, feedback is not related only to teachers. It may also occur among learners; in other word, learners have the ability to correct each other's error. In this sense Mackey has proposed a model of feedback and classroom interaction as the following figure shows:
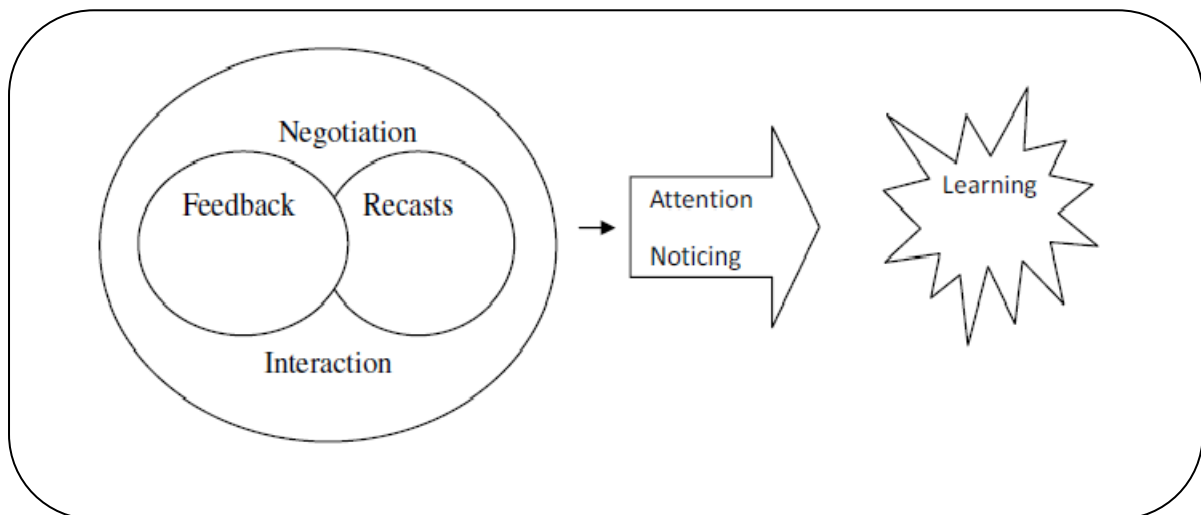
Diagram 1.4. : Mackey's Interaction Model (Mackey, 2007, p. 79)

Mackey clarifies the relationship between feedback and interaction by negotiation and recasts (exchanging role), this may influence the learning process. Thus, students negotiate meaning and interact with their peers or teacher. Then, they receive feedback.

Nevertheless, teacher's feedback differs completely from that of the learner, because teachers apply different types of feedback:

1.4.2. a. Explicit Feedback

This type of feedback focuses on correcting the form of the learner's answers, when they do not use the second language (L2) correctly in their spoken language. In this type, teachers supply the learners with the linguistic form of their mistakes. Harmer (2001). In his book **The Practice of English Language Teaching**, regards the explicit feedback as form feedback, and relates it to the linguistic accuracy of the student's performance. For him, this type occurs when the teacher notices the student's errors during the task, and draws the learners' attention towards such errors, for avoid repeating them again.

1.4.2. b. Implicit Feedback

Implicit feedback focuses on the content of the student's answer; it takes place when the teacher rephrases students' utterances by just changing one or more sentences to say it correctly. Therefore, Harmer (2001, p. 246) declares that "content feedback involves assessment of how well the student's performance was in the communicative activity focusing on their ability to perform the task rather than dealing with the correctness of their language used in the activity". He asserts that the implicit feedback focuses more on the content, the messages students are conveyed. In this type it gives more importance on the performances' content and focuses on the students' communication proficiency, whilst ignores the correctness of language structure.

Recent studies have shown that the explicit feedback is more significant and effective than the implicit one. For instance, Moghadam and Ghafourina (2017) find that applying explicit feedback has great effect on the use of collocations in speaking by EFL learners. Such results emphasize that explicit feedback performs better than the implicit one.

Besides, they distinguished between explicit and implicit feedback; the first occurs when the teacher identifies an error; to catch the students' attention, he/she directly spots on the error and corrects the form, for avoid repeating them again. Whereas, the second feedback takes place when the teacher points out that there is an error without provide the students with correction. In this kind of feedback, the teacher demands of his/her student to reformulate his/her output to be comprehensible. Such requirement is a kind of indirect corrective; because; in this situation the teacher does not correct the errors directly.

1.5. Interaction Activities

As it mentioned earlier, Allwright (1984, as quoted in Ellis, 1997. p. 173) has defined interaction as "fundamental fact of pedagogy" and that "successful pedagogy requires the successful management of classroom interaction". Teachers should apply different interactive activities, to reach a successful management in the classroom and to make their learners more engaged and interact in the classroom by using pair or group work, role play and discussion.

1.5.1. Pair Work

It is considered as model in classroom interaction, where two students work together by practicing dialogue, playing games, conducting vocabulary checks and completing the worksheet. Hence, pair work forces the student to practice the language with his partner. Harmer (2001) argues that pair work activity is quick and easy to organize. In addition, it leads the teacher to work with one or two pairs while the rest of the students go on working. Further, it helps shy students to believe in their competencies, and take part in lessons. Moreover, it provides learners with the opportunity to learn from each other, and exchange knowledge. Nevertheless, pair work becomes a very noisy task, especially when teachers could not put control over their classes.

1.5.2. Group Work

This activity occurs when four or five students are engaged together, for performing a role play or a learning task. Ur (2000, p. 121) confirms that "group work increases the sheer amount of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class". For him, group work is the activity that enhances the amount of learner's talk, and decreases learners' inhibition; hence, it raises the feeling of cooperation in the classroom.

In addition, group work is very significant in the development of communicative ability; it provides students with an opportunity to express their ideas and feelings freely. It can also encourage learners to motivate and interact with their peers. Therefore, group work can push learners to the process of negotiation of meaning which is important for language development

1.5.3. Role Play

It is another kind of interaction activities, role play; it is very crucial for developing communicative abilities of students. It increases students' speaking and creativity. In this activity, students create a new identity with new views. Ladousse (1987, p. 5). Describes role play in the following quotation as "a group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors and nurses or star war". For him, role play is those performance used by a group of students in classroom to play a part they do not play in real life (president, director) imaginative characters, consequently motivate them to speak in front of their classmates and avoid shyness.

Also, Ladousse in his book **Role play** made a distinction between role play and simulations; this latter is complex, lengthy and inflexible event, whereas role play is quite,

simple and brief techniques to organize. So, role play is an effective strategy in classroom interaction, it develops the learner's ability to interact with each other. Also, it builds up self confidence of students because it creates a fun and enjoyable atmosphere. Hence, it puts students in a situation in which they are obliged to speak and interact.

1.5.4. Discussion

The concept of discussion has been defined from different perspective Wilen and White (1991, as quoted in Sandidge, 2006, .p7) define it as "an educative and structured group conversation between teacher and students about the subject matter at the higher cognitive levels". For them, discussion occurs between teacher and students about a specific topic. Unlike Burton, Heilker and Rutkowski (n.d, parg: 7) assert that discussion is not just students' answer when the teacher asks questions in the classroom it exceeded that, successful discussion happens when more than one learner interact and start talking with other learners.

Thus, a discussion is required as an important teaching strategy for developing students' oral proficiency; it aims to provide students an opportunity to express their views freely, and helps them to exchange and share their knowledge with their peers; also, it can be used to improve student oral fluency.

1.6. The Management of Interaction in the Classroom

Allwright and Baily (1991) describe the management of classroom interaction as a sort of "Co-production" that is involved in the classroom. According to them, reaching a successful interaction in classroom comprises managing some factors; these factors are listed in the form of five questions which are usually given in the classroom: The first question is "who gets to speak?" they mean the participants' turn distribution, this kind of question occurs when the teacher intends to make a particular student interacts in the

classroom by asking him direct questions for example "pierre, what's the time, please?" (p.20). In order to get the learner speak.

In addition, the second question is "what do they talk about?" They focus on the topic discussion; here, the teacher can choose an appropriate topic that can be suitable for all learners' level, cognition and interests. Also, the teacher can change topic that is unknown by the student in order to raise interaction in the classroom either with the teacher or among learners. As "ok, let's talk a little about French food, does anyone have many favourite dishes?" (p.20).

Moreover, the third question is "what does each participant do with the various opportunities to speak". This question is related to the learners task in the classroom; this intends that the teacher has the possibility to change the task that the learners are asked to do by asking other questions which are totally different from the previous task like: "Does anyone know who won the tour de France last year?"(p. 20).

The fourth question is about "What sort of atmosphere is created". (p. 19). In this kind of question the teacher may create a relaxed atmosphere in the classroom for anxious and shy students, in order to make them interact and speak in front of the whole class. The fifth and the last question is "what accent, dialect or language is used?". (p. 19). Here the teacher should control the student's speech, such student interference by using first language (L1) instead of using (L2) or speaking English with Arabic accent.

1.7. The Teacher Role and Responsibilities

In the process of teaching English, a teacher has several roles in the classroom, because he regarded as the only source that provides the learners with comprehensible input that accommodate to their level. Harmer (2007), in his book **The Practice of English Language Teaching,** mentions the most important roles of the teacher in the classroom.

For him the teacher can be a controller, a prompter, a resource, an organizer, an assessor, an observer.

✓ **The Teacher as a Controller**

According to Harmer (2007) a controller is the most common teacher role in many educational context which teacher used to and most comfortable with. Since, it focuses on the teachers' transmission of knowledge from themselves to their students. This role makes sense when the teacher tells the students' assignments, organize drills, read aloud, lecturing and giving more explanation to their students, organizing questions and answers work.

✓ **The Teacher as a Prompter**

In this role, the teacher needs to encourage his/her students to think creatively, and to be autonomous in their learning. For instance, when students acting role play activity they loose and forget some words may be due to the lack of vocabulary. Here, the role of the teacher is to encourage his/her students to precede their performance or to recuperate the missing words by helping them, either with some words and phrases or by using gestures and facial expressions.

✓ **The Teacher as resource**

Ibide, the teacher as a resource is able to offer guidance as where students can go to look for the information and encourage them, to use resource material for themselves to become more independent in their learning. This role can take place in the form of students' questions about such activity. For example, the student can ask questions like: "how to say or write something?" or "what a word or phrase mean?". (p. 110)

✓ **The Teacher as an Organizer**

This role involves the organization of the students in the classroom to do different activities; here the teacher should provide his/her students with more details about how they are going to do such task; either in pairs or group work in order, to make them

engaged and benefit from the practice that they are going to do. For example, teachers may say such statement "Now we're going to do this because" (p. 111). Then, when students get ready; the teacher should inform his/her students with the necessary instruction by providing them what they should do first, next and so on. At the end of the task, they may be asked some questions to verify students' comprehension or to know the students' feedback.

✓   **The Teacher as an Assessor**

Here the role of the teacher is assessing the student's performance by providing them with feedback and correction. Harmer makes a distinction between two types of feedback: direct correction, for example (correcting pronunciation and grammar errors) and organized correction which gives general feedback on student performance.

✓   **The Teacher as an Observer**

In this role the teacher should observe student's actions and behaviors in the classroom, especially in oral communication activities in order to give them feedback and correct students' mistakes. In addition, this observation is not just related to students' feedback, but also to evaluate the success of classroom interaction in enhancing student speaking skill.

1.8. Techniques for Creating Classroom Interaction

The major objective of learning EFL is being able to speak English fluently or being competent in communicative skills, in order to express their views and share their opinion with others, because of the frightens of making mistakes lead them to be a taciturn and speechless in the classroom. Therefore, in the process of looking for techniques about enhancing interaction inside the classroom, Scrivener (2012, p. 179-180) provides teachers with some techniques to develop interaction among their learners; they are as follow:

➢ **Create Reasons to Speak:**

The teachers should introduce their topic discussions in form of questions, puzzles or problems instead of giving them direct statements.

➢ **Use Picture Cues:**

The teacher may use different the pictures as a pedagogical aid to get the students involved in the topic discussion, and give them the opportunity to express their views. Besides, it helps in extracting their thought.

➢ **Scaffold Where Helpful:**

The teachers should support students by using conversational techniques that help them to get what they want to say. Scaffolding can be as asking questions or repeating some words.

➢ **Build an Atmosphere Where People Want to Say Things:**

They should keep the mood relaxed, engaged in the whole class discussions. Also, should show the student that it is a great chance to share their ideas with the class.

➢ **Let Student Make a Few Notes:**

It is to give students a space of time to gather some notes about what they think and how they could say it.

➢ **Avoid 'losing- face' moments:**

Teachers should appreciate their students' interaction and participation, even if they

gave wrong answers. For teachers need to show encouragement for their students by avoiding mockers and sarcastic feedback that might discourage or even kill students' speaking.

1.9. Classroom Seating Arrangements

Seating arrangements are one of the most important factors that can influence students' interaction. In one hand, the appropriate seating can help the teacher to achieve his/her class objective. On the other hand, it encourages and increases the interaction among students. As Scrivener (2005, p. 87) declares in the following quotation "seating arrangements can help student interact with different people". There are different types of seating arrangements, three are the most common: orderly rows, horseshoe and circle.

1.9.1. Orderly Rows Seating

Orderly rows also called traditional arrangement; it refers to the teacher centered education. In this kind of arrangement, all the tables are facing the blackboard and a teacher desk, where the classroom is divided into four columns. It also helps the students to see the board at the front, but, it may hinder interaction between students in a situation when they want to interact with each other they need to turn in their seats to contact other students. Harmer (2007) describes the orderly rows as the process of teaching which comprises students sitting in rows, listening to the teacher who stands in front of them.

Pet therapy (2014) opines that the traditional rows not effective and helpful for classroom interaction and conversation because, this arrangement neglected the students who sits in the back, they may lose focus and make noise by talking with others. Pet therapy adds the following figure to clearly show the classroom organized by orderly row arrangement.
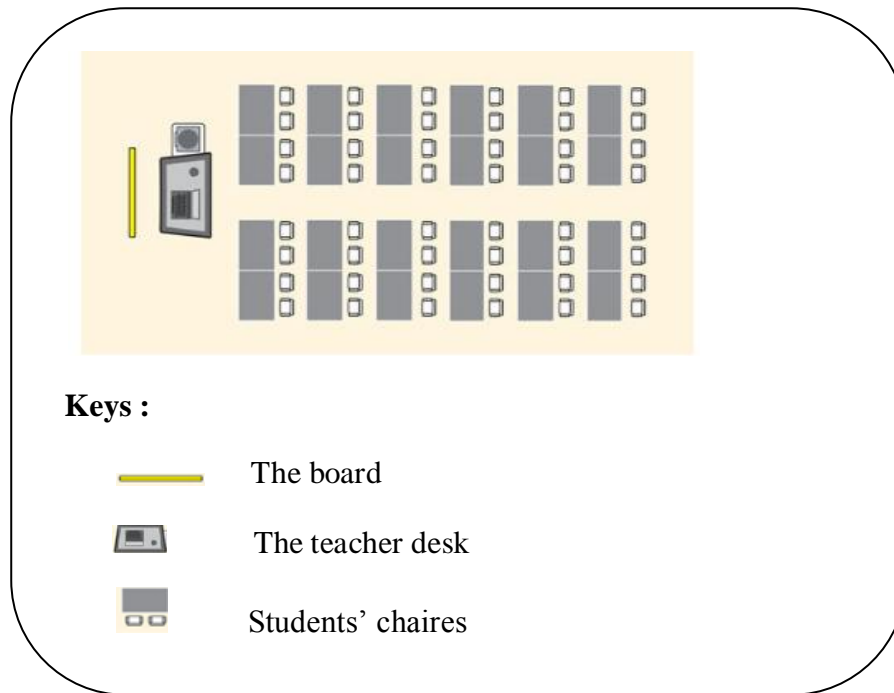
Diagram 1.5. : Orderly Rows Arrangement (Pet therapy, 2014)

1.9.2. Horseshoe Seating

Horseshoe or **U** shape arrangement is frequently employed to Oral Expression classes. Because, it is more suitable for oral classes and speaking activities, such as the whole group discussion where the teacher sits in the center of the **U** shape in which can see and make eye contact of all the students in the class and interact easily. It is students centered education; instead of just listening to the teacher in this type students and the teacher interact easily, it increases the interaction between students. Scrivener (2005) declares that the horseshoe arrangement, it is more suitable for English classes than other arrangement seating. Clarifying that in the horseshoe, all the students can see and listen to each other.

Accordingly, Pet therapy (2014) the horseshoe arrangement encourages classroom discussion. It also leads for the teacher to observe the whole class, and it allows all the students to see each other. Moreover, Pet therapy declares that this arrangement is the best type for classroom discussion and role play as well encourage participation. Therefore, Pet

therapy provides us to figure in order to clearly illustrate the U shape seating in EFL classes.

Keys:

───────   The board

🖳   The teacher desk

▭   Students' chaires

✳   The teacher
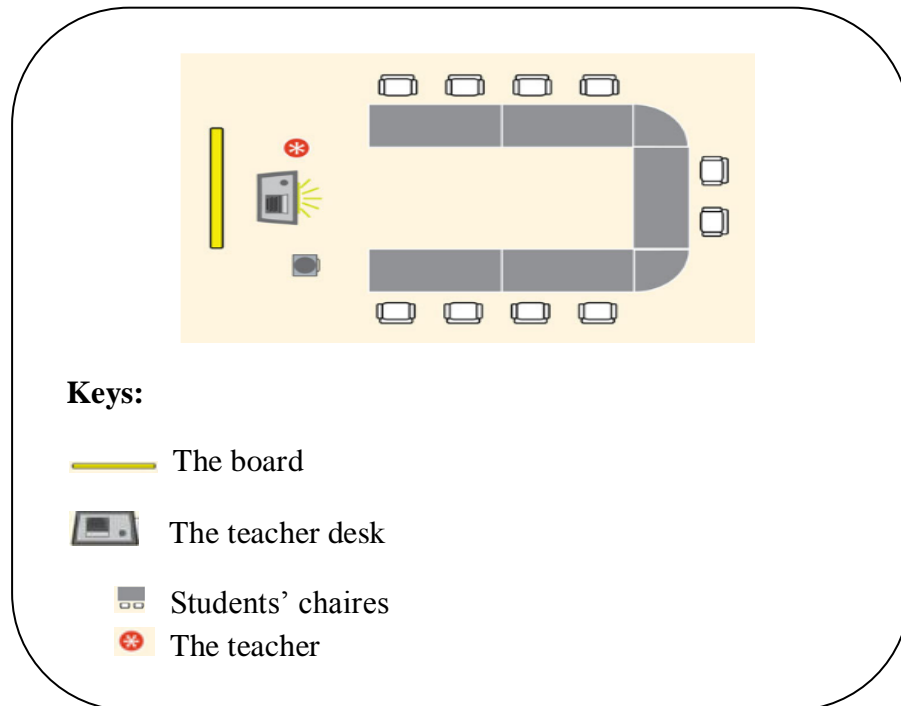
Figure 1.6. : Horseshoe Arrangement (Pet therapy, 2014)

1.9.3. Circle Arrangement

Pet therapy (2014) defines circle arrangement as a set of chairs arranged in the form of the circle; it encourages all the students to participate directly to each other. In order, to reveal their though and views; besides, it helps the teacher to see every student from an equal distance and from different angles. The following figure shows the shape of circle arrangement in English classes.
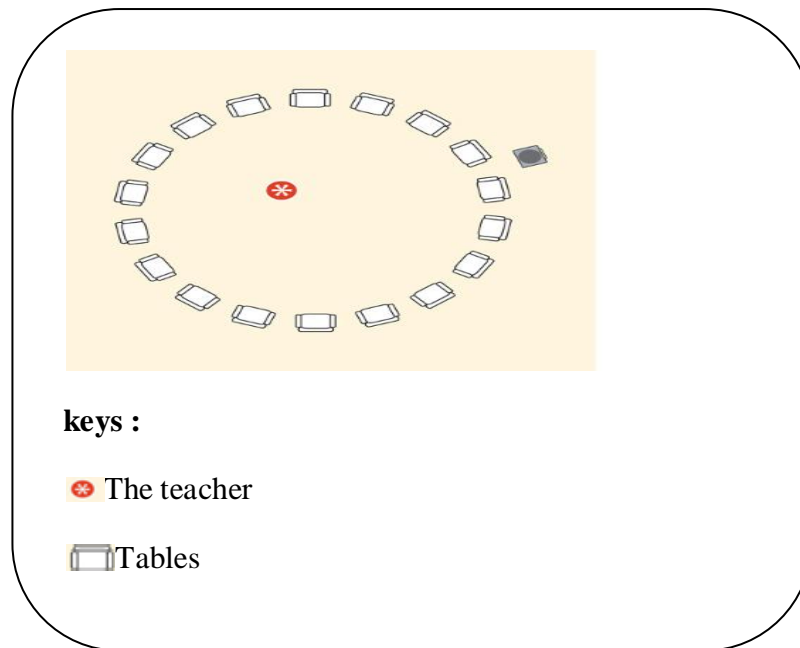
Diagram 1.7. : Circle Arrangement (Pet therapy, 2014)

Harmer (2007, p. 163) declares in the following quotation "with horseshoe and circle seating, the classroom is a more intimate place and the potential for students to share feelings and information through talking, eye contact or expressive body movements". Therefore, horseshoe and circle arrangement are more helpful for students to reach successful interaction. Based on the previous quotation we can deduce that both horseshoe and circle seating are more effective for EFL classes and they are best seating for creating high interaction among students.

Conclusion

In this chapter we have provided a theoretical background concerning classroom interaction as an effective strategy to make language teaching/learning as successful as possible. Hence, classroom interaction can help to improve students' speaking competencies. In addition, it discussed the major elements and factors of classroom interaction the aim of the study is to show the role of students' classroom interaction in enhancing speaking skill, it is worth to clarify the notion of classroom interaction as a synthesis of all what we have been introduced before about the implementation of

classroom interaction strategy during the learning process of FL. It develops students speaking skill and performance.

Chapter Two
Speaking Skill

Introduction

There is no doubt that speaking skill becomes a central goal of every EFL student. For many, it is the core of a Foreign Language Learning (FLL); it is like a challenging to reach their desires, to master the language in order to express their ideas, to share experiences and use the language successfully. EFL learners might show some interest in learning the other skills; but, when it comes to learn to speak a FL, they claim to face many obstacles. In FLL, speaking is an important skill that should be mastered. For this reason, the teacher's responsibilities is working with English Language Learners (ELLs), in order to help them to communicate and speak English language successfully, as well as to develop their abilities to use TL.

This chapter briefly introduces the speaking skill; it presents different views of the nature of speaking, it deals with speaking as a skill. Besides, it defines the process of speaking; it presents the importance of speaking, its type and its characteristics. Then, it deals with speaking assessment. Furthermore, it tackles the basic students' speaking difficulties and illustrates some techniques for developing fluency in speaking.

2.1. The Nature of Speaking

The speaking skill is one of the crucial skills that should be mastered from EFL students; some linguists argue the nature of speaking according to his/her own views. Cornbleet and Ronald (2001) state in their book **The Language of Speech and Writing**, speaking is acquired naturally. Therefore, most of the young children acquire the speaking skill as well as almost of people can speak without being taught how to speak. Also, they declare that it is necessary for the speaker to control the different aspects of the speaker anatomy and physiology involved in oral production. For instance, the mouth is not the only organ one deals with, when we he/she starts the process of speaking. But, other organs can be involved, such as: the nose, pharynx, epiglottis, trachea and lungs.

In addition, Thornbury (2005) asserts that speaking is "paralinguistic" in nature because it is regarded as a process based on the use of body language and gestures that facilitates the speaker to realize a speech successfully, emphasizing that speaking should include all the following paralinguistic features: eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation.

Brown and Yule (1983, as cited in Nunan 1989, p. 26-27) point out that before proceeding to discuss the nature of speaking, we should spotlight that language is divided into two forms: speaking and writing. Since the history of the language considers written language as the most crucial language and give much focus on writing forms more than speaking. Because the first form comprises the well-formed sentences that construct well-structured paragraphs. Whereas, the second form consists of short, fragmented utterances characterized by pronunciation, repetition (the act of saying the same utterance, many times in the same conversation), and overlaps (the act of speaking between two persons at the same time). Besides, non specific reference form also features of verbal language, from those references we select the following: "say things", "it" and this "rather than the left – handed monkey wrench", or "the highly perfumed French poodle on the sofa"

Moreover, Burns and Hill (2013, as cited in Azarnoosh, Zeraatpishe, Faravani and Kargozari, 2016, p. 84) describe the nature of speaking skill as "a complex mental process combining various cognitive skills virtually simultaneously, and drawing on working memory of words and concepts, while self-monitoring". Based on this quotation we can deduce that Burns and Hill see speaking from the cognitive perspective, claiming that speaking is a complex mental process; because, it consists of four sub-processes: conceptualization, formulation, articulation and self monitoring.

The first is related to the content the speaker wants to express; while, the second is related to the selection of the language that the speaker use. The third one is related to the

sounds that encode messages. Whereas, the fourth, is an essential process to confirm the production of the intended message.

2.2 Speaking as a Skill

Speaking is one of the four common language skills (speaking, writing, reading, and listening). Moreover, it is considered as an essential productive skill that should be mastered by the students in order to communicate language successfully, and interact with their teachers and classmates in the classroom. In the same context Kramsch (1998, p. 367) assumes that speaking "Anticipating the learners' response and possible misunderstanding, clarifying one's own and the other's intentions, and arriving at the closest possible match between intended, perceived and anticipated meaning". This means speaking is similar in meaning to interaction; for it involves the speaker and the listener negotiate for meaning about particular context.

In addition, speaking is considered as a complex skill, and it requires an effective training and practice. Luoma (2004, p. 1) Declares that "speaking a foreign language is very difficult and competence in speaking takes a long time to develop". Therefore, for being a skillful speaker, one learner should be able to use the appropriate words in the appropriate situations as MacCarthy (1972, p. 9), mentions:

> When people are learning to speak a language,
> they are concerned mainly with two things;
> first, knowing what to say- what words and
> phrases to use at any given moment, in any
> given situation- and second, being able to say
> it- able to perform the required actions, the
> movement necessary, for saying those words
> and phrases aloud.

Besides, Bygate (1987) asserts that speaking is a crucial skill that requires more attention as much as "literary skill". Too, she adds that it is necessary for the speaker to know certain grammar and vocabulary to be competent in speaking. Generally, speaking is an important productive skill means to communicate fluently with the other. However, the concept of 'speaking' we do not mean just teaching learners to produce linking words, but it intends to develop their abilities to communicate language effectively. For speaking requires an effective training and practice.

2.3. Definition of Speaking

As the term speaking has been defined differently in many English dictionaries. Two of these dictionaries: The Webster and the Oxford Dictionaries. The Webster Online Dictionary (1828 n.d) defines the verb "to speak" as "to say words in order to express your thoughts, feeling, opinions to someone" and "to talk to someone, to say words to express yourself in a particular way about a particular subject or person".

Whereas, the New Oxford Dictionary of English (2010, p. 756) defines speaking as "to know and to be able to use a language" and "to express the thoughts or opinions of somebody else". This definition signifies that the greatest role of speaking, build when the speaker expresses his/her feeling and thoughts. According to, Your Dictionary Online (n.d) the term speaks derives from different languages: the Middle English "Speken" and, the Old English "Specan", the latter is similar to German "Sprechen".

The main objective of students' learning a foreign language is to communicate and speak the language fluently, and to explore their own opinions and views. The following figure illustrates the latter explanation the communication process includes the way we communicate and the way we send and receive messages.
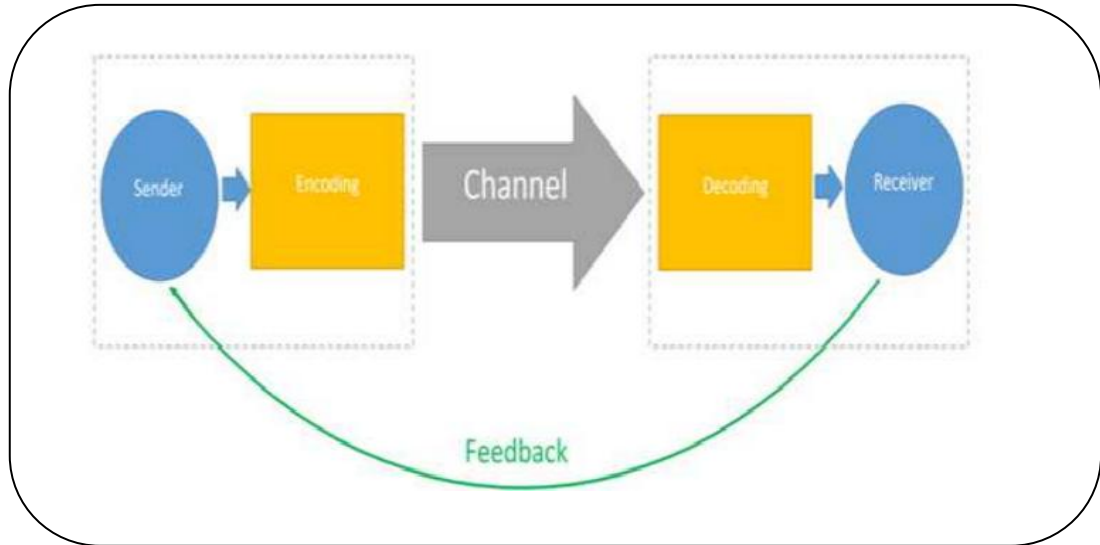
Diagram 2.1: The Communication Process (Pet therapy, 2016)

As Pet therapys' diagram represents the process of communication starts with the sender: who is responsible for encoding the message which goes through the channel to be decoded and obtained by the receiver; then, the receiver reacts to it through giving a feedback as a response.

Additionally, Bailey and Nunan (2005) regard speaking as an interactive process that entails transmitting and receiving information. It can be said that speaking is a kind of interaction requires two or more students (speaker, listener) in order to receive specific information. In addition, Baker and Westrup (2003) argue that speaking in a classroom doesn't mean the process of students repeating sentences, dialogue or what they hear from the teacher and their classmates. But, the real meaning of speaking is to get students to produce their own responses and sentences instead of just repeating others speech. Then, Baker and Westrup add that it is important for teachers to encourage their students to express themselves and practice language in the classroom.

Furthermore, Mackey (1965, as cited in Bygate, 1987, p. 5) defines speaking as mentioned in the following quotation: "Oral expression involves not only […] the use of

the right patterns of rhythm and intonation, but also the choice of words and inflection in the right order to convey the right meaning". For him, the concept of oral expression consists of making the correct language forms, following the right order, pronouncing in the correct way like the native speaker, and producing the right meaning that can be understood by the listener, while Cornbleet and Ronald (2001, p. 18) clearly define oral skill as "speaking is combining sounds in a recognized and systematic way, according to the language-specific principles, to form meaningful utterances".

Thus, Chaney and Burk (1998, p. 13) define speaking as "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". That is to say, it is a mutual process of exchanging information and messages between a group of people through verbal or non verbal symbols such as gestures, body language and facial symbols. Moreover, Hedge (2000, p. 261) sees speaking as "a skill by which they [people] are judged while first impressions are being formed." She intends that speaking is an important skill which requires more focus either with first or foreign language, because speaking is like a mirror that reflects peoples' thoughts and opinions.

2.4.   The Importance of Speaking

Communicative Language Teaching (CLT) is an approach for teaching foreign or second language, it emphasizes on interaction and speaking skill. It comes as a reaction of the traditional approach to language teaching. Such as the grammar translation method when the main focus before was on reading and writing, and neglected the speaking skill. Therefore, the oral production is more significant skill and necessary in EFL classes than the others skills.

Accordingly, Ur (2000, p. 120) declares 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 that language, as if speaking includes all

other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak"

Moreover, Baker and Westrup (2003) express their view from the standpoint the importance of speaking skill. They opine that great chances can open to students who master a foreign language and have the ability to speak English correctly. On one side, they can be knowledgeable in various fields such as: science, technology and health as well student can gain beneficial skill by using speaking into their lives. On the other side practicing speaking during a classroom can encourage the students to learn new vocabulary, grammar and functional language. Also, give them an opportunity to communicate in the classroom and use the new language.

Furthermore, speaking is a paramount skill that students should develop, and this development comes after practicing the language frequently; in which they learn more from their mistakes and progress in oral competencies. In this sense, assessing students' performance have a great role in achieving student speaking, Nunan (1991, p. 39) states that " To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is a measure term of the ability to carry out a conversation in the language". For him consider speaking as an important skill for both SL and FL and adds that the key of mastering speaking skill due to evaluating and measuring the students' performance.

2.5. Types of Speaking

Furthermore, speaking is considered as a paramount productive language skill. Brown (2001, p. 271-274) adds six types related to the oral production, that learners are supposed to achieve in the classroom: Imitative, Intensive, Responsive, Transactional (dialogue), Interpersonal (dialogue) and Extensive (monologue).

2.5.1. Imitative

In this type, speaking involves the ability of learners to repeat or imitate others' speech as (a word, phrase or even a sentence). Brown emphasizes that drilling is very necessary in oral classes; also a limited time of classroom speaking should be assigned to imitative talk. Brown (2001, p. 271) claims 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". Thus, drills give the learners an opportunity to listen and repeat orally certain language forms which can cause difficulties for language learners, because drills can be helpful on language forms through imitation and pronunciation certain syllables of a word.

2.5.2. Intensive

Intensive speaking exceeds imitative type. In intensive speaking, learners are required to practice some phonological or grammatical aspect of language. Also, this type of speaking can be self initiated as required working between pairs or groups where learners are learning certain forms of the language.

2.5.3. Responsive

In oral classes, learners are usually responsive. This type includes interaction, this interaction should not exceeds very short conversation; the student talk should be brief, short, meaningful and authentic, where the learners can give short replies either teacher or students' question and comments. Brown (2001, p. 273) such the following example

T: How are you today?
S: Pretty good, thanks, and you?

T: What is the main idea in this essay?
S: The United Nations should have more authority.

S1: So, what did you write for question number one?
S2: Well, I wasn't sure, so I left it blank.

Thus, these replies represent a pattern of responsive speaking including authenticity, comprehensibly and do not extend to long conversation.

2.5.4. Transactional (Dialogue)

Transactional speaking is more complex than responsive language. It provides the learners with an opportunity to negotiate meaning and make their speech more comprehensible. Brown (2001, p. 273) declares that it is "an extended form of responsive language". The main purpose of this type is to exchange information and convey meaning in the form of long conversation this conversation could work with groups such as: role play and interviews. Transactional speaking takes the form of question and answer as the following example that stated by Brown (2001, p. 273-274)

T: What is the main idea of the first paragraph of this text?

S: The United Nations should have more authority.

T: More authority than what?

S: Then it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: You don't think the UN has that power now?

S: Obviously not. Iraq is still manufacturing nuclear bombs.

2.5.5. Interpersonal (Dialogue)

Unlike the previous types of speaking that focus on the transmission of knowledge and conveying meaning, the focus of interpersonal speaking type is to produces dialogue for establishing social relationships, like personal conversation and interviews. Such dialogue that could be incomprehensible for learners; it may include a casual register, colloquial language, slang, ellipsis, sarcasm, and covert agenda. Brown (2001, p. 274) provides us with the following example that represents an interpersonal conversation between Amy and Bob

Amy: Hi, Bob, how's it going?

Bob: Oh, so-so.

Amy: Not a great weekend, huh?

Bob: Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy: What are you talking about?

Bob: I think you know perfectly well what I'm talking about.

Amy: Oh, that… How come you get so bent out of shape over something like that?

Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great. Wonderful Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

2.5.6. Extensive (Monologue)

Extensive is the last type of speaking involves: oral reports, oral summaries, short speeches, oral presentation and storytelling. The learners of this type at intermediate and advanced level are requested to give extended monologues, and the language is more official and comprehensible.

2.6. Characteristics of Speaking

Recent teaching approaches have focused on classroom tasks that offer learners with elements to promote their speaking fluency and accuracy. They are the main characteristics of the communicative approach. They considered as complementary in accomplishing learning outcomes. Accordingly, Richards and Rodgers (2001, p. 157) declare that, "Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract, but in context". CLT is a very popular approach in oral classes; the main focus of this approach is on the communicative process which occurs either between learners or between teacher and learners instead of focusing on the mastery of the language forms.

2.6.1. Fluency

On one side, the main objective of EFL students is to speak fluently like a native speaker. On the other side, EFL teachers want to make his/her students speak fluently

without pauses and hesitation, because fluency it is like the mirror that reflects the students' performance; the teacher can evaluate the students' speaking skill according to their performance.

For Hedge (2000, p. 54) "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate showness, or undue hesitation". We can deduce that fluency is the learner' ability of linking words to form phrases with paying attention to using stress and intonation with correct pronunciation. Besides, Redmond and Vrchota (2007, p. 104) argue that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."

Moreover, Hughes (2002, p. 80) defines fluency as "the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest". He expresses the notion of fluency as speaking quickly without hesitation. Therefore, for developing fluency in speaking, teachers are required to get their learners involved in the learning process through encouraging them to speak and avoid shyness, fearing of making mistakes and giving them a chance to practice the language freely and interact in the classroom.

In addition, Thornbury (2005), in his book **How to Teach Speaking**, asserts that speaking rapidly is a very crucial factor in fluency as pausing too, because the speaker should take a breath, even native speakers requires to take a pause from time to time in order to allow the hearer catch and understand what they say. Another factor in filling the pauses is the repetition of one word many times when there is a pause. Whereas, a frequent pausing is like a proof that the speaker has problems of speaking. The most common pause

fillers are "uh" and "um" (p. 7), and vagueness expressions such as "a sort of" and "I mean" (p. 7).

2.6.2. Accuracy

Most of EFL learners attempt to be fluent in speaking The Target Language (TL). Yet they do not pay attention to the importance of accuracy in conveying meaning. The absence of accuracy in speech could lead their speaking to be incomprehensible where the interlocutor will lose interest. For, focusing on correctness in speaking is one of the important keys of oral proficiency; Skehan (1996, as cited in Ellis and Barkhuizen, 2005, p. 139) describes, refers to accuracy *"To how well the target language is produced in relation to the rule system of the target language."*

Besides, the CLT approach emphasizes on the role of accuracy in teaching speaking. According to Hedge (2000, p. 61) "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary". Therefore, the learners should focus on a set of things in their oral productive skill. Basically, the grammatical competence, vocabulary and pronunciation.

2.6.3. Grammar

Thornbury (2005 p. 20) mentions "it is theoretically possible to have short conversation where each utterance consists of nothing but a single word or short phrase". He explains spoken grammar, as a short conversation where each utterance includes of a word or short sentence and the ability to use the subordinating clauses.

Furthermore, he asserts that direct speech and vague language are the main feature of spoken grammar declaring that "there are a number of features of spoken grammar that are the audible effect of real-time processing difficulties. These include the use of hesitation (erm, uhm) repeats, false starts, incomplete utterance" (p. 21). He intends that

the spoken grammar has several oral features. This latter involves psychological problems such hesitation…etc.

In this sense, Thornbury (2005, p. 21) in his book **How to Teach Speaking** claiming that spoken grammar is completely different from the written one declaring that "It is also a way of reducing the face-threatening potential of an assertion- being less 'bold'- writing, however, typically requires greater precision, or may use other means, such as modality, to reduce the assertiveness of statements.", the following table illustrates the distinction Thronbury made as follows, he made a distinction between them as summarized in the following table:

Written grammar	Spoken grammar
Sentences is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded (subordination)	Clauses are usually added (co-ordination)
Subject +verb+ object construction	Head +body +tail construction
Precision favoured	Direct speech favoured
Reported speech	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tag	Many question tags
No performance effects	Performance effect, including: • Hesitations • Repeats • False starts • Incompletion • Syntactic blends

Table2.1: The Distinction between Spoken Grammar and Written Grammar.

Thornbury (2005, p. 21)

We can deduce from the above table that each of spoken and written grammar has its own rule and its own grammar; the way we write is not the same the way we speak; it is totally different from spoken grammar especially in the use ellipsis, and question tag, hesitation, repeats....etc as mentioned in the above table.

2.6.4. Vocabulary

In many cases, students face many difficulties when they intend to express their own views and opinions. They try to overcome this obstacle by substituting it with another equivalent synonym which does not have the same meaning in all the contexts. This occurs due to the lack of vocabulary. Because the right selection of words during speaking can have great influence in achieving accuracy.

Thornbury (2005) declares, that the Russian theorist Bakhtin hypothesized a 'fully meaningful and complete' conversation between two people should consisted with different vocabulary. He adds that the most common words occur in oral production are: well, yeah and but, as Thornbury (2005, p. 22) declares in the following quotation "Well! In fact, a lot of conversation does consist to a very large extent of such common words and short phrases as well, yeah, but, I know…etc"

2.6.5. Pronunciation

Most of EFL students aspire to speak perfect English as native speakers do, pronouncing correct words can facilitate to the hearer understand the meaning; yet, they should be aware of different sounds and their rules and features. As, they should to be aware of where the words should be stressed, when we use raising and falling intonation. In the same context, Redmond and Vrchota (2007, p. 104) emphasize that "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."

2.7.   Assessing Speaking

Generally, assessment of speaking is very necessary in the process of teaching, because it enhances students' performance. For this reason, Rost (2002, p. 169), in her book **Teaching and Researching Listening**, expresses the significance of assessment in the teaching process, saying that "assessment is an integral part of instruction, in that, it suggests appropriate starting points for instructional design and allows for feedback on learner performance". Since, speaking is considered as the core of language teaching, assessing speaking proficiency becomes one of the most crucial issues that should be used in teaching language.

Luoma (2000) points out that speaking skill is the most significant part in teaching a language, which makes an important part of the assessment. She expresses the assessment process as "challenging", because there are many factors can influence student performance. Accordingly, Haley and Austin (2004, p. 117) define the concept of assessment as "It involves development of materials, process, activities and criteria to be used as a tool for determining how much learning is taking place."

In addition, Thornbury (2005, p. 127) asserts that there are two main kinds of assessment speaking: the holistic and the analytical scoring. The first, it gives a single score on the basis of an overall impression. This kind has the advantage of being quicker and it is for informal testing of progress. For example, at this level the teacher gives out of 20 points. While, the second it is longer and requires testers to focus on many factors; if these factors are well selected, the test will be more reliable and effective.

To sum up, assessing speaking should take great place in the teaching foreign languages; because the assessments push the students to recognizing what they have accomplished, make them progress and learn from their mistakes. Besides, testing oral

skills means testing the student's weaknesses and needs, in order to develop their performance.

2.8. The Basic Students Speaking Difficulties

In the most cases EFL students face some difficulties that can hinder their speaking and prevent their progress. According to Zhang (2009) speaking skill is one of the most difficult skills to master, most of cases English students face many problems and difficulties that could hinder their speaking and make them unable to develop their oral proficiency towards the target language. Ur (2000) declares that there are many factors that could be an obstacle in speaking FL, mentioning four basic problems they are as follows: inhibition, nothing to say, low or uneven participation, mother tongue use.

2.8.1. Inhibition

In the classroom discussion, all the students are struggle what is known by "Inhibition"; it is one of the psychological problems that could hinder students' speaking. In this sense, Littelewood (1981, p. 93) declares that:

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

This psychological problem occurs due to the obsession of making grammatical or phonological mistakes and shyness. It has a negative impact on students, because sometimes the students want to participate and share their own views with classmates, but

the fear of making mistakes prevents them. The latter makes them just hearer and passive in the Oral Expression session. Accordingly, Ur (2000, p. 14) declares 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."

2.8.2. Nothing to Say

The teacher tries to encourage his/her students to participate in the classroom, in order to reduce anxiety and develop their speaking. Yet, this strategy may create another problem and puts the student in an awkward situation, wherein they may say such common expressions: "I don't know" and "I need a bit of time to translate it into English" or "No comments" and "I have nothing to talk about" or even they prefer to keep silent.

This problem (Nothing to say) may due to the lack of vocabulary or the lack of motivation. Therefore, the students participate and expressing their ideas and views, they are likely facing the "Nothing to say" problem. Rivers (1968, p. 192) claims that "The teacher may have chosen a topic which is uncongenial to his [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". For that reason, the teacher should select interesting topics, which are suitable for all students to avoid having "Nothing to say expression".

2.8.3. Low Uneven Participation

This psychological problem appears when some students dominate the classrooms' talk, while others speak few or do not speak at all. This occurs especially in overcrowded classes because, in this case we can find some students consuming all the time talk, giving a little chance to others to speak, they talked very little time.

In this sense, Harmer (2001) in his book **The Practice of English Language Teaching** suggests a solution to avoid such a problem by dividing weak participators in a form of groups each group includes low participators with at least one strong participators and letting them work together, because in this case the group work encourages them to participate in order to achieve a high level of participation.

2.8.4. Mother Tongue Use

It is easier for the students to speak and use their mother tongue in the class, because they find it very easy and more comfortable. It looks natural because mother tongue does not require much effort. This problem occurs for the students who fail to find the exact term in the language and try to use it and interpret it with their mother tongue.

According to Baker and Westrup (2003, p. 12) "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". Therefore, the use of mother tongue has a negative impact on speaking FL, because, in most of cases it makes the students unable to use the FL correctly. Moreover, the lack of vocabulary of the TL leads usually students to borrow some words from their native language, even in the way of thinking; one can find found some students think in their mother tongue and interpret it in English words.

2.9. Techniques for Developing Fluency in Speaking

The successful teacher should vary his/her techniques in teaching speaking, in order to develop fluency and reach a high level of development in students' speaking. Nation and Newtion (2009, p. 161) in their book **Teaching ESL/EFL Listening and Speaking**, propose four different techniques: the 4/3/2, the best recording, ask and answer, and Rehearsal talks techniques.

2.9.1. The 4/3/2 Technique

The main characteristic of this techniques is based on the content of a message, the amount of time of the student's talk (the speaker speak for a total of nine minutes), as Nation and Newtion (2009, p.161) stated "learner control over the topic and language used, repetition, and time pressure to reach a high rate of production through the decreasing amount of time available for each delivery"; the 4/3/2 techniques is where the same speech is repeated to different listeners a decreasing time have shown increase in fluency during the task, but also it increases in grammatical accuracy and grammatical complexity.

2.9.2. The Best Recording

This technique is considered that as a useful fluency activity, including the use of authentic materials (tape, digital records, or language laboratory). The main objective of this technique is to support the student to use these materials. The student speaks into a tape talking about previous experience, telling a story, reporting an event, or describing an occasion or picture… and so on. Then, the student listens to him through replaying the records many times, and try to focus on the improvement could be made. Thus, the student continues repeating the same task until he confirms that he made an improvement. This technique comprises planning a repetition to reinforce the student to make efforts.

2.9.3. The Ask and Answer Technique

The ask and answer technique based on reading skill, the student read a text carefully to get a certain level of comprehension, then they will work in pair; in which one student questioning the other about the passage read from the a teachers' list prepared questions. The answer to these questions need students' summary of the main idea of the text. As they assert its objective " the goal of the activity is for learners to perform the asking and answering in front of the class at a high level of fluency" (p. 162). So, the major objective of this technique is to prepare the students in advance to practice the activity of

asking and answering in front of the class and give them an opportunity to improve their oral competencies.

2.9.4. Rehearsed Talks

Rehearsed talks require students to practice the pyramid procedure of preparing a talk individually, then rehearsing with a partner, and later practicing it in a small group, finally presenting it to the whole class. This activity has a great role in reducing anxiety; also it helps the students to build self- confidence.

Conclusion

This chapter has provided a theoretical background concerning speaking skill as an important skill that EFL every student should be mastered. Then, it has discussed the major types and characteristics of speaking; the aim of the study is enhancing speaking skill through classroom interaction strategy. In addition, it is worth to clarify the nature of speaking process as a synthesis of all what have been introduced before; it has dealt with the importance of speaking skill and its assessment. Furthermore, this chapter, mentioned some students speaking difficulties and some techniques for developing fluency in speaking skill the above mentioned tackled points is going to be followed as a basis following   in   the   field   work.

Chapter Three

Field Work

Introduction

After having presented the theoretical background of both classroom interaction and the speaking skill, what follows is an attempt to test the research hypothesis. Thus, we opted for a descriptive, analytical method as the most appropriate one to achieve the aims of the research. However, to evaluate this hypothesis, we have administered a study in two steps. First, classroom observation sessions for three weeks were attended with second year groups. Second, teachers' questionnaire submitted to all second year oral expression teachers; it is among the most used tools for eliciting information from target respondents concerning their attitudes and background.

In this study, we have made a classroom observation and teachers' questionnaires as acknowledged, because we believe that teachers' opinions and answers are very necessary and valuable for our research. This chapter, then deals with the observation we have made, its description and results, including the aims, administration, and description of the teachers' questionnaire. In addition, it contains the analysis of the teachers' questionnaire and the interpretation of the questionnaires' results.

3.1. The Classroom Observation

The classroom observation permits the researcher to know, actual, real, accurate data that happened in relation to his/her research as Nunan (1992, p. 249) defines it "Classroom research explores learning inside actual classroom setting".

3.1.1 Description of the Observation

The classroom observation had taken place during the Second semester of the academic year 2016/2017, with Second year students of English at Mohamed Khider

University – Biskra. It took place on 27th February till 16th March, it took three weeks; Two sessions a week. That is the total of twelve (12) sessions with two different Oral Expression teachers; however, we have missed two sessions, one with Mrs Nachoua because of the catch up exam and one with Mrs. Moussaoui due to her absence in the last session after the holidays. So, we have attended only just ten sessions.

The groups we have attended with were group one with Mrs. Moussaoui and group five with Mrs. Nachoua, which are chosen randomly from the whole number of groups that is about ten groups. Each group session consists of one hour and half to investigate the extent of Oral Expression teachers give the students opportunities to practice the speaking skill in the classroom. Throughout this classroom observation, we aim at pointing out the extent to which Oral Expression teachers use classroom interaction strategy and its role in enhancing students speaking.

The observation that we have taken was direct; we have not used any recording devices; here it was just ticking the observed statement, and at the end we have taken some notes and remarks. However, we depended on structured observation which is guided through the use of a classroom observation checklist form (see Appendix I) including a set of statements that support the classroom interaction and speaking skill under three sections. The occurrence of these statements was presented at a scale of frequency (Never, Rarely, Sometimes, and Always) to investigate the role of classroom interaction in enhancing speaking skill as great significant strategy. We planned an observation to check what goes on inside the classroom with both teacher and the students or the students among themselves.

In this observation, we have focused on the classroom management, the teacher and the students' interaction inside the classroom; we have observed through the observation

over the two sessions that are devoted for each group, that are devoted for each classroom group serves classroom interaction perspectives: Student-student interaction, Teacher student interaction and the appropriate seating arrangements.

3.1.2. Design

The observation is presented in a form of checklist including a set of statements under three parts. The first part is prepared for observing the management of classroom and physical setting. The second part is devoted to the observation of both students and teacher interaction in the classroom. Nevertheless, the third part is prepared for observing the students speaking skill and the teacher assessment…. And so on

Part One: General Observation of the Classroom Management

The observation checklist, which includes eight statements; aims to get real life data about certain aspects of classroom managements (the physical setting, the seating arrangements, the teacher management of the class which is the main teachers' role.)

Part Two: General Observation of the Students and the Teacher Interaction

Part two involves seven statements. It tends to explore more the students and the teacher interaction in the classroom. For instance, it checks whether they participate and interact in the classroom or not. Moreover, it investigates the dominant type of interaction. Focus on teachers' feedback and observing some teachers' interactive activities.

Part Three: General Observation of Students Speaking Skill in the Classroom

Part three consists of eight statements. It attempts to investigate the teacher role and responsibilities. Whether the teacher assesses students' speaking or not. It aims, whether the teacher provides his/her students with different techniques or not? In order to encourage and heighten the level of discussion in the classroom. In the other side, it seeks

to observe students speaking in terms of fluency, accuracy; to explore some students speaking problems. Besides, in order to check whether the students have opportunities to practice the language in the classroom or not.

3.1.3. Analysis of the Classroom Observation

3.1.3.1. The First Classroom: Group One

In the first session we have attended with group one, the physical setting has taken place in a clean, organized and unlit room. Since the session was programmed at 11.20 to 12.50 with (25) females and (04) males. The number of females exceeds the number of males may be due to the reality that the majority of females' interests in learning foreign languages. Sometimes the students felt passive and tired when they interact with each other may because of the timing' sessions. Yet, the teacher always energizes her students to participate by using various techniques (asking questions, ask for opinions….and so on). The topic of the 1st session was about "Persons who Affect you in your Life". All the students of the group spoke and expressed their ideas freely.

In the second session, the number of female students has increased; this session has taken place at 8.00 to 9.30; when the students interacting with each other felt active and more comfortable than the 1st session, even with their teacher. Besides, the classroom was clean, organized and more luminous than the first class. The topic was about "Doing Something Good in your Community" in which we have observed high interaction among students.

The next session, we have noticed a hot debate concerning the topic of "Equality between Man and Women and their Duties in the Society". Here; all the students participate and share their ideas freely at the end of the session the teacher gave her own

opinions. In the fourth and the fifth session we have noticed the same physical setting, atmosphere and presence. These sessions were about "The Women's Day" and the last one was about "Algerian Vs British Superstitions". It was so, absorbing and interactive.

Generally speaking, during all the sessions we have attended with group one; we have observed that the teacher was always checking for students' comprehension, using explicit feedback and sitting in the center of the horseshoe arrangement, in order to see all the students and control their speaking. In addition, all the students could see and interact with their classmates and their teacher easily.

3.1.3.2. The Second Classroom: Group Five

In the first session we have attended with this group, the physical setting has taken place in a clean, organized, and luminous room. Since the session was programmed at 9.30 to 11.20 with (27) females and (03) males in this session the teacher has provided her students with a map and explained to them the main idea of the play; then, the teacher distributed the roles to the students. After that, the teacher moved around student and has checked their comprehension. In this session we have remarked that only (15) students have talked and interacted in the class where the rest were passive and just listeners.

The second session has taken place in the lab with clean, a luminous and organized desk equipped with headphones. This session was programmed at 13.10 to 14.50 with (27) females and with (03) males. We have noticed the low interaction because, it was listening tasks about Rang'n' Bone Man "Human" repeated for (04) times followed by (03) tasks; in this session, the interaction was totally absent.

In the third session the class is divided into two subgroups, the first 45 min is devoted to the rest of the students in order to present their role play which was about "How

can reduce crime in society" what point out in this session that the teacher sometimes plays the role when one of the students was absent. The last 45 min is devoted to play short pieces of papers contains different adverbs and idiomatic expression, and one of the volunteers try to perform one of the adverbs in a form of a short anecdote using gestures and body language; in order to get his/her classmates cues the adverb, after that the teacher asked her students to be divided into small groups and has given each group one proverb randomly in order to use (02) proverbs in a short conversation at the end of the session all the students were participating.

The next session, has taken place in the lab. Always, the females' presence was increased than males; here the teacher has chosen (10) pictures contains (10) different topics to motivate and energize the students to practice the language. The following session, we have attended was a role play talking about "Child labor" preformed as "Opera springs show". Some groups were presented in this session, whilst the rest of the students were performed in the last session; this latter was different from the previous sessions. In this session we have noticed that the teacher asks her students to assess each other or correct others mistakes, after that the teacher start assessing her students' level and advancement from the first semester till the second and encouraged them to work hard and keep continues

1.3.4. The Results of the Observation:

Generally speaking, the two groups were not overcrowded around (41-45) students per class, and the number of female outnumbers than males in each class. We found with the group one (35) females to return (06) males, the same thing for a group five (34) females in return of (11) males. Besides, in both groups the physical setting taken place in a clean, luminous, spacious room with a different seating arrangement (horseshoe-circle),

with both teachers maintained a friendly and kind atmosphere to enhance the speaking skill. Both of them follow the interaction strategy and apply some interactive activities.

The results of the observation reveal that only one interaction activity (open discussion) always occurred in the group one, while sometimes occurred in the other group because, the teacher of group five uses different activities, role play, group work and uses different pictures related to different topics, those activities are helpful to energize the students to participate, providing students' with feedback either from the teacher or the students and promoting the speaking skill. Moreover, in both classes sometimes the teacher is the only speaker, he/she has the most talk in the class, through this observation, we found that students-students interaction is always the most type dominant in the classroom; besides, the two teachers we have attended with use explicit feedback, by giving the students time to express their ideas and correct their mistakes.

However, we have never noticed students correct each other mistakes in speaking process with group five. Yet it is rarely observed with group one. Furthermore, the students of both groups always participate and share their ideas and opinions in the classroom; but, in the speaking process, we have discovered that the students sometimes fall in hesitation expressions such as (um- oh-uh) nothing to say when they express their ideas. The student received some speaking assessments from the teacher; sometimes occurred. The teacher uses some techniques to encourage classroom discussion have the tendency of occurring always in the two classes. Also, sometimes when we found students speak fluent and accurate English; the students have opportunities to share their ideas with all group members; always occurred in both classes. The teacher controls the students' mother tongue interference; never occurred in both of the groups.

3.1.5. Discussion

The result revealed from the classroom observation helped us a lot in deducing that there are many factors affecting classroom interaction. This observation allowed us to notice that classroom interaction differs from one class to another; it also differs from one student to another. For instance, the students of group one with whom we have attended were always active and participate with high interaction. This is due to interaction activities specifically; the interesting topic, which always related to "Real life experience" and as we know that every student has their own experience that lead all of them to speak and share their experience with their classmates.

This group is aware of the great significance of students' classroom interaction as a successful strategy to improve and enhance students' speaking skill. Since the teacher always has given focus on the student performance and speaking as a way to enhance their oral competencies. Also, the seating arrangement could contribute to reach a high and successful interaction. Whereas, the students of group five with whom we have attended were less active and the same students were participating. Since the teacher relies on "Role Play" as an interactive activity. As we noticed this activity didn't provide the students with much opportunity to speak and express their ideas freely like the "Whole class discussion"

As a conclusion the classroom interaction is supported to a considerable extent during oral expression session. However, it is worth mentioning that interaction activities are not explicitly intended to develop to speaking skill. Further, it is more beneficial for the process of speaking, if teachers vary and use different effective activities, so that students can energize and participate more as a way to improve and reach successful oral proficiency.

3.2. Teachers' Questionnaire

According to the Online Webster Dictionary (1828), a questionnaire is "written set of questions that are given to people in order to collect facts or opinions about something". So, we have submitted a questionnaire to Oral Expression teachers's (06) of second year the English division at Biskra University, it is designed to investigate whether or not? The classroom interaction leads to better achievement in speaking

3.2.1. Aims of the Questionnaire

This questionnaire is designed to depict the teachers' beliefs and attitudes towards both classroom interaction and speaking skill. It mainly attempts to point out the teachers' awareness of the classroom interaction strategy. Besides, it seeks to report to which extent, classroom interaction has great role in enhancing speaking skill. Moreover, the questionnaire aims at investigating the role and the importance of students' classroom interaction in enhancing EFL speaking skill.

3.2.2. Administration of the Questionnaire

Our target population consists of all Oral Expression teachers in the department of English at Biskra University. We have opted for those who teach second year students. Thus, (06) questionnaires were submitted directly to all teachers (06) of second year Oral Expression on March 2017 for a week, and all the teachers have handed back their questionnaires.

3.2.3. Description of the Questionnaire

The whole questionnaire consists of twenty questions (see Appendix II); this questionnaire is basically divided into four sections which cover the variables selected,

focusing on specific aspects. It involves ended and open ended questions wherein, the teachers are required to answer the questions by ticking up the appropriate answers and fill in the blank whenever necessary, for further explanation or personal opinion.

3.2.3.1. Section One: Background Information (Q1-4)

This section attempts at collecting general information about the teachers, their gender (Q1), their experience in teaching career at the university (Q2), their experience in teaching oral expression (Q3), their degree Held (Q4)

3.2.3.2. Section Two: Classroom Interaction (Q5-12)

This is the essential variable of our research; it investigates whether the teachers implement the classroom interaction in teaching Oral Expression or not? And how students react to their use. Importantly, it examines their role in enhancing speaking skill. The main objective of this section is to find out the teachers' attitude and opinions towards the classroom interaction and its importance in enhancing speaking skill.

In (Q5) the teachers are required about the implement of classroom interaction strategy in teaching Oral Expression; (Q6) is about the frequency of giving the students' opportunity to interact with the class. Then, we asked the teacher whether they consider classroom interaction as motivational strategy or not? (Q8, Q9) concerns the dominate type in the classroom. Besides, (Q10) is devoted to the role of classroom interaction. In (Q11) the teachers are asked about the most effective activity that could enhance students' interaction in the class. Then (Q12) are asked the respondents about the role of classroom interaction in improving oral production. The last question concerns the seating arrangement and its positive impact on students' interaction (Q12).

3.2.3.3. Section Three: Speaking Skill

This section aims at sorting out the teachers' opinions about the speaking skill: students' level in speaking (Q14). Then, (Q15) was addressed to teachers about the frequency in encouraging student to speak with the class. The next question (Q16) was addressed to teachers about the techniques they use to persuade unmotivated students to speak and involve them in the topic, by giving them between three options, and if they have other techniques, they had to start their own.

In (Q17), the teachers were required to answer the question about which speaking difficulties students encounter most in the Oral Expression session, choosing between four given options. This question (Q18) seeks to answer the different aspects teachers rely on more in teaching Oral Expression. Then, the following open question (Q19) attempts to know the techniques for developing fluency in speaking. The last question (Q20) concerns how teachers correct students' mistakes.

3.2.4. Results of the Questionnaire

3.2.4.1. Section One: Background Information

Q1: Teachers' Gender

Gender	N° (Number of respondents)	% (Percentage)
Male	1	17%
Female	5	83%
Total	6	100%

Table.3.1. Teachers' Gender.
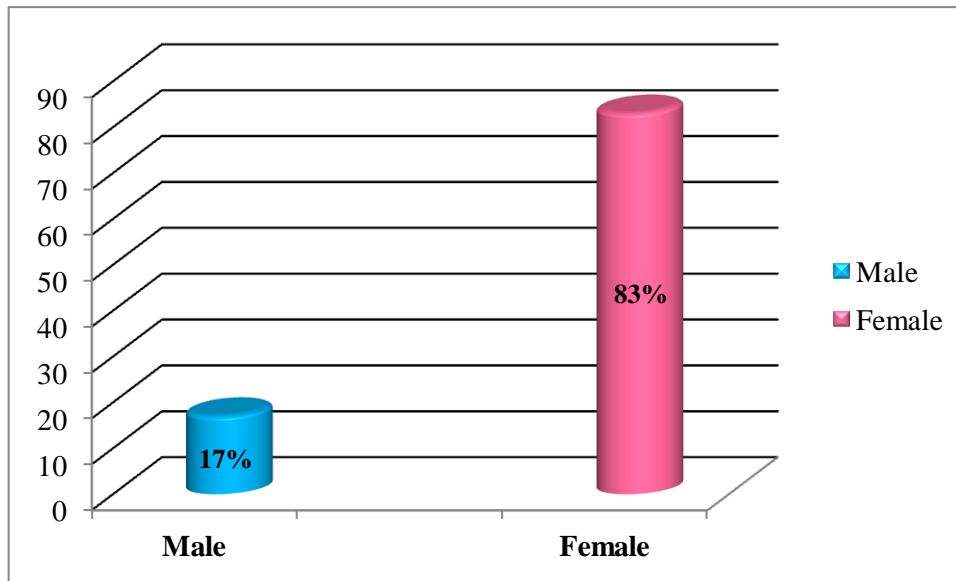
Figure 3.1: Teachers' Gender.

From the figure N° 1 a clear understanding might be taken that second year oral expression teachers consist of just one "male" teacher with a percentage of (17%) and five "female" teachers with the percentage of (83%). This signifies that females are over represented than the males in the department of English. This statistic may due to the desire of female to learning foreign languages, or because they feel themselves more comfortable in teaching foreign languages.

Q2: Teaching Career at University?

N of Years	N°	%
2 years	2	33.33%
3 years	1	16.66%
4 years	1	17%
7 years	1	17%
15 years	1	17%
Total	6	99.97%

Table 3.2: Teaching Career at University.
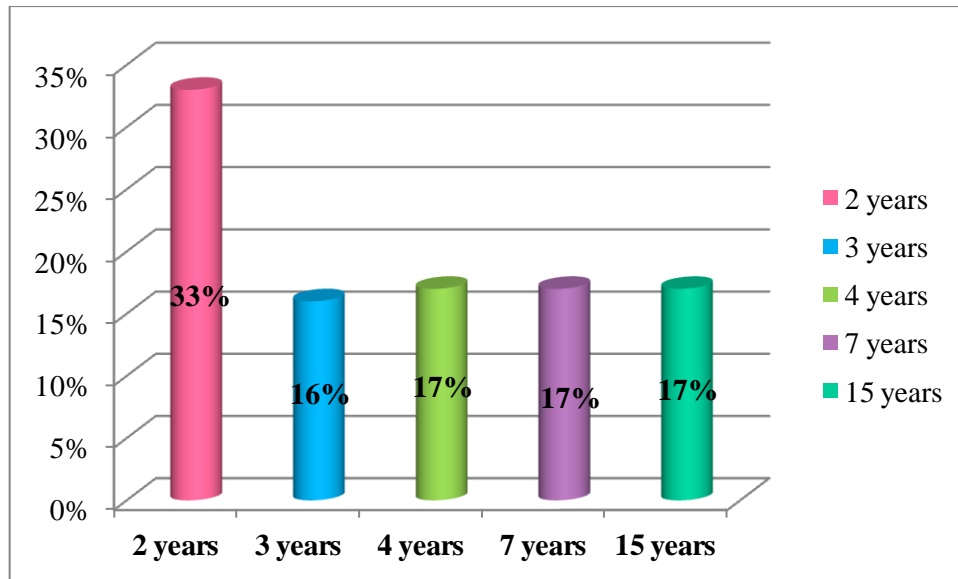
Figure 3.2: Teaching Career at University.

The second question was an open ended question where the teachers are required to fill the blanks with the years of their teaching career at the university level. Thus, teachers' career at the university is between two to fifteen years. Their responses were as follow: two teachers declared that they have been teaching English for two years and the other teachers for, three, four, seven and fifteen years. This means that the majority of teachers have experienced teaching that has a positive impact on students' progress and success.

Q3: Teaching Oral Expression.

Number of years	N°	%
3 years	3	50%
2 years	1	17%
1 years	1	17%
15 years	1	17%
Total	6	100%

Table 3.3: Experience in Teaching Oral Expression.
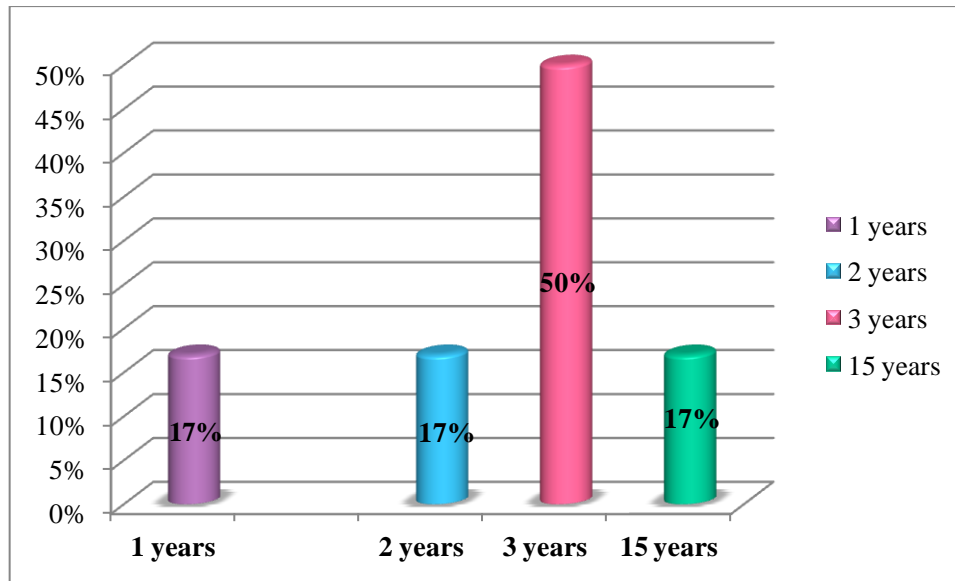
Figure 3.3: Experience in Teaching Oral Expression.

According to the obtained results, teachers in this section are required to give a number of the years they occupied in teaching Oral Expression module. This question aims to know their teaching experience in Oral Expression, the most experienced teacher has taught for 3 years (50%). We can deduce that (50%) have 3 years of experience. As the figure N° 3 shows, teachers answer is more or less similar in the sense that there is no major difference between the percentages. The lowest percentage reflects the teacher who has been teaching Oral Expression for 2, 1 and 15 years (17% for each).

Q4: Degree (s) held:

Degree	N°	%
BA (license)	0	0%
MA (Magister)	4	67%
MA (Master)	2	33%
Doctorate	0	0%
Total	6	100%

Table 3.4: Teachers' Graduation.
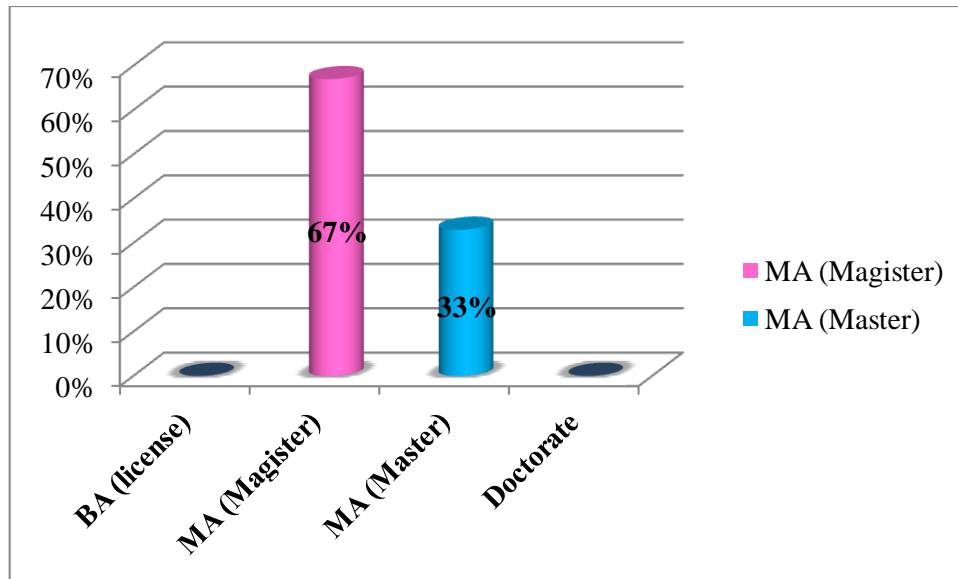
Figure 3.4: Teachers' Graduation.

As the figure illustrates, the highest percentage is that of the teachers who have got a Magister (67%) in the second position come those who have a degree of Master (33%). We believe that our sample actually represents the population from which it is designed. Also, we can deduce that no Doctorate teacher teaches Oral Expression.

3.2.4.2. Section Two: Classroom Interaction

Q5: Do you implement classroom interaction strategy in teaching Oral Expression?

Options	N°	%
Yes	6	100%
No	0	0%
Total	6	100%

Table3.5: The Application of Classroom Interaction in Teaching Oral Expression.
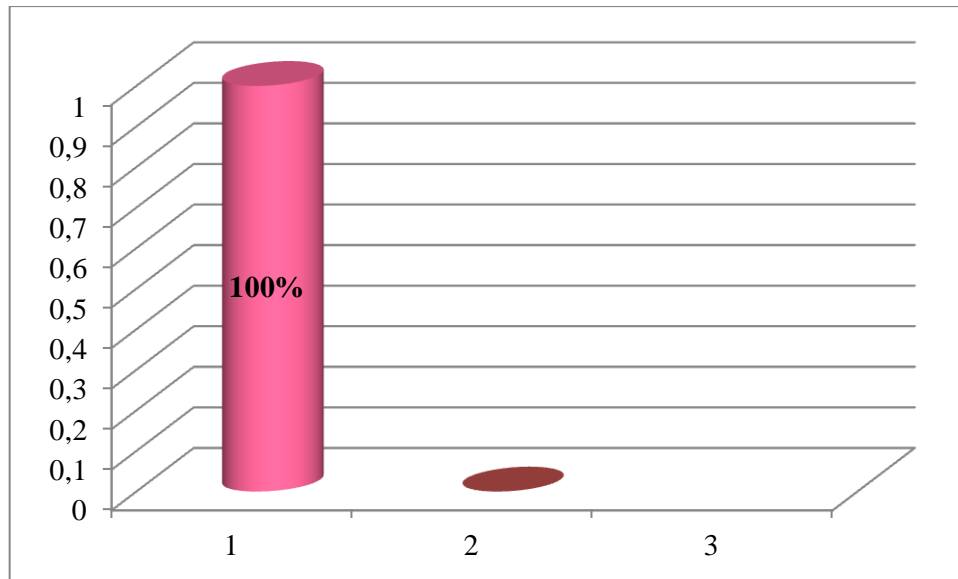
Figure 3.5: The Application of Classroom Interaction in Teaching Oral Expression.

According to the results obtained, the teachers were asked whether they apply classroom interaction in teaching Oral Expression or not. And whatever their answer they were required to justify it in the blanks below the question. All the teachers (100%) declared that they implement classroom interaction strategy in teaching Oral Expression. This means that the teachers are greatly aware of the role of classroom interaction in enhancing students' speaking skill.

This question completes the preceding one; it provides teachers' justification to answer the reason why they use classroom interaction in teaching oral expression. Those justifications were as follows:

- ❖ Classroom interaction is the most helpful task in oral sessions this lead the learners try to develop their speaking.

- ❖ Interaction in the class is one of the focal points for going on or conveying the lesson in a proper manner. It also shows the degree of students' interest and involvement in the lesson. If there is no interaction, there is no understanding of the teaching process that is mainly based on stimulus and response.

❖ It is one of the obvious elements that teacher must do in all the modules; it promotes students to talk, be self confident, learn better. Via the interaction the teacher and the learner, classroom management, having turning taking and answering.

❖ Because our role as teachers is to help the learners to become effective communicators in the learned EFL, or ESL as well as help them to promote their language development

❖ Oral Expression is interaction (simply speaking)

❖ Because students feel motivated to interact with their peers

Q6: How often do you give an opportunity for your students to interact?

Options	N°	%
Never	0	0%
Rarely	0	0%
Sometimes	1	17%
Always	5	83%
Total	6	100%

Table 3.6: The Frequency of Teachers' Encouragements.
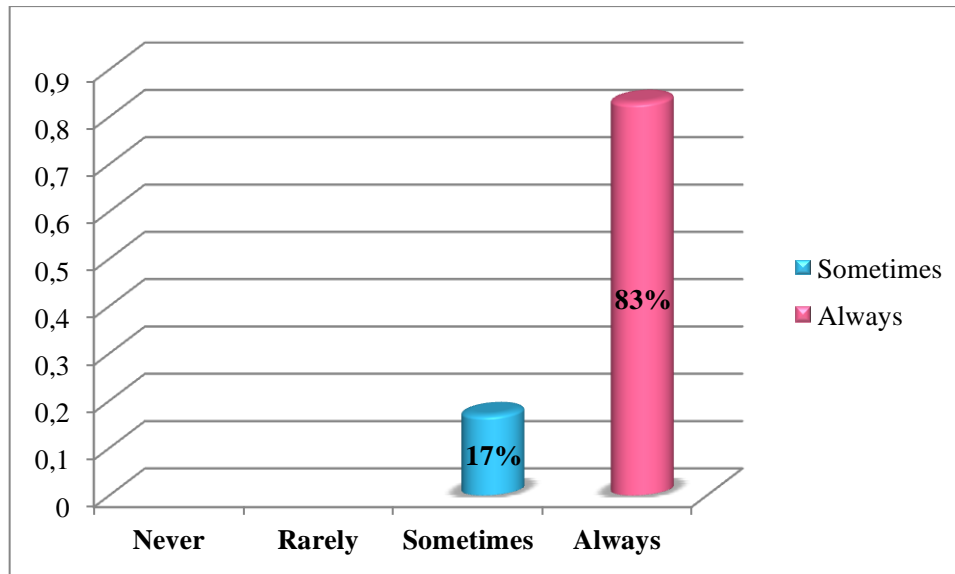
Figure 3.6: The Frequency of Teachers' Encouragements.

Teachers are required to tick the frequency of how often they give an opportunity for their students' interaction. From the results obtained in the above figure, a range of options were set to this question: Never, Rarely, Sometimes, and Always. The biggest proportion though, is given to the fourth option "Always" with a percentage of the (83%), then (17%) to the third option "Sometimes". This implies in one side, that second year Oral Expression teachers usually give an opportunity for her/his students' to interact. On the other side, these results show that second year students of English do really have the opportunity to interact with their teachers and among each other.

Q7: Can you consider classroom interaction as motivational strategy?

Options	N°	%
Yes	5	83%
No	1	17%
Total	6	100%

Table3.7: Teacher Considerations of Classroom Interaction as a Motivational Strategy.
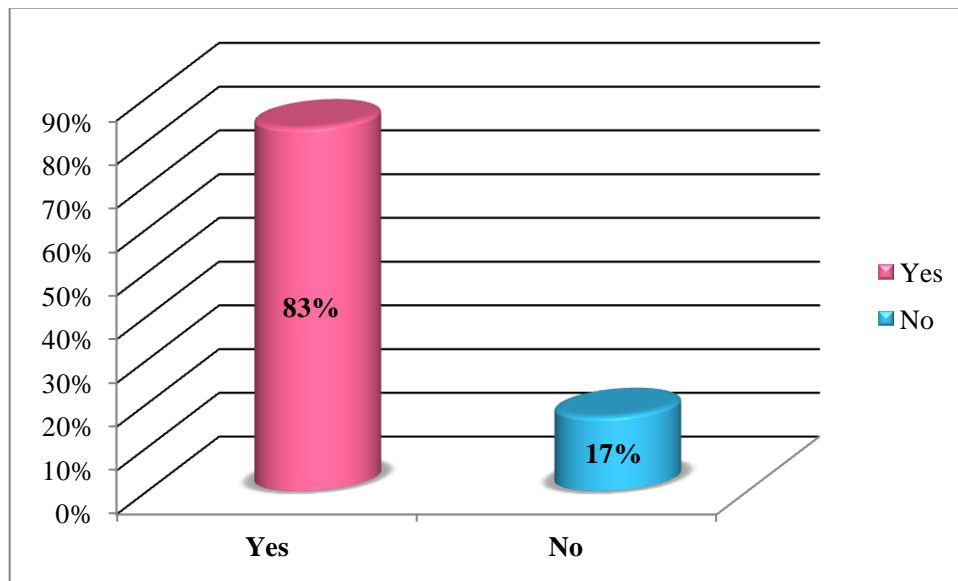
Figure 3.7: Teacher Considerations of Classroom Interaction as a Motivational Strategy.

As it is illustrated above, the teacher regards classroom interaction as a motivational strategy in enhancing speaking skill. For this reason, the majority of respondents (a total of 5 teachers 83%) have reacted to this item as being a significant strategy in teaching English; they consider it as a motivational strategy. While, only 1 out of 6 (i.e. 17%) she/he does not consider it as a motivational strategy. This means, that the majority of the teachers are aware of the role of classroom interaction as a strategy that motivates students to interact. The provided justifications are as follows:

❖ If well organized and managed, it can give good results.

❖ Interaction enhances students' motivation to participate, especially the shy ones.

❖ It helps students and teachers equally to sustain and motivate them to learn and teach.

❖ It is inevitable, so I think a good application of classroom interaction would be an invitational strategy, if you insist on students to participate, it will help them to speak, and listen to them would motivate and improve them to better performance.

❖ Absolutely true, if the teacher gives his/her students the opportunity to speak and interact, he/she will build a bridge of trust between student peers and between he/she and his/her students. Such trust all students speak freely and even wrongly. Therefore, they will overcome their fear and psychological barriers.

Q8: Who speaks much in the classroom?

Options	N°	%
Teacher	1	17%
Students	4	66 %
Both of them	1	17%
Total	6	100%

Table 3.8: Speaking Percentage in the Classroom.
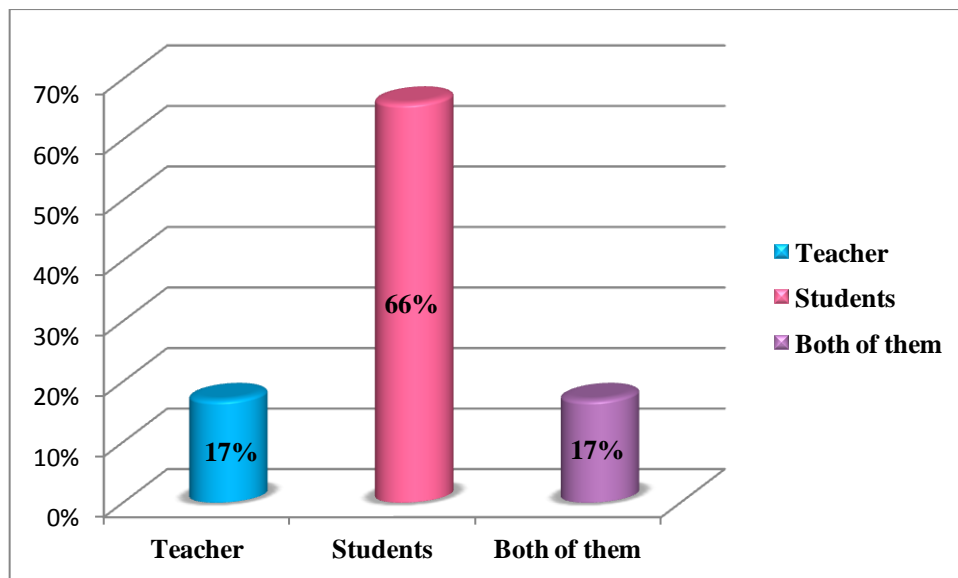
Figure 3.8: Speaking Percentage in the Classroom

This question investigates the dominant talk in the classroom; we have suggested three options for teachers to choose among them. The majority of teachers (four of them)

agree with the students (66%), claiming that the students should dominate the class to express their views and opinions to learn from their mistakes. Further, in order to improve their oral proficiency and one teacher (17%) viewed that both of the teacher and the student should interact equally in the classroom. While, one teacher (17%) regarded that in Oral Expression session the teacher should speak much.

Q9: Which type of interaction most dominant in the classroom?

Options	N°	%
Teacher-students	2	33%
Student-students	4	67%
Total	6	100%

Table 3.9: Most Dominant Types of Classroom Interaction.
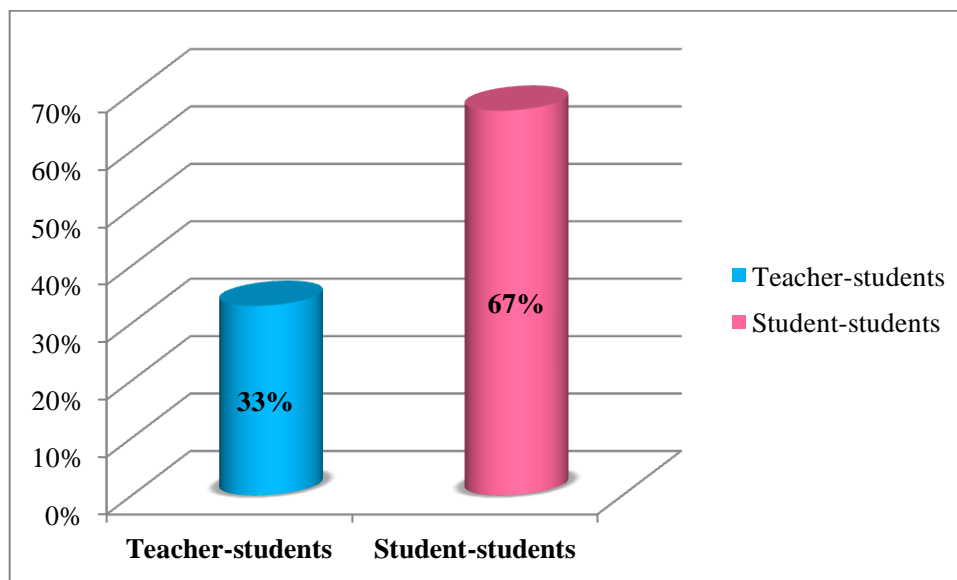
Figure 3.9: Most Dominant Types of Classroom Interaction.

In the classroom interaction classes there are different types of interaction, but Student-students and Teacher-students are the main types. Thus, a question was posed to

the teacher to see what type of interaction most dominant in the class. The results show that the Students-students interaction gained the highest percentage (67%) comparable to Teacher-students interaction (33%). This response demonstrates the Student-Students interaction as the most dominant type in second year oral expression classes rather than Teacher-student interaction.

Q10: Based on your experience, what is the role of classroom interaction?

The aim of this question is to investigate whether teachers know the role of classroom interaction in enhancing students' speaking skill or not?. All the responses of the teachers emphasized the role of classroom interaction which required to be taken into consideration in teaching oral skills, since the mastery of the language is very significant. In addition, such strategy is actually needed because our students should be competent and master the language. They responded the role of classroom interaction as summarized up in the following points:

- ❖ It makes students more sociable. They are motivated and learn how to share and accept each other ideas.
- ❖ It allows students to use the target language comfortably
- ❖ It stimulates the students to involve in the classroom and it increases their participation as one group.
- ❖ It motivates the student to speak, improve student oral performance, overcome speaking difficulties (psychological problem as inhibition, anxiety), it helps the students to learn new vocabularies.
- ❖ Interaction encourages students to speak, to share their ideas, to break the ice and overcome their psychological fears. It also boosts the teacher to estimate the degree of his/her students' interest and pushes him/her to give more.

Q11: What is the most effective activity used for enhancing students' interaction in the classroom?

Options	N°	%
Group/ pair Work	2	33%
Role play	1	17%
Discussion	3	50%
Total	6	100%

Table 3.11: Teachers' Effective Activities Most Used for Enhancing Interaction.
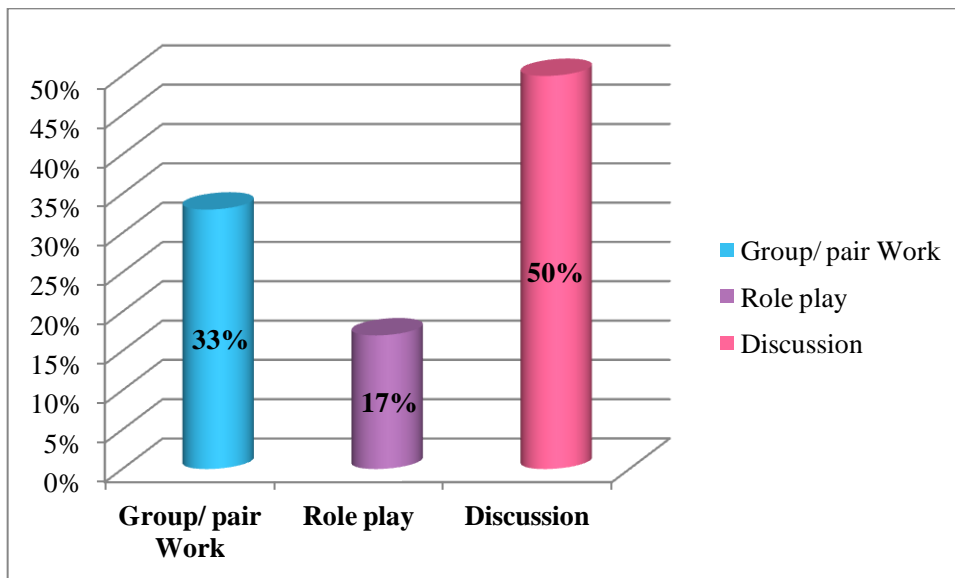
Figure 3.11: Teachers' Effective Activities Most Used for Enhancing Interaction.

This question aims at asking teachers about the most appropriate interaction activities that they use in their classes. Thus, the table above summarizes the techniques/ activities that teachers can use in order to carry out a classroom activity. As the table N°11 shows, teachers' answer is in the sense that there are major differences between percentages of group/ pair work, role play and open discussion.

In the highest position comes discussion with (50%) followed by group/pair work with (33%) and we have one case of subjects who considered role play as an activity that

can help in improving speaking skill (17%). We can sum up that teachers are fully aware of the importance of applying these activities and more than that, the teacher finds that using them is enjoyable and more motivated when they organize their students to work following the instructions of one of these activities. The other activities that have been provided by the respondents can be summed up in the following points:

❖ Learning from experience (experiential learning) is an excellent way of persuading students to speak and interact in the class. When they pass their own experience, they feel that they are uniquely able to do many things, to speak, to express their ideas with proud and to interact positively to learn.

❖ Presentation

❖ Real life situation (discussion)

❖ Problem solving

❖ Games, simulations, fill in the gap

Q12: Do you think that classroom interaction is an effective strategy in improving oral production?

Options	N°	%
Yes	5	83%
No	1	17%
Total	6	100%

Table3.12: Teacher's Viewpoint about Classroom Interaction in Improving Oral Production.
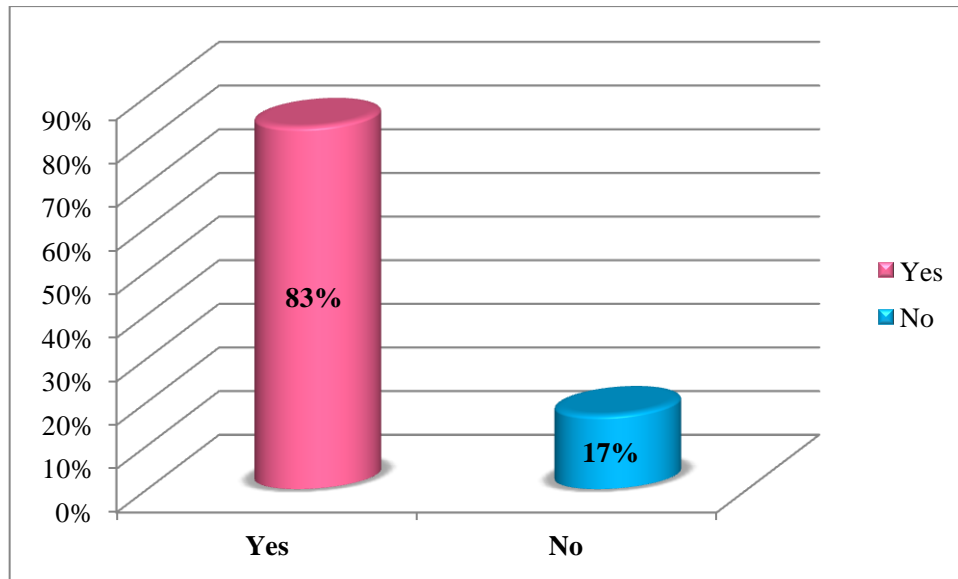
Figure 3.12: Teacher's Viewpoint about Classroom Interaction in Improving Oral Production

The results illustrate that most informants agree on the importance of classroom interaction to improve students' oral production. The majority said yes (83%). So, this number indicates that the majority of respondents give a crucial role in the classroom interaction to help students speak English correctly and appropriately. Surprisingly, one of the respondents was No (17%). This indicates that the classroom interaction for him/her may not be useful always. They may sometimes prefer to work alone. The provided explanations are as follows:

❖ Students prefer working with their peers, so they endless, shy. They learn more from each others. After time, they start to better know all each other. So they better share ideas, communication, learn to produce (speak).

❖ Pair and group work give the students the opportunity to learn from each other.

❖ Especially in the case of shy and reserved students, interaction in the class between teachers and students helps in breaking the barriers and the ice in the course and gives a push to almost every student to have the courage to participate and speak up.

❖ Learning new, vocabularies learn how to pronounce correctly.

❖ When students interact, this means they share ideas. To share their ideas, they need to speak the target language. Hence, they will improve their oral production, especially when they learn from their mistakes.

Q13: Do you think that the seating arrangement has a positive impact on students' interaction?

Options	N°	%
Yes	5	83%
No	1	17%
Total	6	100%

Table 3.13: The teacher's Viewpoint on the Impact of Seating Arrangement on

Student Interaction.
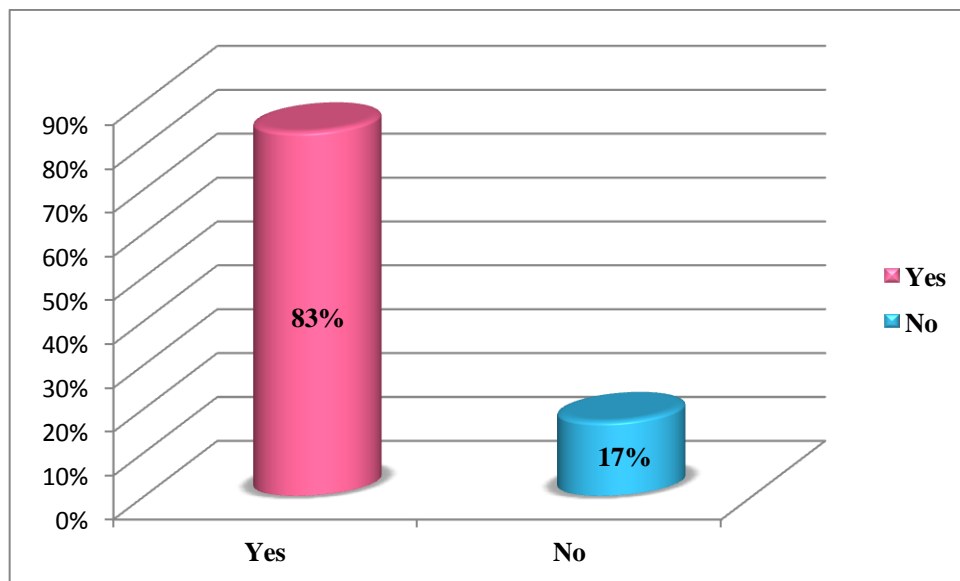
Figure 3.13: The teacher's Viewpoint on the Impact of Seating Arrangement on

Student Interaction.

In this question, teachers are invited to say their view on the impact of seating arrangement on student interaction. The majority have opted for yes (83%). For them, students' location in the classroom has a deep impact on student interaction which

facilitates the interaction process. For this reason, teachers claim that students at the back of the classroom tend to interact with each other more frequently than those seated at the front which affects their attention. A few numbers of teachers have responded to this question by No (17%). This can only be interpreted by teachers' ignorant of their students' way of seating in the classroom. The provided justifications are as follow:

❖ A teacher should know how to manage and arrange the seating of his/her students depending on the task. So for interaction, we can have either each group sitting around a table for group work or U shape for discussion.

❖ The student should sit in any comfortable way that encourages him/her to interact.

❖ The design we usually see/ find in the classroom (rows) are looking like barriers the most effective seating arrangements are a circle or horseshoe. For it creates a sort of intimacy between the teacher and his/her students and they are one family. It also encourages them to see each other and speak together.

3.2.4.3. Section Three: Speaking Skill

Q14: How do you estimate your students' level in speaking?

Options	N°	%
High	0	0%
Average	6	100%
Low	0	0%
Total	6	100%

Figure 3.14: Teachers' Estimation of the Students' Level of Speaking.
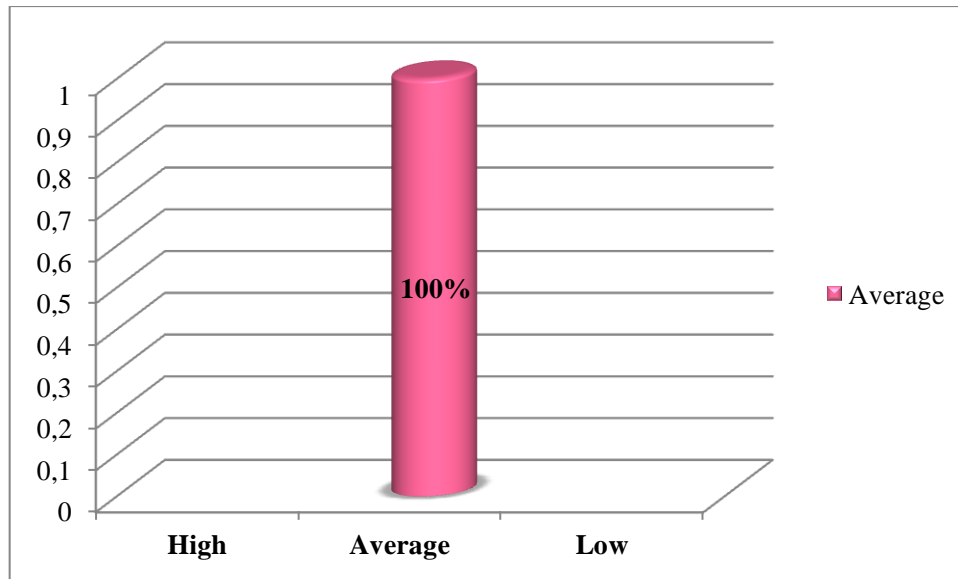
Figure 3.14: Teachers' Estimation of the Students' Level of Speaking.

Speaking is recognized by many teachers to be an essential aspect of foreign language teaching. Along with the analysis of the results, we found that all teachers (100%) provide an answer about their students' level in speaking English is 'Average' as displayed in the table N° 14. Therefore, it is worthy to mention that teachers differ in terms of their view to students' level of speaking. Thus, some of them stress accuracy, others prefer Fluency; yet, our opinion is that all features must be taken into consideration when it comes to students' level of speaking.

Q15: How often do you encourage your students to speak English in the classroom?

Options	N°	%
Never	0	0%
Rarely	0	0%
Sometimes	0	0%
Always	6	100%
Total	6	100%

Table 3.15: Frequency of Supporting the Students to Speak English in the Classroom.
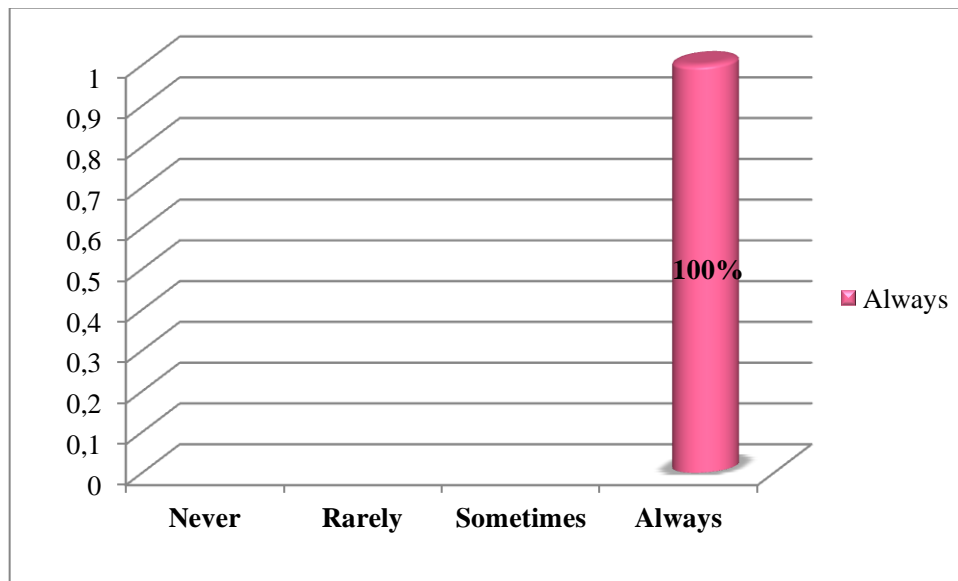
Figure 3.15: Frequency of Supporting the Students to Speak English in the

Classroom.

The item above is set to measure. For respondents, the frequency of supporting the students to speak English in the classroom; the results show that all teachers have opted for always (100%). All, teachers agree supporting students to speak is a vital mission for the teachers to accomplish. The answers that have been provided by the respondents can be summed up in the following:

❖ I encourage each student to speak in English even if it is for a short period within the course.

❖ It is an oral session, students are supposed to talk.

❖ Each of us has his allotted time to speak. When the teacher completes his ideas. It is time for students to talk and share their ideas to communicate the language, to learn from their mistakes and to share their ideas.

❖ Oral Expression, it is an interaction itself.

❖ Students need to be always encouraged to be motivated, get rid of their shyness, develop certain self confidence and start participating.

❖ In order to make them proud of their use of the language otherwise they will feel anxious and shy.

Q16: Based on your experience in teaching Oral Expression, what are the techniques you use to persuade unmotivated students to speak and involved in the topic?

Options	N°	%
Choose interesting topics	4	67%
Use rewards (additional marks, book… etc)	2	33%
Ask questions	0	0%
Total	6	100%

Table 3.16: Techniques Used in Persuading Unmotivated Students to Speak.
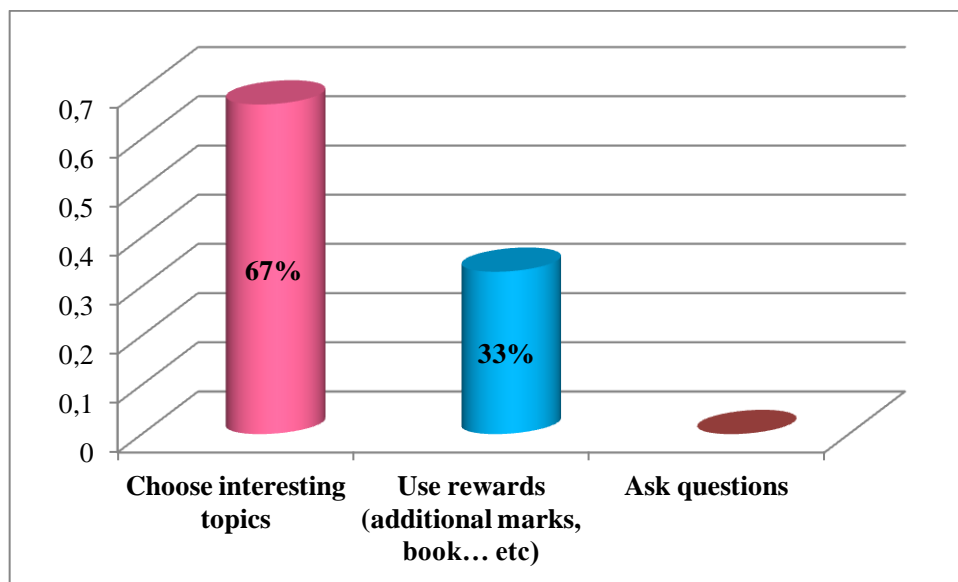
Figure 3.16: Techniques Used in Persuading Unmotivated Students to Speak.

Many factors can affect students' learning and make them unmotivated and passive that might be due to the fear of making mistakes; here the teacher plays great role in enhancing students' motivation by using different techniques such as knowing more about

their interests, choose interesting topic, talking about real life experience, ask them for individual tasks. The aim of this question is to investigate whether or not teachers help their students to participate in their classes.

As presented in this table, a high proportion of teachers (67%) answered that they tend to choose an interesting topic for their students in order to stimulate them to speak. A few numbers have opted for rewarding (33%) which is that they tend to rely on the idea that they motivate their students via using rewards. This implies that teachers use different kinds of reward and encouragements. Thus, students are likely to have a positive attitude towards speaking. In sum, increasing students' appetite for speaking in the classroom is of great benefit to students because this would encourage them to participate more. Thus, it would give better results.

Q17: What are the speaking difficulties students might encounter most in Oral Expression session?

Options	N°	%
Inhibition	2	33%
Nothing to say	2	33%
Low participation	1	17%
Mother tongue interference	1	17%
Total	6	100%

Table 3.17: Speaking Difficulties Encountered by Students.
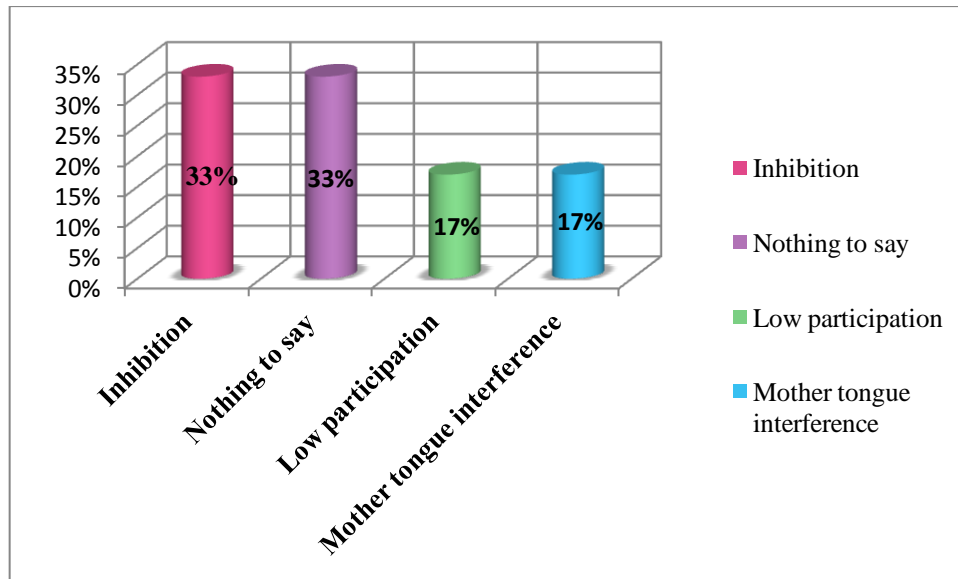
Figure 3.17: Speaking Difficulties Encountered by Students.

Teachers here are required to describe their students' speaking difficulties. It seems to us that two teachers, translating into (33%), agree that their students are inhibited to speak in the classroom. However, two teachers, (33%) out of four, believe that their student's main problem is that they have nothing to say. The other two teachers, one of them (17%) have opted for low participation is the main factor that does not allow students to speak.

Another teacher (17%) claimed that students are suffering from the mother tongue interference. That is, when students tend to speak, they start thinking in Arabic and speak in English which results in some discrepancies. These discrepancies are due to the differences that exist between the English and Arabic styles, Grammatical rules… and so on.

Q18: In your opinion, on which aspects should effective speaking rely?

Options	N°	%
Fluency	2	33%
Accuracy	1	17%
Both of them	3	50%
Total	6	100%

Table 3.18: Aspects of Effective Speaking.
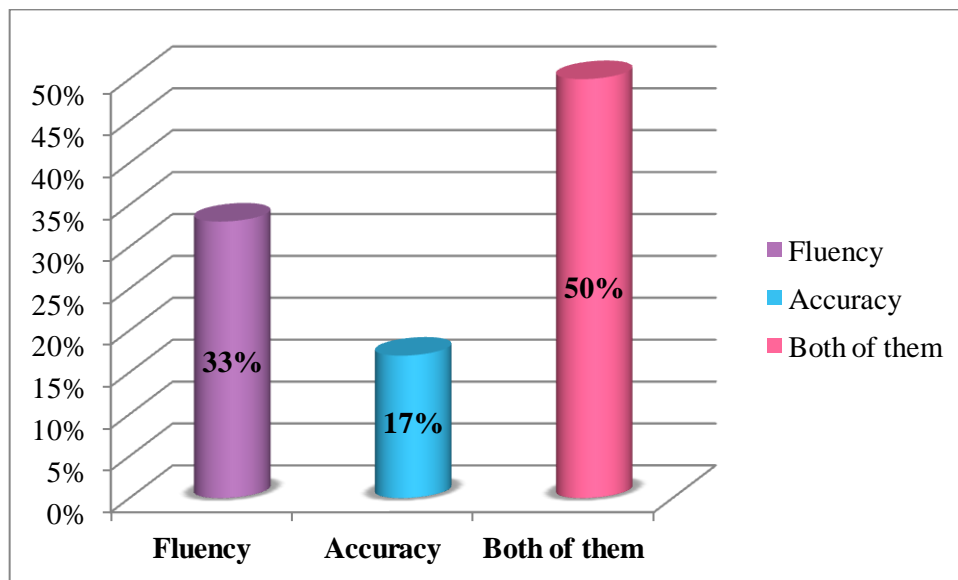
Figure 3.18: Aspects of Effective Speaking.

The results from 18 item in the questionnaire reveal that (50%) of the respondents are for the answer both. Some respondents have opted for fluency (33%) as an important aspect in speaking English. Whereas (17%) of the respondents have answered for accuracy. These imply different views of the teachers' view to aspects of effective speaking. Thus, the majority of them regard accuracy and fluency as crucial aspects in speaking English as a foreign language.

Q19: According to you, what are the techniques for developing fluency in speaking?

Since, every teacher has his/her own techniques and strategies in teaching; this question was addressed to second year teachers of Oral Expression to provide us with their own techniques in developing fluency in speaking. The techniques that have been provided by the respondents are summarized as follows:

❖ Make them work as much as they can (practice), watch and listen to videos of native speakers.

❖ Using language to talk about language, using minimal responses (build up in each session) using interactive activities.

❖ Classroom discussion, interviews, conversation. They are activities that teachers may use to develop students' fluency in speaking.

❖ To be a fluent speaker, students should develop their listening skills first to acquire more vocabulary and to train their ears to acquire in a short time. Then, they need to read in an aloud voice to overcome their fears or silently to memorize words. Application or exercising speaking is obligatory.

Q20: What is your reaction towards the students' mistakes during the interactive process?

Options	N°	%
Do you stop them to correct every single mistake?	0	0%
Give them time to express their ideas, and correct later?	3	50%
Do not correct at all?	1	17%

Do you give the chance to students to correct each other?	2	33%
Total	6	100%

Table 3.20: Teachers' Reaction towards Students' Mistakes.
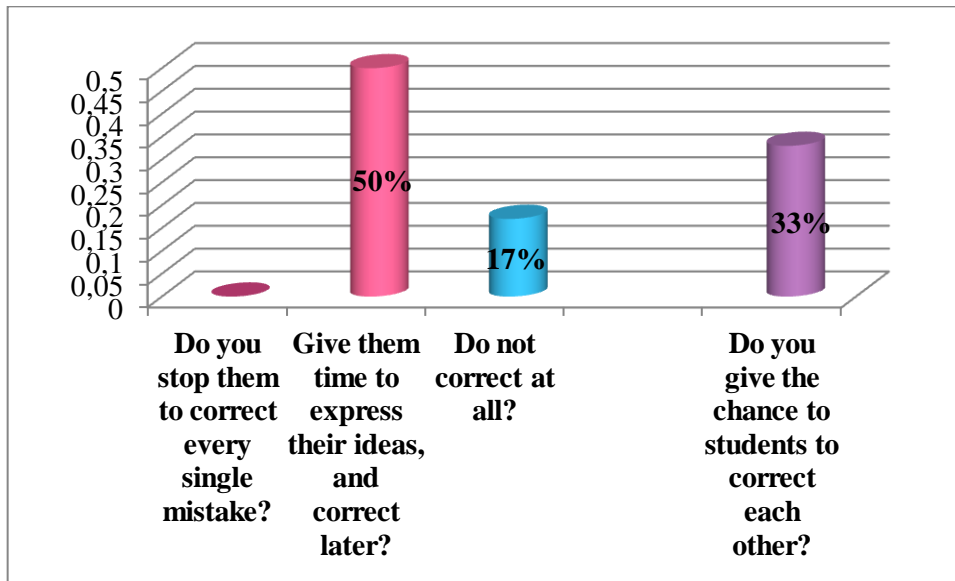
Figure 3.20: Teachers' Reaction towards Students' Mistakes.

The results indicate that (50%) of the respondents prefer to give students opportunity to express their own idea and correct their mistakes later. Other respondents two teachers (33%) tend to give students the chance to correct their students' errors via peer- correction. That is, let the students correct the errors of each other hoping that it would give positive and beneficial results for the students. While one teacher (17%) claims that in speaking process should not correct students' mistakes at all in order to avoid interrupting them.

3.2.5. Interpretation of the Results

The analysis of the teachers' questionnaire has revealed many results about both the classroom interaction and speaking skill. Furthermore, it investigated in which extent, classroom interactions can contribute in the improvement of students' speaking skill. As mentioned before the sample consists of six teachers, one male and five females, they have different experiences in teaching Oral Expression at Biskra University (from 1 to 15 years), their opinion and views are very important and will be of a great help for the completion of our study.

The results have obtained elicit that the classroom interaction has great role and positive impact in enhancing students' speaking skills. Besides, the speaking skill is very important in EFL classes, the majority of the students have an average level in speaking as estimated by their teacher. Henceforth, the majority of teachers have opted for classroom interaction as strategy to improving students' speaking in which students need to express their views, opinions and practice speaking as a process and constantly get feedback during their speaking.

The core of this discussion is the improvements that classroom interaction reaches for the speaking skill and for that purpose, knowing about the role of classroom interaction is very crucial, from the analysis of the results. We have deduced that teachers are aware of the classroom interaction strategy; also it is supposed to some extent that classroom interaction has great influence in improving speaking skill. Concerning the role of classroom interaction to the development of the speaking skill as it was expected; classroom interaction is the key to reach a successful communication and its help in improving oral production; if students have such opportunity they could develop their

speaking competencies. It is worthwhile to use different interaction activities "discussion, group work, role play" that permits the students to experience the speaking process.

3.2.6. Discussion

Analyzing the teachers' questionnaire has revealed many results on teachers' attitude towards the role of classroom interaction in enhancing students speaking, their attitudes in the classroom, their perception of the classroom interaction and their positive impact on student development.

1. In fact, all the teachers consider classroom interaction as an important strategy should provide in Oral Expression classes. This signifies that teachers are aware of the importance of speaking skill.

2. For teaching speaking the majority of teachers have opted for discussion which turning out the real life experience as an effective interaction activity that always give the student many opportunities to practice speaking the class and share their own experience with classmates.

3. As far as, the teacher implementation of the classroom interaction as spoken strategy and part of their teaching, all of them argued that the implementation of it in their teaching; this means that the teachers are greatly aware of classroom interaction and its role in enhancing students speaking.

4. In fact, the teacher asserts that choosing interesting topics which suits with all students' level has a positive impact in persuading unmotivated students and makes them participate. Whereas, other teachers use rewards (additional marks, books…) this implies that teachers have a desire for raising students' appetite for speaking in the classroom.

5. When asked the teachers about the students' speaking difficulties that might face mostly in the Oral Expression sessions. They declare we found out that the students have many problems such Inhibition, Nothing to say and Low participants and Mother tongue interference.

6. Approximately most of 2nd year teachers assert that students' seating in the classroom has a deep impact on students' interaction which could motivate and encourages students to participate and facilitate in the interaction process in which, the teachers sit in the center; can see and control all over the class. Otherwise, it creates a sort of intimacy between the teacher and his/her students, it encourages the students to see each other and speak together.

7. Teachers emphasized that both fluency and accuracy are the basic aspect that should provide in an effective speaker, in order to convey their messages accurately and fluency, to be completely understood by the audience. In addition, since every teacher has own techniques for developing fluency in speaking, their techniques summed up: watching and listening to videos' native speaker, classroom discussion, interviews, conversation, also to be a fluent speaker, students should practice more in the listening tasks.

8. Considering the significance of classroom interaction in EFL, teachers indicates that 2nd year Oral Expression teachers give a crucial role in the classroom interaction to help students' speaking correct and successful English. While the respondents asserted that classroom interaction fosters participation, develop students' speaking and give them much opportunity to practice the language freely.

9. In an attempt to gather data about the most dominant type of the interaction in the classroom; teachers believed in the learner centered approach where the Student-

student type should dominate the classroom, they should be active in order to practice the language and improve their oral proficiency.

10. The teachers' feedback; therefore, is very significant in improving speaking skill; the respondents emphasize its importance, claiming that the teacher should give them time to express their ideas, and correct students' mistakes later. Thus, some teachers viewed that the appropriate assessments could be achieved when student correct each other mistakes, while one of the respondents has claimed that the teacher should not correct students' mistakes at all for avoiding interrupting them.

Conclusion

The analyses of both classroom observation and teachers' questionnaire have given some insights on the process of speaking skill and Classroom interaction strategy. Based on the results obtained from the analysis of classroom observation elicits the awareness of both the teachers and the students' reaction towards classroom interaction and its importance in improving students' speaking skill. Furthermore, the results of the teachers' questionnaire report a considerable support to the classroom interaction in enhancing EFL classes.

Additionally, a teacher questionnaire acknowledged that the effect of classroom interaction in developing students' speaking skill is clearly cited. Besides, they have offered some new contributions of classroom interaction, for instance, classroom interaction improves students' speaking proficiency; through classroom interaction. Students learn from each other new vocabulary. These results, therefore, confirm that implementing classroom interaction strategy and varying its activities improve student speaking skill. Thus, if students interact frequently in the class their speaking skill will be enhanced.

General Conclusion

The present study has emphasized the role of classroom interaction in enhancing EFL speaking skill. We have suggested that there is a deep impact to implement classroom interaction in teaching Oral Expression, correlating what has been found in the literature review and in teaching Oral Expression through the use of classroom interaction strategy, we can deduce that classroom interaction helps students effectively to enhance their speaking proficiency.

In addition, it seeks to elicit the students' behavior and teacher awareness of classroom interaction, and to repeat the extent to which classroom interaction is supported by teachers' during Oral Expression, the study hypothesizes;

❖ If we implement classroom interaction in teaching oral skills, students speaking will be improved.

The first chapter introduces theoretical background about the classroom interaction. It starts by identifying this strategy and its types, aspects and techniques for creating classroom interaction. The chapter also, discusses the major interaction activities.

Additionally, the second chapter of this study has concerned with the speaking skill. It consists of its nature, importance, and its types, characteristics, assessment and the basic students' difficulties and we have discussed some techniques for developing fluency in speaking…etc.

Then, the third chapter is the field work of this study. It aims to confirm the research hypothesis; it investigates the role of classroom interaction to enhance students' speaking skill through an analysis of classroom observation and teachers' questionnaire.

Therefore, the results have revealed that classroom interaction has a great role on students' speaking skill. Also, the teacher aware of this strategy in developing speaking for that all the teachers should implement it in their teaching. Besides, it is important for the teacher to create an effective environment where the students can practice the language easily without fear and hesitations.

Through the finding has revealed from the classroom observation; classroom interaction has strongly highlighted in each session. Collect data from the classroom observation suits the teacher' responses in the questionnaire. The teachers are aware of the role of classroom interaction and always implement it during his/her teaching Oral skills through the use of different interaction activities. The teachers have applied this strategy in order to confirm that students have really interacted in speaking. Classroom interaction is among the successful students and the effective strategies that lead students to satisfy with their achievement.

The fieldwork has emphasized the vital role of classroom interaction strategy to enhance students speaking skill oral. This chapter has also confirmed our hypothesis; implementation of the classroom interaction in the EFL classroom improved student speaking skill. Hence, we come to realize the important role that classroom interaction in developing students speaking proficiency.

Recommendations for Further Research

The present study has devoted to focus on the role of students' classroom interaction in enhancing EFL speaking skill. The results revealed from this humble work have deeply confirmed that students' speaking skill will be enhanced through the implementation of classroom interaction strategy. These are some recommendations for further studies

1. Oral Expression teachers should vary their interaction activities in order to motivate students' interact between each other and urging students to speak frequently.

2. Considering the possibility of "Choosing interesting topics" that the suits students' level and make them engaged in the topic and in order to persuade unmotivated students to participate.

3. Teachers should take into consideration the effectiveness of classroom interaction in teaching Oral Expression, because it fosters students' oral proficiency.

4. Teachers should take into consideration that an effective seating arrangement has a positive impact on students speaking, further it encourages them to see each other and facilitate the interaction process.

5. We suggest for teachers to use "Discussion" as an effective interaction activity that reach high enhancement in speaking skill.

6. In the EFL, classes the students centered approach should dominate the class in order to allow the learners to practice the language and improve their oral proficiency.

7. We suggest the collaboration and the exchange of experience with foreign countries.

Finally, to implement classroom interaction in Oral Expression classes, we hope that it makes the changes and reach the students' and teaching needs. So, this latter enhances speaking skill and it makes it more interesting and enjoyable.

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Appendices

Classroom Observation

Teachers' Questionnaire

Classroom Observation Check-list

Appendix I

Instructor: Grade:

Observer: Time:

Course: Academic Year:

Session: Group:

                                                                       Room:

Students Numbers:

 Students Gender: Male:

                                            Female:

Key words:

          O: Observed   A: Adequate   N: Not observed

Part One: General Observation of the Classroom Management	O	A	N
1- The physical setting is clean, spacious, luminous, and comfortable. So that, students can interact with each other			
2- All the students can see a presentation of the instructor			
3- Seating is arranged in a horseshoe and circle. So that, can maximize their interaction			
4- Students are not seated in high congested and overcrowded class			
5- Students know what assignments they belong			
6- Pace and temperature are appropriate for learning			
7- The teacher moves around learners and checks for students' comprehension			
8- The main teacher role in classroom: assessor, observer, controller			

Keys:

N: Never   R: Rarely   S: Sometimes   A: Always

Part Two: General Observation of the Students and the Teacher Interaction	N	R	S	A
1. The teacher is the only speaker has the most talk in the classroom				
2. Student-student interaction is the type more dominant in the classroom				
3. The teacher uses Explicit feedback to correct students' mistakes				
4. The teacher applies some interactive activities: pair/group work, role play and discussion				
5. Students fall in hesitation (um, uh, ah) when they express their ideas				
6. Students participate and share their ideas and thoughts in the classroom				
7. The students correct each other errors and mistakes in the speaking				

process				
Part Three: General Observation of Students Speaking Skill 1. The students receive some speaking assessments from the teacher 2. The teacher uses some techniques to encourage classroom discussion 3. Students speak fluently 4. Students speak correct language (grammar, word structure, pronunciation) 5. The students have opportunities to share their ideas with all group members 6. The teacher controls the students' mother tongue interference.				

Others Comments?

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Teachers' Questionnaire

Appendix II

Dear Teachers,

You are kindly requested to fill in this questionnaire which is devoted to gathering information needed for the accomplishment of a master's dissertation. This questionnaire intends to investigate *The Role of Students' Classroom Interaction in Enhancing EFL Speaking Skill.* Hence, I would be very grateful if you could share your experience and sincerely answer of the following questions. Your answers are very important and will be of a great help for the completion of this work. Would you mind, give us precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full answer (s) whenever necessary. Be sure that, all the provided information will remain anonymous.

We will be very grateful for your collaboration

Section One*: Background Information*

Q 1: Specify your gender:

   a. Female

   b. Male

Q 2: Teaching career at the university… Years

Q 3: How long have been teaching Oral Expression?

……. Year

Q 4: Degree (s) held:

    a. BA (License)   ☐

    b. MA (Master)   ☐

    c. MAG (Magister)   ☐

    d. PhD (Doctorate)   ☐

Section Two*: Classroom Interaction*

Q 5: Do you follow classroom interaction strategy in teaching Oral Expression?

    a. Yes   ☐

    b. No   ☐

Please, justify your answer?

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Q 6: How often do you give an opportunity for your students to interact?

    a. Never   ☐

    b. Rarely   ☐

    c. Sometimes   ☐

    d. Always   ☐

Q 7: Can you consider classroom interaction as motivational strategy?

    a. Yes   ☐

    b. No   ☐

If yes, please justify

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Q 8: Who speaks much in the classroom?

    a. Teacher

    b. Students

    c. Both of them

Q 9: Which type of interaction most dominant in the classroom?

    a. Teacher- students

    b. Student- student

Q 10: Based on your experience, what is the role of classroom interaction?

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Q 11: What are the most effective activity used for enhancing students' interaction in the classroom? (You may have different answers)

    a. Group/Pair Work

    b. Role play

    c. Discussion

In the case of using other activities, please mention them.

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Q 12: Do you think that classroom interaction is an effective strategy in improving Oral

production?

a. Yes

b. No

If yes, please explain how.

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Q 13: Do you think that the seating arrangement has a positive impact on students'

interaction?

a. Yes

b. No

Whatever your answer, please justify.

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Section Two: *Speaking Skill*

Q 14: How do you estimate your students' level in speaking?

a. High

b. Average

c. Low

Q 15: How often do you encourage your students to speak English in the classroom?

a. Never

b. Rarely

c. Sometimes

d. Always

Whatever your answer, please say why?

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Q 16: Based on your experience in teaching Oral Expression, what are the techniques you use to persuade unmotivated students to speak and involved in the topic?

a. Choose interesting topics

b. Use rewards (additional marks, book… etc)

c. Ask questions

If you use other techniques, please justify?

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Q 17: What is the speaking difficulties students might encounter most in Oral Expression session?

a. Inhibition

b. Nothing to say

c. Low participation

d. Mother tongue interference

Q 18: In your opinion, on which aspects should effective speaking rely?

a. Fluency

b. Accuracy

c. Both of them

Q 19: According to you, what are the techniques for developing fluency in speaking?

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Q20: What is your reaction towards the students' mistakes during the interactive process?

    a. Do you stop them to correct every single mistake?

    b. Give them time to express their ideas, and correct later?

    c. Do not correct at all?

    d. Do you give the chance to students to correct each other?

Section Four: *Suggestions and Comments*

Would you please add any further recommendations and suggestions you consider helpful

in the completion of this work.

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Thank you for your Collaboration

Miss: Djedidi.Fatima. Z

Résumé

La présente étude a tenté d'examiner le rôle de l'interaction entre les étudiants en classe dans l'amélioration de la compétence orale. En outre, elle tente de signaler la mesure dans laquelle l'interaction en classe est soutenue par les enseignants aidé les étudiants à développer leurs compétences orales. L'hypothèse principale adoptée dans cette étude montre que la mise en œuvre de la stratégie d'interaction en classe renforcera la compétence orale des étudiants en interagissant souvent avec cette compétence. Nous avons opté pour la méthode descriptive et analytique; et avons recueilli des données quantitatives et qualitatives qui ont été analysées d'une manière descriptive pour décrire deux variables: l'interaction en classe en tant que variable indépendante et sa contribution dans le développement orale des étudiants. Ce dernier est considéré comme variable dépendante. L'observation en classe a été établie afin d'obtenir des données plus directes, plus réelles et plus précises à ce qui se passe dans la classe quand les étudiants en interagissent avec leur enseignent et entre eux même. Afin de recueillir les données, nous avons fait une observation en classe avec deux groupes d'étudiants de deuxième année Anglais à l'université Mohamed khider de Biskra. D'après un constat établi suite à cette étude, nous constatons que la mise en œuvre de la stratégie d'interaction en classe doit étre améliorer les compétences orales des étudiants et réduira au minimum les difficultés majeures d'Expression Orale. En empale , nous avons administré un questionnaire à tous les enseignants d'Expression Orale de 2ème année afin d'étudier le rôle de l'interaction en classe comme une des stratégies utiliser a l'Expression Orale. Les résultats obtenus démontrent que l'interaction entre les étudiants et leurs enseignants dans classe est joue un rôle primordiale dans l'amélioration des compétences orales. Il confirme que l'interaction est l'une des stratégies efficace et que les étudiants doivent réagir. Participer et pratiquer la langue afin de développer leurs compétences et la production orales.

ملخص

تطمح هذه الدراسة إلى دراسة دور تفاعل الطلاب داخل الفصول الدراسية مما يؤدي إلى تحسين مهاراتهم الكلامية إلى جانب ذلك، فإنها تسعى إلى تحقيق إلى أي مدى يلقى التفاعل الصفي الدعم من طرف الأساتذة في مساعدة الطلاب في تطوير مهارتهم الشفهية. إن الفرضية الأساسية في هذه الدراسة تعمد إلى تبين ضرورة وأهمية تطبيق إستراتجية التفاعل الصفي في تعزيز كفاءة الطلاب الشفهية من خلال التفاعل المتكرر و المتواصل داخل القسم. اتبعت هذه الدراسة المنهج الوصفي التحليلي، بحيث جمعنا البيانات الكمية و النوعية التي يتم تحليلها بطريقة وصفية لأجل وصف المتغيرين: التفاعل الصفي كمتغير مستقل، أما مساهمته في تطوير مهارات الكلام لدى الطلاب تعتبر كمتغير تابع. زيادة على ذلك و لإثراء هذه الدراسة بمعطيات قيمة، قمنا بأجراء معاينة صفية مع مجموعتين من بين طلاب السنة الثانية، لغة انجليزية في جامعة محمد خيضر، بسكرة. بغية الحصول على بيانات دقيقة و مباشرة حول تفاعل الطلاب في ما بينهم و بين أستاذتهم. و عليه أكدت المعاينة التي أجريناها أن تطبيق إستراتجية التفاعل داخل الصفوف الدراسية يعزز الكفاءات الشفهية و يعمل عل تخفيض مشاكل و الصعوبات التي تواجه الطلاب أثناء الكلام. فضلا عن ذلك، قمنا بأعداد و توزيع استبيان لجميع أساتذة (مادة التعبير الشفهي) من أجل التحقق من دور التفاعل الصفي باعتبارها واحدة من أنجح ألاستراتجيات الكلامية. فالنتائج التي تم الحصول عليها تبين دور تفاعل الطلاب و أهميته في تحسين مهارات الكلام. بناءا على هذه النتائج تم تأكيد الفرضية المطروحة أعلاه، و القائلة أن التفاعل داخل الفصول الدراسية هو إستراتجية كلامية فعالة و ناجحة في تطوير مهارات الكلام و عليه فالطالب يحتاج إلى تفاعل أكثر و ممارسة اللغة من أجل تحسين مهاراته الكلامية.