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The Role of Classroom Interaction in Promoting EFL Learners'
Speaking Skill
The Case of Third-Year LMD Students of English,
Mohamed Kheider University-Biskra

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Dedication

To

All the people whom I love

All the people who loves me back

I wanna thank me for believing in me

Acknowledgements

Abstract

The present study is an attempt to investigate the role of classroom interaction in promoting EFL learners' speaking skills. As far as the Algerian universities are concerned, EFL students still face difficulties in using English appropriately due to the lack of speaking activities and classroom interaction. The ultimate goal of this research is to overcome the effect of interaction on the students' progression in speaking skills at Mohamed Kheider University's Department of English. In this regard, the present study is divided into three main chapters. The first chapter sheds light on the speaking skills including all the main elements. The second chapter discusses classroom interaction in the EFL classroom. Chapter Three is all about the analysis of the data obtained from the teachers' and students' questionnaires. The results obtained show that, in both the students' and teachers' questionnaires, classroom interaction improves the students' ability to communicate and speak fluently. It is also revealed that third-year students of English need to interact more in English sessions so that they can communicate effectively, especially with their teachers and classmates. The research hypothesis has been tested for its validity. In this sense, we deduce that classroom interaction has a great effect on students' speaking performance.

List of Abbreviations and Acronyms

EFL: English as a **F**oreign **L**anguage

LMD: License **M**aster **D**octorate

MKU: Mohammed **K**heider **U**niversity

FL: Foreign   **L**anguage

L1: First **L**anguage

TL: Target **L**anguage

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ملخص العربية

General Introduction

The most important aspects of learning a foreign language are the ability to communicate effectively and to be understood by the hearer/listener.Therefore, researchers and teachers tend to explore the most effective strategies and techniques in order to facilitate the process of learning and teaching English as a foreign language (EFL). In every EFL classroom, learners seek to master the receptive as well as the productive skills of language. Frequently, among them the speaking skills which is a major process that allows learners to communicate effectively. Simply put, interaction among teachers and learners as well as the learners and their peers is considered the most effective technique that helps them master their speaking skills.

Traditionally, teachers used to focus more on the linguistic features neglecting the effectiveness of speaking skills.The latter refers to the learners' capacity to use language for successful and accurate communication. Later on, researchers of the field have figured out that the role of interaction inside the classroom is valuable to facilitate the learning process and strengthen the teacher-learner and learner-learner connection. For expressing their ideas and points of view, students' needs to experience real communicative situations.Therefore, classroom interaction is one of the effective strategies that teachers tend to apply and strongly promote so as to improve learners' speaking skills as much as possible in an accessible and engaging way.

2. Statement of the Problem

Enhancing learners' speaking skills is considered one of the most challenging processes. For that most of the teachers face many difficulties which has made teachers seek for the most appropriate, effective and useful strategies to improve students' oral skills, and proceed learning. Hence, they found it necessity to shift their attention from the traditional way of teaching, which focuses on teaching language structures and rules, to teaching speaking skills. Many researchers have found out that interaction cannot be a separate process from communication.In other words, interaction and communication often go hand in hand. In fact, students do not just need to learn utterances; they also need to learn how to perform them in real situations. For an instructor, it is crucial to raise the learners' awareness of the classroom interaction's importance because it holds a significant role in promoting their speaking proficiency.

3. Research Questions

This study sought to answer the following questions:

Q1) How can classroom interaction improve EFL learners' speaking skills?

Q2) How do teachers make their students interact and communicate inside the classroom?

4. Research Hypothesis

As a first attempt to answer the research questions, it is hypothesized that: If teachers promote classroom interaction, EFL learners' speaking skills would be improved.

5. Research Aims

The aims behind conducting this study are:

- To shed the light on the role of classroom interaction in promoting third-year learners' speaking skills, at the Department of English of Mohammed Kheider University-Biskra.

- To determine teachers' and learners' roles inside the classroom.

- To take into account the usefulness of classroom interaction as a major strategy in the classroom to improve learners' speaking skills.

6. Research Methodology

This study takes the form of a descriptive approach within the use of quantitative data gathering tool. In this regard, two questionnaires were given to both teachers and third year English students, which make the research more original, then analyzing numerical data by using statistical methods.

7. Population and Sampling

In this study, the target population is third-year EFL students at Mohammed Kheider University of Biskra. They are expected to have different sessions of Oral Expression. As a sample for this study, a group of students (40) is selected randomly out of the total population which is about (271) in addition to eight (8) EFL teachers who teach or have experienced teaching oral expression module.

Chapter one

Chapter one: General Overview about Speaking Skill

Introduction

Communication occurs wherever there is speech. The mastery of the speaking proficiency is a priority in learning a foreign language. The intent of this chapter is to provide a clearer explanation of the speaking skills and its importance. It also presents the basic types and Characteristic of speaking performance .Additionally, this chapter highlights the Speaking difficulties that could be an obstacle for EFL learners and prevent them to master this skill. Eventually, the last part will address Classroom speaking activities that the students can practice in the classroom to promote the speaking skill followed by a conclusion.

1.1. Definition of Speaking

The main goal of learning a foreign language is to be able to speak and communicate fluently. Speaking is a crucial skill that all language learners should acquire. Chaney & Burk (1998, p. 13) define speaking as " the process of building and sharing meaning through the use of verbal and non – verbal symbols into a variety of context."Therefore, speaking is a complex process of transmitting and receiving information. It covers not just verbal modes of expression, but also nonverbal forms and symbols, including gestures and facial expressions, which create the communication process. The latter's definition is represented in the diagram below:
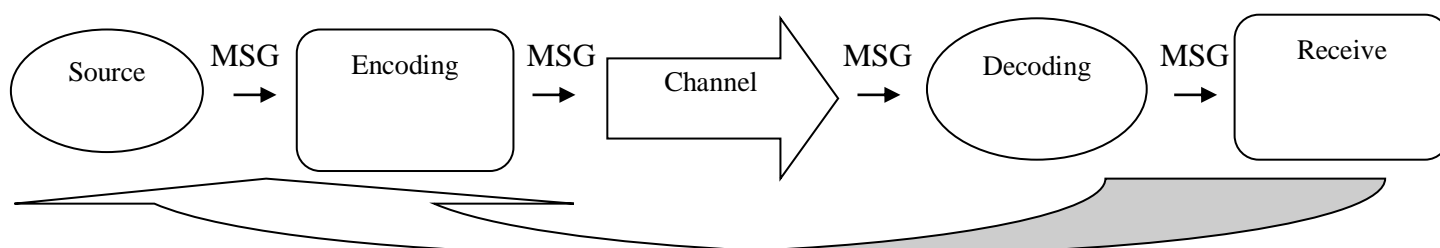
Figure 1.1: The Communication Process

(http://www.mindtools.com/pages/article/newCS_99.htm)

Communication requires a defined process that leads to effective speaking. The process begins with a source, such as a speaker, who encodes the message, which then passes through the channel, where it is decoded and received by the listener. The listener then reacts by providing feedback. Below, we list some of the general definitions of speaking:

Hedge's definition of speaking is "a skill by which people are judged while first impressions are being formed" (2000, p. 261). For Petrie, it is "an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought". (1987, p. 336; as cited in Lyons 1987).Oral expression is defined by Bygate (1987) as making the correct choices when using language forms, following the right order and producing the right meanings. Speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom.

McCarthy (1991) claims that being skilled at speaking involves being able to produce the predictable patterns of specific discourse situations, i.e. the ability to decide what to say in a given situation, say it clearly, and be flexible during a conversation when a difficult situation arises. In sociolinguistics, speaking is a situation where people engage to achieve social purposes in different contexts and settings. Burnkart argues that speaking in its nature is a spoken discourse that is mostly social. It entails three areas of knowledge: the mechanisms of language, the functions of speaking and the socio-cultural norms.

From pragmatics' side, speaking is a way of verbal communication that is required in interpersonal and transactional purposes (Nunan, 1999, p.228). Speaking is based on contributions, assumptions, expectations, and reinterpretations of the participant's utterances (Gumperz, 1999). That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities. In the whole, speaking is to express, every day, occurrence for most of us, and it's usually requires little thoughts, efforts or preparation

1.2 .The Importance of the Speaking Skill

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, according to Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening.

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Ur (2000) states:

> 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. (p.12)

Many language teachers have traditionally focused the majority of class time on reading and writing, nearly completely neglecting speaking and listening abilities. One example is the Grammar-Translation technique. According to Richards and Rodgers (2001), reading and writing are the most important abilities to focus on, but speaking and listening receive little or no emphasis.

The present situation, however, is different. A greater focus is being placed on the learning of communicative language abilities. As a result, communicative approaches and learners' development of communicative skill are becoming increasingly important. Speaking

has been given more weight in terms of importance. As oral communication entails speech in which learners are encouraged to interact verbally with others. Furthermore, teacher speaking will be reduced, allowing students to speak more freely in the classroom.

As it is the most important aspect of language learning, it requires greater effort to develop. Learners who do not speak the language they are learning have a tough time communicating their thoughts and attitudes during the educational process. As a result, several academics have looked into its significance and importance when learning or acquiring the target language. In this sense, Bygate (1987) argues that "speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language" (p.2).

Due to its importance in evaluating a student's performance and progress, mastering the speaking skills is a significant and vital factor for foreign language learners. Nunan (1991, p.39) said: " 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 item of the ability to carry out a conversation in the language". Speaking is a basic channel for directly communicating messages, knowledge, emotion, sentiments, ideas, and interaction with others. In the same sense Hedge (2000, p. 261) declares that: "For many students, learning to speak competently in English is a priority. They may need this skill for a variety of reasons, for example to keep up a rapport in relationships, influence people, and win or lose negotiations."

Speaking is a challenging skill to teach, and one of the most difficult aspects of foreign language instruction is preparing students to use the language in a variety of contexts and situations. "A student who can speak English well may have a greater chance for further education, employment, and promotion," Baker and Westrup (2000, p.5). Outside of the classroom, speaking is also highly important. Many businesses and organizations seek people who are fluent in English for the purpose of communicating with others. Thus, foreign

language speakers have a better chance of finding work in such businesses.

1.3. Basic Types of Speaking

Brown (2004) identified five forms of speaking based on the speaker's intentions: imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

1.3.1. Imitative Speaking

Imitative speaking is the ability to parrot back or repeat the other's speech as a word, phrase, or sentence is defined as imitation speaking. This type of repetition can involve syntax and lexis, as well as other linguistic qualities, in order to communicate a message or even interact in a conversation by paying attention to pronunciation in an attempt to assist learners in becoming more fluent more understandable (Brown, 2004, p.141).

1.3.2. Intensive Speaking

Intensive speaking is described as the production of brief stretches of a discourse in which the speaker demonstrates skill in a limited band of grammatical relationships such as intonation, stress, and rhythm; in order to react, the speaker must be aware of the semantic qualities. Reading aloud, sentence and dialogue completion, and other assessment activities are included in this sort of speaking (Brown, 2004, p. 141).

1.3.3. Responsive Speaking

Brief interactions, such as short discussions, small talk, and simple requests, are used to maintain authenticity, with only one or two follow-up inquiries or retorts, as seen in Brown's (2004, p. 142) short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine-fifteen.

1.3.4. Interactive Speaking

In terms of length and complexity of contact, interactive speaking differs from responsive speaking; this type involves two types of languages: transactional and interpersonal. The former is intended to exchange specialized information, whereas the latter is intended to maintain social relationships. Oral production in this type of language (interpersonal) can grow more sophisticated as colloquial language, ellipsis, and slang are used. Some evaluation tasks, such as interviews, role plays, and discussion exercises, are included in interactive speaking (Brown, 2004, p.142).

1.3.5. Extensive Speaking

Brown (2004, p.142) describes the extensive form of speaking as the ultimate type. For him, extensive speaking or monologue comprises speeches, oral presentations, and story-telling, but the linguistic style utilized in this sort of speaking is more deliberate and formal for extended tasks, but some informal monologues, such as a casually delivered speech, cannot be ruled out.

1.4 . Characteristic of Speaking Performance

Many teaching methods have recently emphasized the importance of focusing more on classroom activities that help students improve their speaking fluency and accuracy. Fluency and accuracy, for example, are crucial in achieving learning outcomes, according to the communicative approach, and they are clearly complementary. Although Richards and Rodgers (2001,p. 157) mention that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context", This is a basic argument, considering that CLT focuses on the communication process between learners or teachers and learners, rather than mastering of language forms. Moreover, Hedge (2000, p.61) emphasizes the significance of "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." Learners should, then, gain communicative competence through classroom practice while also understanding how the language system functions correctly and appropriately.

1. Fluency

Oral fluency is the main attribute of speaker performance, and it is the major goal teachers want to achieve in teaching the productive skill of speaking. Hughes (2002) 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" (p.80). Teachers are asked to engage their students in the learning process by allowing them to speak freely and interact during classroom courses, as well as through other means encouraging them to be fearless in making mistakes. In addition, Hedge (2000) said that "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 showiness, or undue hesitation" (p. 54).

Fluency can also be defined as the ability to link words to form sentences using stress, intonation, and proper pronunciation, but it must happen quickly. In this regard, Redmond and Vrchota (2007) state 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" (p.104). Others agree that fluency and coherence refer to the ability to speak at a normal level of continuity, rate, and effort, as well as the ability to link ideas together in a coherent manner. According to Hughes (2002), fluency and coherence refer to the ability to speak with a normal level of continuity, rate, and effort while also linking ideas together in a coherent manner. The key indicators of coherence are speech rate and speech continuity.

In the same vein, Thornbury (2005, p.120) argues that speed is an important factor in

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fluency, as is pausing, because speakers must take breaths and even native speakers must pause from time to time to allow interlocutors to catch what they say. However, frequent pausing indicates that the speaker is having difficulty speaking. Thornburg suggests "tricks" or production strategies in such cases, which is the ability to fill the pauses. The most common pause fillers are "uh" and "um," as well as ambiguous expressions like "sort of" and "I mean." Another technique for filling pauses is to repeat one word when there is a pause.

2. Accuracy

Most EFL students strive to be fluent speakers of the target language while overlooking the importance of speech accuracy. Accurate utterances are important in language learning because they help learners sound more understandable to their interlocutors. Skehan (1996, p. 23;as cited in Ellis and Barkhuizen 2005, p. 139) defines accuracy as referring "to how well the target language is produced in relation to the rule system of the target language." As a result, when producing spoken language, learners should concentrate on a variety of factors, including grammatical structure, vocabulary, and pronunciation.

a. Grammar

According to IELTS (2001, p. 15, as cited in Hughes, 2002), "the grammatical accuracy refers to the range and the appropriate use of the learners grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses." However, grammatical structures in speaking differ from those in writing and are distinguished by the following characteristics, according to Thornbury (2005, p. 220):

- The clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- Head+ body+ tail construction.

- Direct speech favored.

- A lot of ellipsis.

- Many question tags.

- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

b. Vocabulary

Accuracy in vocabulary refers to the appropriate selection of words while speaking. Students frequently struggle to express themselves because they lack the necessary vocabulary and sometimes use words incorrectly, such as synonyms, which do not have the same meaning in all contexts. Students must then be able to use words and expressions correctly. According to Harmer (2001), knowing the word classes also enables speakers to make well-formed utterances.

c.Pronunciation

Learners who want to develop their speaking skills in English should practise pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth. All these issues give them extra information about how to speak English effectively. 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." However, if the speakers' pronunciation is incorrect, they will not be understood, and thus accuracy would not be achieved.

1.5. Speaking Difficulties in Foreign Language Learning

Most of EFL learners master the language rules, but they often face some difficulties in speaking the target language. Practicing speaking requires some real tools that teachers should provide their learners with. In the same context, Parrott (1993, p. 105) asserts that

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teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities in order to speak English effectively. Researchers point out some difficulties that could be an obstacle for EFL students in speaking the foreign language. Ur (2000, p121), for example, mentions four main problems as follows: Inhibition, nothing to say, mother tongue interference, low participation, and shyness.

1.5.1. Inhibition

This issue becomes more apparent when students attempt to participate in the classroom but are thwarted by a variety of factors. Effective teachers never allow inhibition in their classes because inhibition and anxiety are the most common factors that easily infiltrate foreign language contexts. Littlewood (1999, p. 93) said that "It is too easy for a foreign language classroom to create inhibition and anxiety." Such factors include feelings of shyness and fear of making mistakes, which are caused by poor communication skills development and a sense of linguistic inferiority. Students are afraid of making mistakes, especially when speaking in front of a critical audience.

Ur (2000, p. 111) states 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." Bowman et al. (1989, p.40) agreed, arguing that when teaching speaking, teachers frequently ask their students to express themselves in front of the entire class, causing them to experience "stress" while engaging in some speaking activities. Stress and anxiety are two major psychological factors that can stymie a student's ability to speak.

Guiora et al. (1972) and Ehrman (1996) also claim that inhibition has a strong relationship with language ego (the identity a person develops in relation to the language he or she speaks), implying that meaningful language acquisition involves some degree of language

conflict that affects the learner's newly acquired competence. Therefore, the language ego allows learners to overcome inhibitions that may be impeding their learning success (As stated in Brown 2007, p. 158).

1.5.2. Nothing to Say

When forced to participate in a given topic, SL Learners commonly say "I have nothing to say," "I don't know," "no comment," or they remain silent. These expressions are the result of a lack of motivation to express themselves or the chosen topic to discuss or talk about. According to Rivers (1968, p. 192) :"The teacher may have chosen a topic which is uncongenial to him [the learner]or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language."Furthermore, sudden questions from the teacher that fall on the learner like rain may put him in a position where he finds it difficult to respond when asked to do so.

In light of the aforementioned, Baker and Westrup (2003, p. 75) agree that many students struggle to respond when teachers ask them to say anything in the target language. Learners may only have a few ideas to discuss, may not know how to use certain vocabulary, or may be unsure of grammatical correctness. As a result, students were unable to participate in discussions on topics that were uninteresting to them.

1.5.3. Mother Tongue Interference

FL students who share the same mother tongue tend to use it outside and even inside the classroom because it makes them feel more at ease and exposes them to the target language less. 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." As a result, if learners continue to be influenced by their mother tongue, they will be unable to use the foreign language correctly. Due to a lack of vocabulary in the target language, learners frequently borrow words from their native language.

1.5.4. Low Participation

Many factors influence foreign language classes, one of which is the amount of talking time allotted to each student. For Rivers (1968, p.98), some personality factors can influence FL participation, and teachers should be aware of them. Teachers can achieve a high level of participation from some students by working with them in groups, rather than having them work on their own. Harmer (2001, p.120) suggests streaming weak participators in groups and letting them work together. In such cases, they will not hide behind the strong participators and can participate more openly and effectively. Classroom arrangement may be a barrier to students effectively practicing their speaking activities. Bowman et al. (1989, p. 40) supported the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching." The teacher's motivation is one of the most important factors in whether a student shows an interest or lack of interest in a lesson.

1.5.5. Shyness

Many students have the ability to show their capacities and make effective efforts during the oral tasks, but they could not participate or express their selves because of shyness. Baldwin (2011) reports that speaking in front of people is as a kind of phobias, that student's shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say. In this case Shyness is related to feelings or emotions of fear of falling in mistakes and to be evaluated by others, in other words it is a feelings that can hinder learners to participate, talk, enjoy tasks, and even interact with others in the classroom.

1.6 .Classroom Speaking Activities

According to Harmer (2001, p.271), many classroom speaking activities in oral expression courses focus on language function rather than grammar and vocabulary alone. He introduces several major activities, including communication games, information gap activities, and group discussions.

1.6.1. Communication Games

This type of game is designed to encourage student communication by requiring one student to converse with another in order to solve a puzzle (game).The teacher can incorporate activities from radio and television games into the classroom. For example, "describe and draw" requires one student to describe a picture while the other student draws it. In "describe and arrange," one student describes a structure made of objects, and the other student organizes and arranges it without seeing the original picture. In "find the difference," two students have the same picture, but one is slightly different from the other, and the students must find the difference without looking at each other's picture (Harmer, 2001, p.272).

1.6.2. Information Gap Activities

Information gap activity is a type of speaking task in which two speakers have different parts of information that together form a whole image when they relate one part to another. This activity requires the students' ability to fill information gaps as well as their vocabulary and information in order to exchange it with other students because in most foreign language classes, the teacher uses this type of activity to share information between students during a classroom oral course (Harmer, 1998, p.88).

1.6.3. Discussion Activity

In addition to the activities listed above, Harmer (2001, p.272) argues that discussion, as a speaking task, is the most useful and interesting form of oral practice in the classroom because it allows students to exchange opinions, talk about their experiences, and express their views in order to improve their communicative ability when using the target language. According to Littlewood (1981), discussion "provides learners with opportunities to express their own personality and experience through the foreign language" (p.47). This means that "discussion" is viewed as a real language experience in which students use their abilities to deal with such speaking activity.

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1.6.4. Students' Presentation Activities

Presentation is effective in enhancing oral skills. It makes students communicate effectively and produce speech correctly through practicing the language in natural place, presentation task allow the learner to speak in front of their colleagues during an oral expression course for authentic speaking this can rise their confidence and motivation for better performance, Thornburg (2005,p. 71) " presentation activities is considered as a sign to open a huge interaction during the course through asking questions for more information or suggesting new thoughts."

1.6.5. Story Telling Activities

Story telling is an effective in teaching language function; this type can encourage learners to state a clear idea which they want to address to their classmates. For that Harmer (2007,p.129) suggests that "it is a universal function of language and one of the main ingredients of casual conversation –narration- that has always been one of the main means of practicing speaking. Students need to tell stories in English as a beneficial way to develop their speaking." The main purpose of storytelling is to discover learners' own imagination; also it leads students to interact fluently in the classroom, so this activity is useful for teaching EFL oral classes.

Conclusion

This chapter intended to bring into light the priority of promoting and mastering the speaking skills as speaking has not been yet given the attention it deserves despite its crucial roles in learning a foreign language. The chapter has established definitions about speaking and its importance, as well as about the different types and characteristic involved in the speaking performance. It has also mentioned the speaking difficulties and the classroom speaking activities in order to enhance the skill. The following chapter focuses on classroom interaction.

Chapter two

Chapter two: the Effective Role of Classroom Interaction in EFL

Classroom

Introduction

Learning is an important process which takes place in the classroom. But often teachers face many problems in raising interaction among students. Sakizli (2006) claims that "these problems may be caused by the students, teachers as well as the physical environment in which teaching and learning takes place. Therefore, teachers should use an effective procedure in order to solve problems by obtaining the successful technique and skills that help the students to interact with each other." From this, classroom interaction is the way that you make students engage with each other in learning by organizing effective activities and creating a challenging climate for better interaction.

This chapter focuses on the importance of interaction in order to create the most engaging and useful learning environment. This occurs through using new techniques or perhaps enhancing familiar ones. In addition to emphasize the areas in which classroom interaction affects the teaching and learning process. The first part of this initial chapter introduces the definition of classroom interaction. Later on, we will mention the objective and importance of classroom interaction and its types. The other point that will be discussed in the chapter is the aspects of classroom interaction, in addition to its principles, then, it focuses on teachers' role as a last point.

2.1. Definition of Classroom Interaction

The idea that interaction among learners has to take place in the classroom nowadays has become more and more popular or famous in learning English as a foreign language. Consequently, many researchers assert that through classroom interaction knowledge should be constructed and skills can be developed. In addition, through interaction learners have a

chance with several opportunities to use the language naturally. To support our point of view, Brown (2001) states that "the interaction between these two models of performance applies especially strongly to conversation, the most popular discourse category in the profession" (p.267). Therefore, interaction in classroom has an important role to enhance students' speaking skill.

In the same regard, Wagner states that "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another" (1994, p.8). In addition, the relationship between the teacher and learners demand that it must include interaction in the learning process. Therefore, the basic of learning and education is an interaction between educators and learners in order to realize educational objectives. Furthermore, the interaction which happens during the speaking discussion in fact is happens through two educators or more, and between the teacher and the students or students with the students as well.

Further, Martin and Sugarman (1993,p. 9) see that classroom interaction refers to the activities that teachers provide inside the classroom. It is an attempt to help learners interact effectively with each other during learning process. From this explanation it can be deduced that teachers use certain procedures, rules, disciplines and behaviour in order to facilitate learning process and encourage students with more interaction. At the same point Oliver and Reschly (2007) see that the ability of teachers to organize classrooms and manage the behaviour of their student is a critical to achieve positive interaction in educational outcomes.

In the same vein, Brown (1994, p.46) states that in the area of communicative language teaching, classroom interaction is significant in communication. Also, Rivers (1987) states that through using interactional activities students can improve their skills in learning and show their abilities they had based on the language that has been studied in real life. From what they said through interaction, students can improve their oral proficiency and their

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problems will be reduced. To sum up, the main aims of classroom interaction is to switch information or knowledge, ideas, sharing experience, and participates. Interaction in classroom has a significant role to enhanced students' speaking skill. Thus, the teachers have to use different methods in order to make the students more confident to speak up and interact and be interest in the speaking classes.

2.2. The Objective and Importance of Classroom Interaction

The main objective of an effective classroom interaction is to flourish the teaching and learning process which is the teachers' responsibility to play the role in creating the right conditions for effective learning and design activities for more interaction. In addition, through interaction the teachers can work easily and can make the students focus more on learning and understand the input effectively , also students can gain more and more information, learning from their mistakes and taking an effective feedback by interacting with others.

Classroom interaction can achieve on what student need in order to have the flexible atmosphere for communicating fluently without any difficulties that disturb the learning process. From this point, Mackey (2007, p. 30) asserts that "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification." Classroom interaction is useful for preparing learners to use the language naturally inside and outside the classroom by providing them the basis rules and the principles of learning English in real situations; that is why classroom interaction is effective for better understanding, therefore, it should be essential principle involved in the classroom.

2.3. Types of Classroom Interaction

Learning a foreign language is very important in human life especially for communication that is conveyed to express ideas, thoughts, and feelings. In addition, this process of language communication can be used through cooperating or interacting with

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others more easily. In EFL classroom, it can be distinguished two main types of interaction the teacher-student interaction which the teachers is involves to give explanations, praising, correct mistakes, giving information, question, clarifying, directing drills, repeating words, encouraging, translation in L1, surprising, and laughter. And the second type is learner-learner interaction where students share ideas, learn from each other, talk, exchange information, and work on pairs and groups. It is dominant in speaking classrooms, and it occurs to help EFL students improving their speaking skills.

2.3.1. Teacher-Learner Interaction

Teacher- learners interaction can be described as an interaction that happens between the teacher and his /her learners, in addition the teacher has a central or principle role in this interaction therefore, he/she the teacher ask the question, answer and discussion the lesson to increase students' abilities in oral performance. Also, this type of interaction can be occurred during the activities especially when teachers' explain, praise, give feedback and correct mistakes, giving information, clarifying, and translation in mother tongue. Harmer (2009) suggests that "teachers have to concentrate more in three main elements when they explain and talk with their learners first, teachers have to bear in mind to the language type which the students understand easily, and this means that the teacher must give a clear and comprehensible output according to the students' levels and needs.

The teachers should focus on what he/she produces and says to the learners, therefore, the discourse is very important for the learners , this discourse function as the main source for students. The last element is that the teachers should identify the way they will speak like intonation and tone. To conclude, Teacher learners interaction is very important type, the teachers should vary in teaching methods according to learners' interest, and give an interactional topic that involves much speaking and debates for learning effectively the English and engage in the classroom activity.

2.3.2. Learner-Learner Interaction

Learner-learner interaction can be a useful step for increasing the students' speaking skills, teacher should encourage students to be confidence and speak. In this type of interaction, the students the main variable, thus when the teacher explain the lesson or talk about the material, sometimes the student did not understand, for that, the learners can ask for more explanation, also the students can response like when answering the teachers questions, initiate and confuse .Further, in language teaching the interaction between learner and learner is more difficult and complex especially in face to face communication

According to Naegle (2002, p. 128), "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned."In the same path, Johnson (1995) affirms that, in talking classroom if learner-learner interaction is good structured and controlled, it can be very important element in the students cognitive development, learning progress and emerging social competencies as well as . In addition this type of interaction can affect strongly the students developing abilities by group work or collaboration.

To sum up, the learners-learners interaction has a great role in students' achievement in learning English as a foreign language through making the learners more active rather than passive participants. Also, give the student the opportunity to corrected and discussed the material more broadly, shared their attitudes, exchanged of ideas, this kind can trained the learners to speaking fluently.

2.4. Principles for Raising Interaction in EFL Classroom

The interaction that occurs in the classroom has a great effect on learning and teaching process, thus it is very influential on students improvement and training to speak and being confident, motivated to learn, also, interaction can help the teacher to explain and facilitate teaching process in an effective way. There are many principles which can be effective for

raising classroom interaction.

2.4.1. Motivation in Raising Interaction

Teachers may encounter both motivated and de-motivated pupils in the classroom, but the teachers should motivate their learners in different ways for avoiding de-motivation. Many researchers discussed how to enhance learner's motivation in the classroom because it plays a virtual role in raising interaction between learners. For that, Lightbown and Spada (1993), state that "stress is the importance of motivation and emphasized that the principals way that teachers can make the learners motivated by making classroom a supportive environment in which students are interacted with each other, and engaged in the activities"(p.163).

Therefore, the basic element that derived motivation is stress, but teachers can influence on learners motivation by classroom environment which make learners engaged with the encouraged task and interact more. Motivation can also be enhanced in the classroom according to the learner's diversity, Deci and week (2006), claim that in order to be highly motivated learners need to feel a sense of competence, autonomy, and self-imitation. Thus, competence, autonomy, and self-imitation are elements which make learners more motivated.

Furthermore, "behavioural theories define motivation as an increased rate or probability of occurrence of behaviour, which results from repeating behaviours in response to stimuli or as a consequence of reinforcement, however, cognitive theories emphasize that motivation can help to direct attention and influence how information is processed. Although reinforcement can motivate students, its effects on behaviour are not automatic but instead depend on how students interpret it. When reinforcement history (what one has been reinforced for doing in the past) conflicts with present beliefs, people are more likely to act based on their beliefs. (Schunk, D.H., 2012).

Moreover, Teachers' duty is to show their students accurate ways to develop their

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learning and thoughts, thus; the principles or the resources that could make that happened is the teachers' motivation to their students' to enhance interaction. Bencharef (2009, p. 109-111) lists some motivational strategies which are utilized by teachers in order to help students to interact and learn effectively; they are presented as follows:

- Create an atmosphere that is open, helpful and positive in the school. The teacher should provide a physically and emotionally to safe climate. Hence, students will learn more from making mistakes.

- Help students to feel that they are valued members of the learning community and teach them how to evaluate themselves; help them to be realistic in evaluating themselves .Ensure opportunities for students' success by giving tasks that are neither too easy nor too difficult.

- Help learners to find personal meaningful values or goals of the materials that have been selected to develop higher self-concepts.

- "Make it real": try to create activities that are based on topics which are related to students' lives, try to use local examples; their outside interests.

- Balance the challenge: do not give your students tasks that are too simple because they feel that their teacher belief is that they are not capable for better work, hence it promotes boredom to the class. Also, giving them complex tasks that are unattainable may weaken self-efficacy and create anxiety.

- Provide varieties that encourage real communication: the variety in topics, activities, materials, the teaching methods, etc. For example, use peer models and role models or invited guest speakers as well as the use of visual aids. This plays an important function in students' achievement of the task and development of their communicative competence.

- Have a sense of humour: it is described as a teaching technique for developing the

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learning milieu, for instance: telling jocks, riddles, funny stories and humorous. Commends this is helpful in attracting attention, facilitating comprehension and enhancing motivation.

- Adopt a supportive style that allows for students autonomy and develop students interact with each other also with the teacher. This can increase their interest, enjoyment, engagement and performance.

2.4.2. Using Group Work or Cooperative Learning

Another way to enhance interaction in the classroom by creating group work as an example of that activity is group cohesiveness used by teachers as competitive tasks which make competition for help the students to interact. Moreover, this type of an activity shown positive role in the pupils' interaction. According to Slavin and Robert E (2003,p. 179), "group work is shaping a small groups of students in classrooms to learn an activity, each learner can be accountable for his or her own learning and interact with peers to improve the learning with others. In summary, group work is powerful for classroom interaction because it is both an effective to hold theories of language learning. Implementing group work or cooperative learning can be an effective tool and step that help EFL students to enhance their learning process in general and interaction in particular.

2.5. Aspects of Interaction

Classroom interaction provides two main aspects, which are negotiation of meaning and teacher's feedback; in addition, these two aspects should available in the classroom for the useful achievement of the students speaking skill. Ellis and Foto (1999, p. 9) affirm that "interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output."Thus, interaction is the rich of meaning negotiation where the learners can receive oral feedback.

2.5.1 Negotiation of Meaning

Negotiation language refers to "communication between people, in which participants pursue their goals in order to reach an agreement, can be described as negotiation" (Sokolova and Szpakowicz, 2012, p. 1). It is about two or more people communicating and interacting together with an attempt to achieve their goals that could serve all the parts. Learners can benefit a lot from the use of negotiation language; they often ask for clarification when they are listening to others talk during a conversation. So, the teachers have to provide them with the necessary expressions that they need when they ask for clarification from the other speakers. Learners also need to perform well their utterances if they seek to be understood and clear especially when they can see that if the other interlocutors did not understand them. Thus, the above statement, students are not in a dire need to simplify linguistic forms but they need to interact with others and understood what they have said in order to respond on them.

In the same vein , Harmer (2001, p. 270) claims that "they use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood." Also, he (2007) asserts that, "non-native English speakers need to be prepared to speak in different situations, which mean that all the students including public and private schools must be able to speak English in any context or any field. Besides, we as human beings need to interact with other people to share our opinions, believes, knowledge etc.

Taking into account the learner's communicative needs, it is vital to stress the importance of classroom interaction based on the belief that the EFL classroom should provide learners with maximum exposure to the target language to enhance their learning and develop the speaking skill" From the above, it can deduce that interaction is important in the process of teaching and learning, especially it is relevant for teachers in order to develop

communication. Negotiation of meaning is also essential when the students want to express their feelings, and ideas to be understood.

2.5.2. Teachers' Feedback

Many studies focus on the important role that concept feedback plays in learning a foreign language, thus feedback is a fundamental element for teachers in teaching process , thus the teachers should play the role of a corrector to the student's errors as a result they avoid making errors and develop their speaking proficiency. In addition the term feedback is the information that is given by the teachers to the students in order to elicit a certain error and indicate what can be done in order to improve the performance.

According to the researcher Sadler (as cited in Taras, 2013), "feedback is information about the gap between the actual level and reference level of a system parameter which is used to alter the gap in some way." From the above definition, it is clearly understood that feedback is an important part of responsible and responsive remarks in teaching and learning process without it would be similar to learning without a teacher. Thus, feedback is an important aspect of classroom training and interaction. According to Mackey (2007, p.30), "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification." For that, interaction is used to develop the speaking skill, learners must see the errors that he/she dine, and then recognize them for correction.

2.6. Considering Learners' Needs for Achieving Interaction

EFL teachers should highlights the needs and learning styles of their learners which can be a useful to enhance their learning and interact in order to achieve better in their performance. Any EFL learner has its weaknesses and its strengths, they target to learn some skills, knowledge he/she fulfills the need to. This is why the teacher has to be intelligent in responding to what their students are eager to learn. In other words, when the students find

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their needs answered and their learning styles takes into consideration they will feel at ease and they will interact more in learning that push them to speak effectively.

Moreover, students have different needs that help them to enhance specific weakness. Hitomi Masuhara (2011) presents three types of learners needs:

LEARNER NEEDS	
Kinds of needs	Where the needs come from
Personal needs	Age gender culture background interests educational background motivation
Learning needs	Learning styles Past language learning experience Learning gap (i.e. gap between the present level and the target level of language proficiency and knowledge of target culture) learning goals and expectations for the course learner autonomy availability of time
Professional needs (future)	Language requirements for employment, training or education

Table 01: Students' Needs adopted from Spartt, Pulverness and Williams (2005, p.57)

Masuhara (2011) shows in this table that needs differ from one another, for example one it comes to personal needs learners have different needs according to their age (adult student differ from young students), also those needs are differ in term of goals each one want to learn language according to their objectives of hands on learning, Moreover teachers have to take in their consideration that they should know their students' needs to facilitate the learning process.

2.7. Developing Interaction between Learners'

From many studies the important goal of EFL learners is that being able to use English for their purposes and to express their own meanings. Yet, learners cannot express their own meanings in the FL in an easy way without having much experience in doing that. One way that helps learners in getting such experience is that taking the responsibility of learning, what to learn and how to learn it. This responsibility will be acquired in interactive situations through co-operating, sharing ideas, providing help among learners and evaluating success of activities.

Improving interaction among learners is not an easy task. To promote this kind of interaction, interdependence between learners and independence from teachers should be developed. Gower and Walters (1983,pp. 154-155) give some advices to teachers in order to develop that in learners. From these advices, we will mention the following:

- Learners should be given a chance to get things right.

- Learners should not wait their turn in order to say something.

- Learners should be encouraged to by-pass the teacher and do things by themselves.

- Learners should be encouraged to help each other by correcting each other's' errors.

- Learners should be provided by sessions in which they discuss the difficulties and good things that face them in the classroom without being interrupted by the teacher.
- Allowing learners to play the teacher's role in the classroom.

Another issue that we can add is that providing learners with communicative activities and creating a challenging climate, because they contain interaction.

1. Using Effective Activities

The most effective way to develop learning process is that teachers have to choose the appropriate learning activities that is useful to promote students engagement, for that when teachers present an useful instruction and apply all the needs material students will be involved and motivated in the classroom in addition interact more, so they help them to concentrate and interact easily during the course. Teachers should use different activities in one lesson which can be a good method to point out the needs of the learners, so they help students to prevent their failure, weaknesses on learning process.

2. Creating a Challenging Climate

Creating a peaceful classroom should be desired by all teachers to have a successful learning and for better interaction, so the word peaceful classroom means happy classroom absences of conflict and problems, thus students will have a positive emotional expression that help them interact more .Teachers have to employ some practical strategies in order to have interactional classroom for learning such as:

- Teachers have to be objective not judgmental;

- Showing interest to your learners;

- Give your students the chance to communicate;

- Be friendly with your learners;

- Spend a long time with your learners;

- Be helpful to reduce their difficulties;

- Organize your time;

- Never punish your students about their mistakes;

- Sometimes create a funny atmosphere in the classroom (Harmer, 2001).

2.8. Teachers Role in Classroom Interaction

Teachers have a significant roles to achieve students learning process by creating an atmosphere of motivation, interaction, preparing the plan of the lesson, create the best conditions for learning successful, all those tasks related to teachers responsibility. Thus, teachers need to play a numbers of different roles during classroom procedures to help students in learning process. Harmer (2001, pp. 60-62) explains some teachers' roles such as:

Prompter: When students get lost the teachers should become a prompter so the role of teachers is to encourage the learners to think creatively, and motivate them to work effectively and engaging in any presented activity .by increasing their capacities to involve with the others.

Controller: Teachers as a controller is to take the responsibility of their students and classroom in teaching and learning process. Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners. So teachers are most responsible in giving decision about all the things that happen inside the classroom.

Organizer: In this case teachers have to guide learners about all the point that they are going to do in order to answer easily the activities. According to Harmer (2001) the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving learners instruction about how will they interact and finally stopping everything when the time is over "For example, teaches group students and give them an activity to work on

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and then guide their steps and show them how they will work in order to have desired success and involves students in the activity.

Assessor: This role is so important; teachers have to evaluate their students' progression through testing them and giving correction or praising them. (Harmer. 2001) ' students need to know how and what they are being assessed' From these explanation we notice that students have to know how they are being assessed, by telling them their strengths and weaknesses in order to have an idea about their level of progression and how will they work.

Participant: In any part of lesson teacher should participate in discussions, in this case teachers have to introduce new information to help student involvement and create an effective atmosphere for discussion .Thus students will express their opinion in the subject.

Resource: Teachers in this role should answer student's questions. for example in any activity students may not understand how to work, or answer, so the teachers help them and play the role of source to answers all questions, avoiding ambiguity and reduce problems that students my face when working on the activity.

Observer: Teachers use observation to evaluate the progress of the learners in the classroom learning process, and know their feedback. For Harmer (2001), teachers do not observe students feedback, they also watch in order to judge the success of the different materials and activities that they take in the lesson.

The next table is about other roles of teachers:

Roles	The teachers
Planner	Prepare and think through the lesson in detail before teaching it so that it has **variety** and there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and **routines** (i.e. things which are done regularly) for behaviour.
Monitor	Goes around the class during individual, pairs and group work activities, checking learning.
Involver	Makes sure all the learners are taking part in the activities.
Parent/ Friend	Comforts learners when they are upset or unhappy.
Diagnosticien	Is able to recognize the cause of learners' difficulties
Resource	Can be used by learners for help and advice.

Table 02: Teachers' Roles adopted from Spartt et al. (2005, p.145)

2.9. The Benefaction of Classroom Interaction in the Improvement of Speaking Skill

The main objective behind learning a foreign language is to speak and communicate in that language. In other words, the speaking skill has to do with transmission of information; therefore, we speak for many reasons, to send messages, to respond to someone else, to be sociable, to exchange information or to express our feeling and thoughts. For that speaking can be seen as a complex process of sending and receiving messages through the use of verbal expressions. According to Hedge (2000), speaking is a "skill by which they (people) are judged while first impressions are being formed" (p. 261).

Speaking reflects students' thoughts and personalities; this skill involves a communicative ability or receiving information. In this regard, Byrne (1986) says that the oral communication is the process that it has a strong relationship between the speaker and the listener; also it involves the productive skill of understanding (or listening with understanding). In any discussion, people can use their background information to speak or receive messages without any previous thinking of the subject.

On the other side, the way that teachers encourage you to interact with others in the classrooms have a great impact on what the learners receive and produce inside the classroom. Teachers have to help their students to interact with each other in the classroom for a suitable progression in learning. In order to in order to communicate effectively EFL learners need to in the classroom in order to enhance their speaking skill. Moreover, teachers' should organize effective lesson plan that suits all characteristics and needs of students for better communication, in the same context.

Mackey (2007) claims that classroom interaction is beneficial for learning process and for the language skills. Hence, speaking is considered as the major skill to be developed for learning a second language. For that, interaction is important for students who want to achieve

speaking in the classroom especially in oral expression, so, there are a strong relationship between classroom interaction and developing the students speaking skill.

Conclusion

This chapter is a brief discussion on the important role of classroom interaction on speaking skill, so teachers take a great part in creating the appropriate atmosphere to develop student learning abilities; this significance role is about using interacting activities and method or tools, also teachers should take different roles to manage their students by knowing their needs and styles. A classroom interaction attempts to facilitate student speaking by providing suitable environment and developing student responsibilities. Classroom interaction has a great impact on learning process in which teachers should make their effort and explain effectively their lessons that help learners enhancing their oral proficiency.

Chapter three

Chapter Three: Data Analysis and Interpretation

Introduction

This study is conducted to investigate the development of students' speaking skill through the use of classroom interaction. To carry out this present research, two questionnaires are administered for the teachers and students at the Department of English University of Biskra to collect data and examine this hypothesis, if teachers raise interaction among students. This will enhance students speaking skill. As a first step we are going to introduce the population of the research. Second we are going to describe analyze and interpret the questionnaire results and finally, present our research findings about the effectiveness of classroom interaction on EFL classes to develop their speaking skill.

3.1. Research Methodology

In fact, the type of the research methodology used in this study is descriptive. In addition to this research we indicate the most useful method we propose, that is to say the quantitative method is regarded as the basic for investigating on the percentage of students that can support classroom interaction , questionnaires is the most helpful guides to achieve the teachers and learners' abilities toward this topic. The data will be collected through administrating a questionnaire with teachers of oral expression and third year students.

3.1.1. Data Gathering Tools

In order to ensure the validity of the research, we used one main tool: Two questionnaires for learners and teachers. While the first questionnaire will be administered to the 3rd year students at the English division in order to investigate their stand points towards the topic, the second questionnaire will be directed to teachers of oral expression at the English division as they have been exposed to various teaching so as to examine their views and attitudes about the role on classroom interaction in developing EFL students speaking.

3.1.2. Sample and Population

Since the aim of this study is to confirm about the importance and the efficiency of classroom interaction helps the EFL learners to progress their speaking skill, so here both students and teachers of English department are concerned by this study. It is defined that the population of research is all the members of research will be generalized. The population will be the third-year LMD students of English at Biskra University.

The researcher deals with forty (40) students out of the total population which is about (271).The former have been chosen them randomly. This sample of study is already been introduced to the course of oral expression and has an experience with its nature. The teacher's questionnaire, intended for the teachers of Oral Expression, aims at investigating the teachers' opinions about interaction as a pedagogical strategy to enhance the learners' speaking skill. We will deal with the sample of eight (08) teachers of oral expression they will be selected randomly from the whole population to collect different views about our topic.

3.2. Students' Questionnaires

3.2.1. Aims of the Questionnaire

The students' questionnaire is mainly designed to find out whether classroom interaction is a useful strategy to enhance speaking skill or not. Second, it also attempts to investigate the actual state of learning in relation to classroom interaction in Algerian education.

3.2.2. Description of the Questionnaire

This questionnaire is addressed to third year English students at the department of English at Biskra University for the academic year 2021-2022. The participants of this questionnaire are 40 students from different groups, thus they are chosen randomly to explore the efficiency of classroom interaction in promoting EFL learners speaking skill. It also

consists of 11 questions which are arranged in a logical way.

The questionnaires involve two types of questions "closed questions" and "open-ended questions". Closed questions required answers with dichotomies (Yes/No questions), or picking up the most appropriate answer from a series of options, and or open questions demand the students to give their personal opinions about the subject or to explain their choices. The questionnaire prepared to seek information about classroom interaction in foreign classroom as an important factor in this research and the students' attitudes towards their oral performance in the classroom, and the difficulties they suffer while improving their speaking skill.

3.2.3 Administration the Questionnaire

This questionnaire has been posted online in third-year students' Facebook group, and we have received a good amount of participation with the questionnaires.

3.2.4. Piloting of the Questionnaire

It should be noted that this questionnaire was piloted with 10 students of third year before to its administration; we did not change the questions because it was not ambiguous, in addition, the students answer the questionnaire and they confirm that all the questions suit our research.

3.2.5. Analysis of the Results

The procedure of analyzing data from the questionnaire is as follows:

- Statement of the questionnaires as they appear.

- The results of the questions are presented in the form of tables and figures.

Item 01: Students' Frequency of Participation in the Classroom

Options	Number	Percentage
Always	29	73%
Sometimes	11	27%
Rarely	0	0%
Never	0	0%
Total	40	100%

Table 01: Students' Frequency of Participation in the Classroom
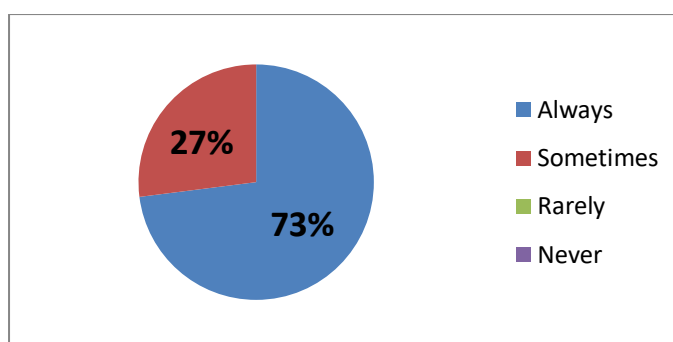
Figure 01: Students' Frequency of Participation in the Classroom

From the above table, we can see clearly that the vast majority of students (29) making up (73%) say that they always participate during the session. This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for sometimes'. We suggested that they are not motivated enough to study English.

Item02: The Students' Point of View about Teachers pushing them to participate

Options	Number	Percentage
Satisfied	20	73%
Un-satisfied	20	27%
Total	40	100%

Table 02: The Students' Point of View about Teachers pushing them to participate
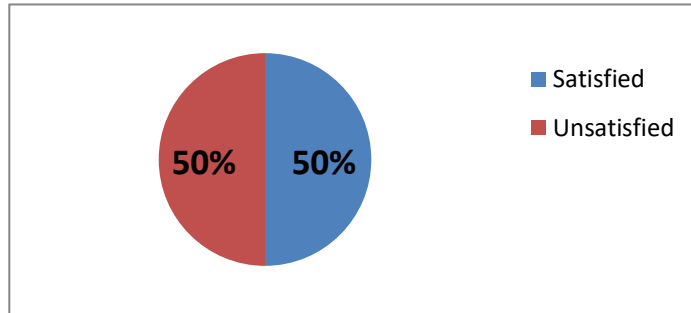
Figure 02: The Students' View about Teachers pushing them to participate

We can notice from the table above that half of students (50%) claim that they are satisfied when their teachers push and motivate them to participate. While half of others (50%) show that they are not satisfied maybe they want to rely on themselves.

Item 03: Table 03: Students' Interaction with their Classmates

Options	Numbers	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Table 03: Students' Interaction with their Classmates
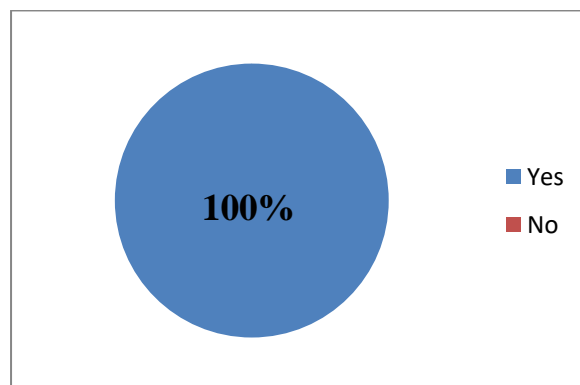
Figure 03: Students' Interaction with their Classmates

These results represent the all the questioned students (100%) said that they interact with their classmates in the classroom during the session.

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Item 04: Students Opinion about Strategy they prefer in Learning

Option	Number	Percentage
Individual work	7	18%
Peer work	33	82%
Total	40	100%

Table 04: Students Opinion about Strategy they prefer in Learning
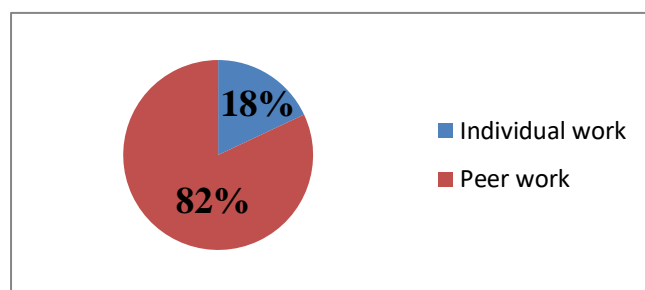
Figure 04: Students Opinion about Strategy they prefer in Learning

It can be seen from the table above that (82%) from the EFL students said that they prefer peer work as a useful techniques for activities which support interaction in working in small groups or peers. However, about (18%) from the rest of the respondents believe that they prefer individual work.

Item05: The Classroom Atmosphere in your Oral Sessions is:

Option	Number	Percentage
Friendly	40	100%
Fearful	0	0%
Neutral	0	0%
Total	40	100%

Table 05: Students View about Classroom Atmosphere
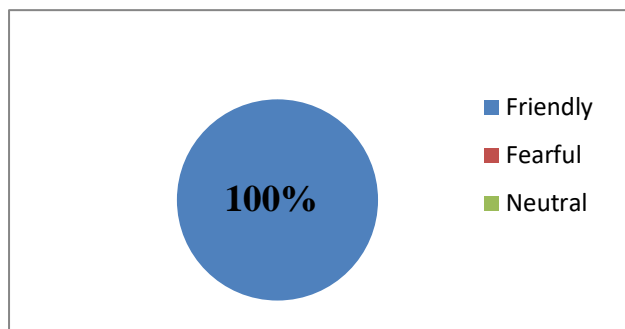
Figure 05: Students View about Classroom Atmosphere

The results obtained from the above question show that all (100%) the students state that the classroom atmosphere in oral expression module is friendly, because they can be self-confident and perform better, in addition decrease many psychological problems like shyness, anxiety and feel motivated in oral session.

Item06: In the Classroom Lectures you are:

Option	Number	Percentage
Talkative and asking questions	23	58%
Silent and just listening	17	42%
Total	40	100%

Table 06: Students Speaking in the Classroom
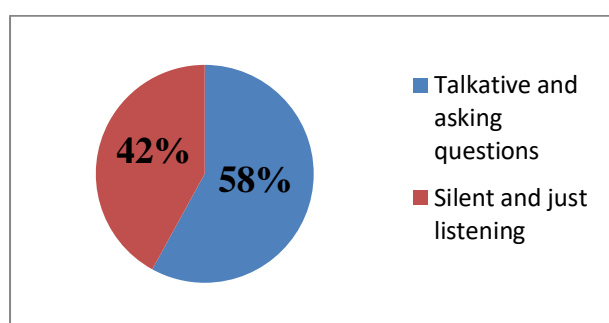
Figure06: Students Speaking in the Classroom

It can be seen from the table above that (58%) of students argue that they are talkative and asking question in the classroom , because this help them to achieve their learning

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process, but the rest (42%) opted for' silent and just listening' because , they are not motivated enough and others said that they suffer from some linguistic and psychological problems.

Item07: Students Opinion about if Teachers give them the Chance to speak

Option	Number	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Table07: Students Opinion about if Teachers give them the Chance to
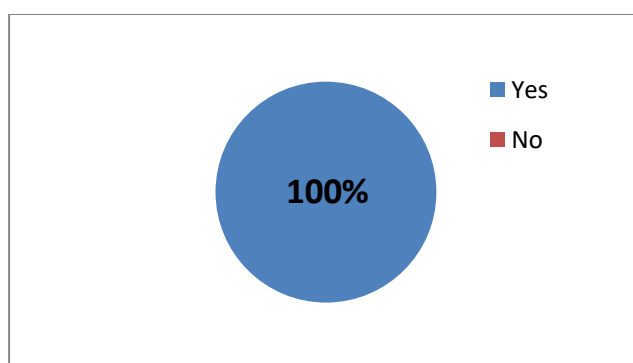
speak

Figure07: Students opinion about if teachers give them the chance to speak

All the questioned students (100%) said that their teachers are very helpful they give them the chance to speak in addition; they help them to feel relaxed during the learning process.

Item08: Student Point of View towards Participation without Asking

Option	Number	Percentage
Always	0	0%
Sometimes	37	93%
Rarely	3	7%
Never	0	0%
Total	40	100%

Table08: Student Point of View towards Participation without Asking
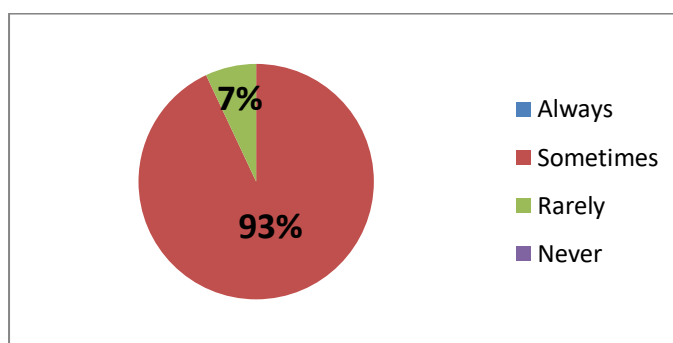
Figure08: Student Point of View towards Participation without Asking

It can be seen from the table above that (92%) of students argue that they sometimes participate in the session without being asked, but the rest (07%) opted for 'rarely', but no one choose always or never.

Item09: If not always is it because:

Option	Number	Pecrentage
Less self-confidence	31	78%
Less motivation	0	0%
Fear criticism	9	22%
Others	0	0%
Total	40	100%

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Table09: Students' Cause of not Participation
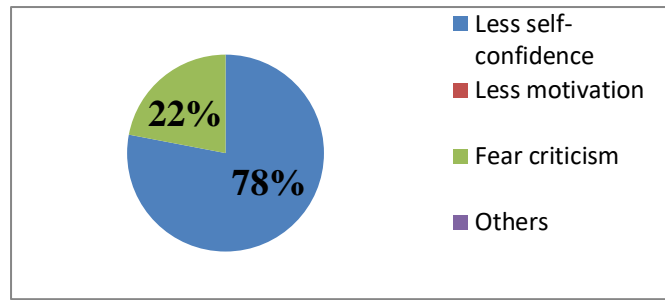
Figure09: Students' Cause of not Participation

The results as shown in the table above reveal that (78%) of the respondents claim that their cause of not participating is less self-confidence thus they are not encouraged to participate. However, (22%) opted for students, who choose fear of criticism, so they cannot show their abilities or participate on the task but no one choose less motivation.

Item 10: Type of Activities Students Prefer

Option	Number	Percentage
Communicative activities	38	95%
Grammatical activities	2	5%
Both	0	0%
Total	40	100%

Table 10: Type of Activities Students Prefer
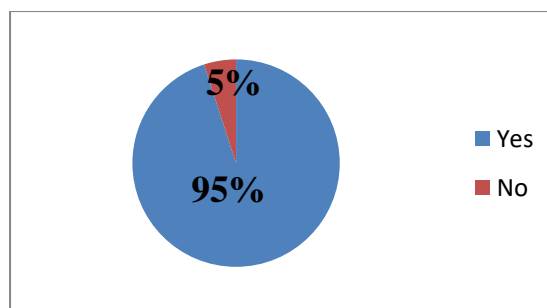
Figure 10: Type of Activities Students Prefer

We can notice that the highest percentage of students (95%) claim that they prefer

communicative activities because it is effective and they can learn better and achieve their speaking skill, while others (5%) choose grammatical activities, because they look at another ways for achieving their learning.

Item 11: Teachers Feedback

Option	Number	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Table 11: Teachers Feedback
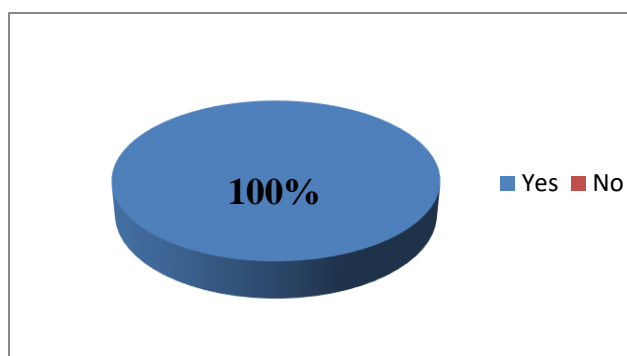
Figure 11: Emphasis in Learning the Skills

The table above indicates that all respondents (100%) claim that their teachers give them feedbacks about their mistakes and errors they done, this help them to achieve better and learn from their mistakes , therefore when they know their mistakes they do not repeat it.

3.2. Teachers' Questionnaire

3.2.1Aims of the Questionnaire

The teachers' questionnaire is intended to investigate the teachers' opinions aboutthe role of classroom interaction in foreign language classroom in promoting students speaking skill. It also aims at investigating the teachers thought of how speaking is being taught and the problems being encountered with teachers in their teaching career.

3.2.2. Description of the Questionnaire

The teacher's questionnaire was done with eight (08) teachers. The questions were divided into two types either closed questions, requiring teachers to say "Yes" or "No" answers and open questions where teachers are requested to give explanation to their answers. The teachers interview consists of (14) questions.

3.2.3 Administration the Questionnaire

The questionnaire was send it on Gmail of teachers who teach oral expression module, all the teachers were very cooperative in that some of them handed back the answered in three days and others they answer the questionnaire and resend it in the same day.

3.2.4. Piloting of the Questionnaire

It should be noted that the questionnaire was piloted before to its administration with three teachers, all the teachers did not do any modifications; they answered the questions without any ambiguities or misunderstanding.

3.2.5. Analysis of the Questionnaire

Item 01: Period of Time Teachers spent in Teaching English at Mohamed Khider University of Biskra

The aim of this question is to elicit the teacher's teaching experience in teaching English at Mohamed Khider University of Biskra. The five first teachers claim that they have been teaching English for more than 15 years and from this we can notice that they are experienced teachers. While three teachers affirm that he teaches English since seven years, so he is a novice teacher.

Item 02: Teachers Method in Teaching Oral

Option	Number	Percentage
Grammar translation method	3	38%
Direct method	0	0%
Audio lingual approach	0	0%
Communicative language teaching	5	62%
Others	0	0%
Total	8	100%

Table12: Teachers Method in Teaching Oral
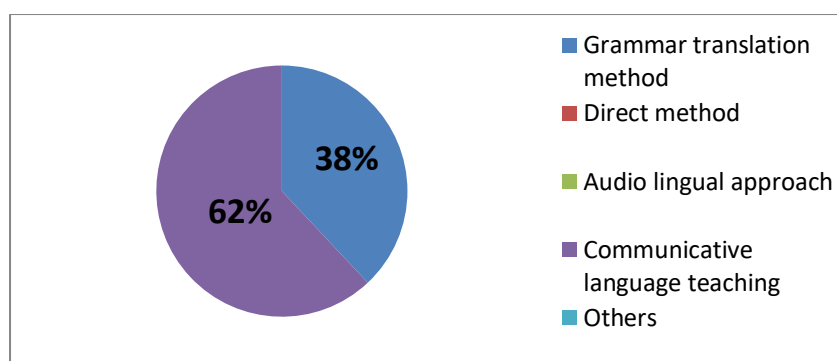
Figure 12: Teachers Method in Teaching Oral

As results shows in the table, the majority (62%) of the teachers say that, they use communicative language teaching in order to train their learners to practice the language, and to build their confidence. On the Other hand (38%) of teachers said they use grammar translation method.

Item 03: The Teachers' Reason of Choosing this Method

Option	Number	Percentage
Providing learners the grammatical knowledge	3	38%
Helping learners communicate effectively	5	62%
Total	8	100%

Table 13: The teachers' Reason of Choosing this Method
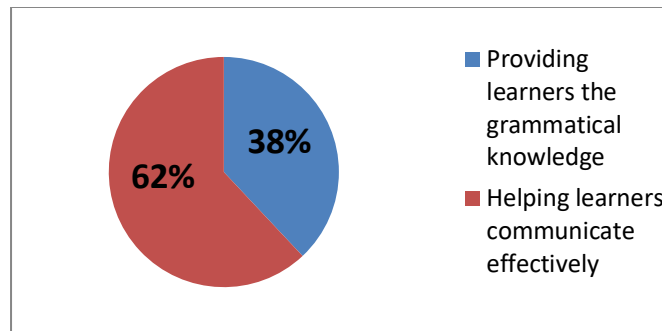
Figure 13: The Teachers' Reason of Choosing this Method

From the table above the majority of the questioned teachers (62%) saying that they use communicative language method in order to help their learners to communicate effectively, in, and (38%) of them say that he use grammar translation method in order to provide their learners with the grammatical rules and knowledge.

Item04: Teachers' Knowledge about Students' Difficulties

Option	Number	Percentage
Inhibition because of shyness,anxiety and stress	4	50%
Nothing to say about the chosen topic	0	0%
Mother tongue interference	2	25%
Low participation	2	25%
Total	8	100%

Table14: Teachers' Knowledge about Students' Difficulties
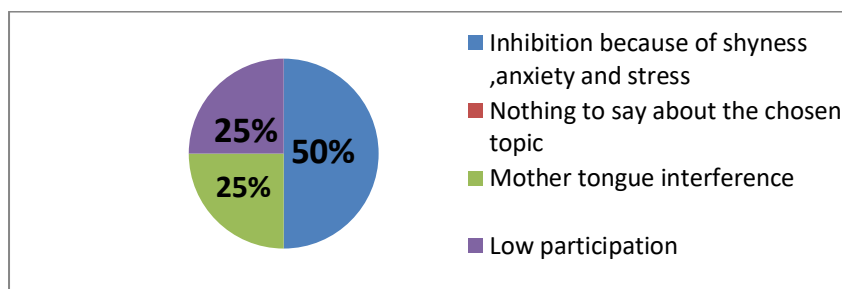
Figure14: Teachers' Knowledge about Students' Difficulties

According to this table we can say that half of EFL teachers (50%) say that their students suffer from psychological problems like inhibition because of shyness, anxiety and stress. Also, (25% for each) of mother tongue interference is the most problem and low participation.

Other Problems:

Other problems that students face are lack of self-confidence and self-esteem, fear of making mistakes, poor grammar, poor vocabulary, poor motivation, and fear of criticism.

Item 05: Teachers' Opinion about Teachers' Role

Option	Number	Percentage
A source of knowledge	0	0%
A facilitator of learning	0	0
Both	8	100%
Total	8	100%

Table15: Teachers' Opinion about Teachers' Role
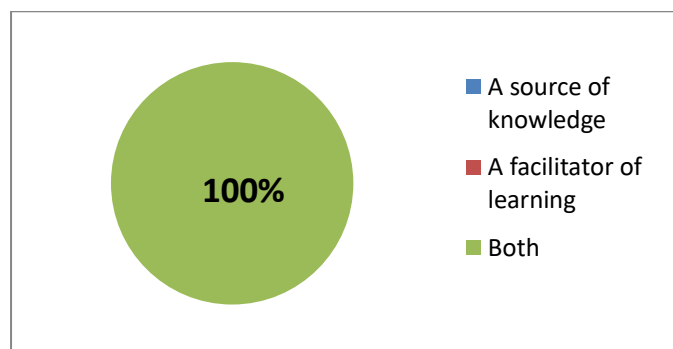
Figure 15: Teachers' Opinion about Teachers' Role

All the EFL teachers affirm that the teachers' role is both a source of knowledge and a facilitator of learning in order to encourage their learner's to speak inside and outside the classroom, in order to achieve their learning in general and speaking abilities in particular.

Item 06: Teachers' Focus on the most in Classroom Interaction

Option	Number	Percentage
Fluency	0	0%
Accuracy	0	0%
Both	8	100%
Total	8	100%

Table 16: Teachers' Focus on the most in Classroom Interaction
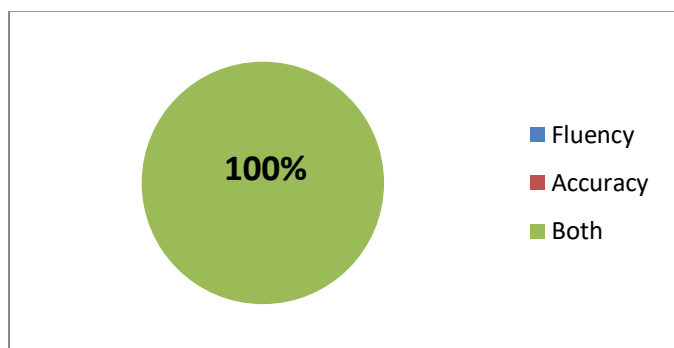
Figure 16: Teachers' Focus on the most Classroom Interaction

Teachers, here, are asked about the strategy they focus in classroom interaction. From the table above it seems to us that (8) teachers, translating into (100%), claim that they focus on both fluency and accuracy for classroom interaction because from fluency

Explanation:

All the teachers said that, the main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. The teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. In addition we should emphasized the term of accuracy in our teaching because learners seek more to be fluent and they forget about being accurate.

Without structuring accurate speech, speakers will not be understood and their

interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

Item 07: Teachers' Opinion about the Importance of Classroom Interaction

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table17: Teachers' Opinion about the Importance of Classroom Interaction
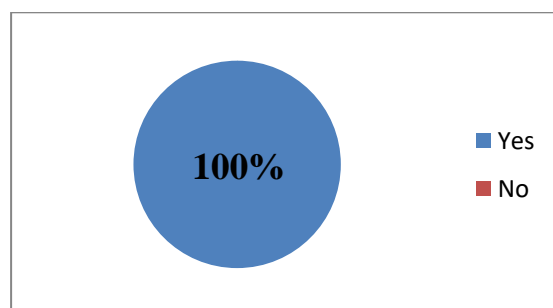
Figure17: Teachers' Opinion about the Importance of Classroom Interaction

It is commonly accepted that in order to learn a language you have to interact and

communicate with others in order to share knowledge, information, and learn effectively. All teachers (100%) say that interaction between students and also teachers is important in foreign language classroom. Therefore, learners can share their ideas learn new words, and be encouraged to participate through interacting with others.

Item08: Teacher's Method to make Learners Work on Activities

Option	Number	Percentage
Individually	2	25%
With their peers	4	50%
Both	2	25%
Total	8	100%

Table 18: Teacher's Method to make Learners Work on Activities
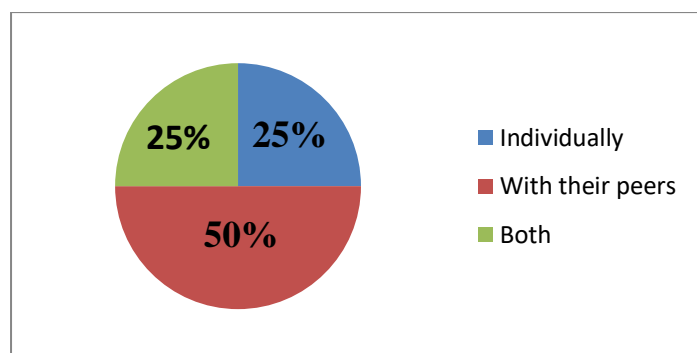
Figure 18: Teacher's Method to make Learners Work on Activities

The table above indicates that (50%) of teachers said that they use peers work in order to push students to work on activities; other (25%) state that they use individual work, and the rest(25%) claim that they use both individual or peers work.

Item 09: Teachers Opinion about Students' Participation in the Classroom

Option	Number	Percentage
Yes	0	0%
No	8	100%
Total	8	100%

Table 19: Teachers Opinion about Students' Participation in the Classroom
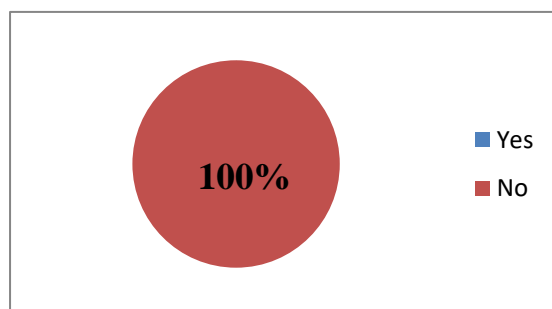
Figure 19: Teachers Opinion about Students' Participation in the Classroom

We can notice that the all teachers (100%) claim that not all students participate in the classroom.

If No, is it because?

Option	Number	Percentage
Lack of motivation	**0**	0%
Different levels	0	0%
Both	8	100%
Total	8	100%

Table 20: The Common Problem of less Practice
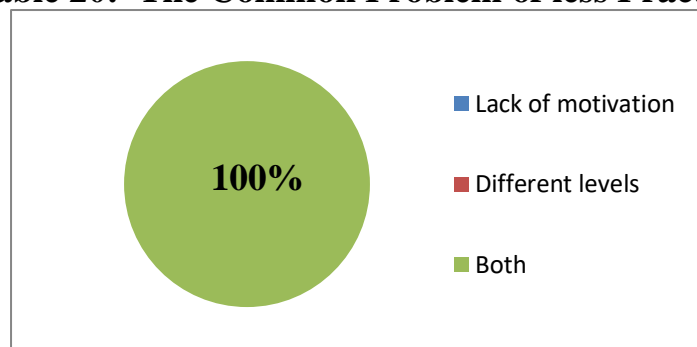
Figure 20: The Common Problem of less Practice

The table above indicates that (100%) respondents said that both lack of motivation

and different levels of students are the common problems that students suffer from and cannot participate.

Others: No comments

Item 10: Teachers Creation of Friendly Atmosphere

Option	Number	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table 21: Teachers Creation of Friendly Atmosphere
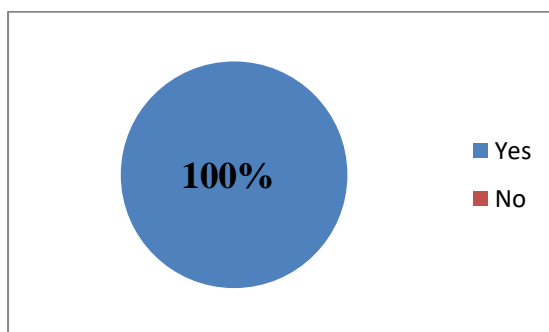
Figure 21: Teachers Creation of Friendly Atmosphere

It can be noticed that all the teachers (100%) claim that they sometimes create a friendly atmosphere in order to help learners to feel relax and more motivation to interact and participate in the classroom.

Item 11: The Classroom Relationship among your Learners is:

Option	Number	Percentage
Cooperative	0	0%
Competitive	0	0%
Both	8	100%
Total	8	100%

Table22: Teachers Views about the Classroom Relationship among
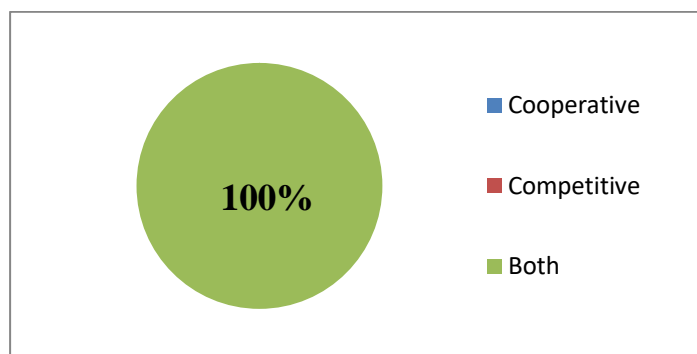
Learners

Figure 22: Teachers Views about the Classroom Relationship among

Learners

All the questioned teachers (100%) said that the classroom relationship among your learners is both cooperative and competitive.

Item 12: Teachers Attitudes if they have Passive Learners

Option	Number	Pecrentage
Yes	8	100%
No	0	0%
Total	8	100%

Table23: Teachers Attitudes if they have Passive Learners
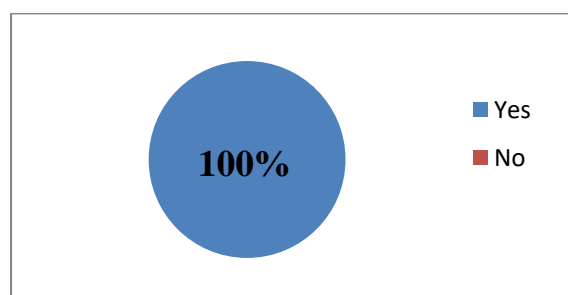
Figure 23: Teachers Attitudes if they have Passive Learners

The results as shown in the table above reveal that (100%) of the respondents claim that they have passive learners in any classroom.

If Yes, how do you make them interact?

Option	Number	Percentage
Additional marks	0	0
Interactive activities	7	88%
Divide them into pairs or groups	1	12%
Total	8	100%

Table24: Teachers Strategy to make Passive Students interact
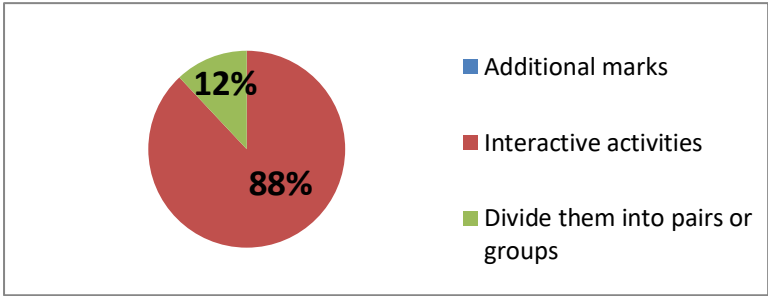
Figure 24: Teachers Strategy to make Passive Students interact

The vast number of the questioned teachers (88%) says that they use interactional activities in order to help passive students to be motivated and encouraged to participate in the classroom. When their teachers use interactional strategies, this indicates that most students feel relaxed during the learning process as results of interacting. About (12%) of the teachers, see that using pairs or group work which support cooperation and interaction, because this method make them very motivated and have self-confidence in interacting with each other.

Item13: Do you give Feedback to your Students about their Mistakes?

Option	Number	Pecrentage
Yes	8	100%
No	0	0%
Total	8	100%

Table25: Teachers Feedback
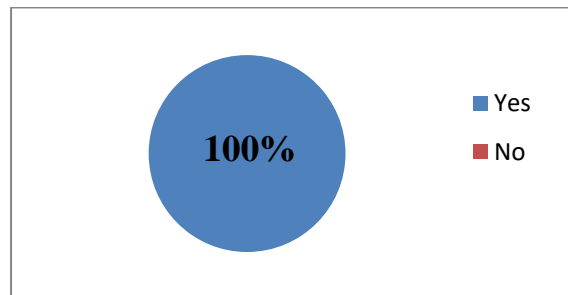
Figure25: Teachers Feedback

The results as shown in the table above reveal all (100%) of the respondents claim that they give their students' feedback about their mistakes.

If Yes, how often?

Option	Number	Percentage
Always	4	50%
Sometimes	4	50%
Rarely	0	0%
Total	8	100%

Table 26: Emphasis the Frequency of Teacher's Giving Feedback
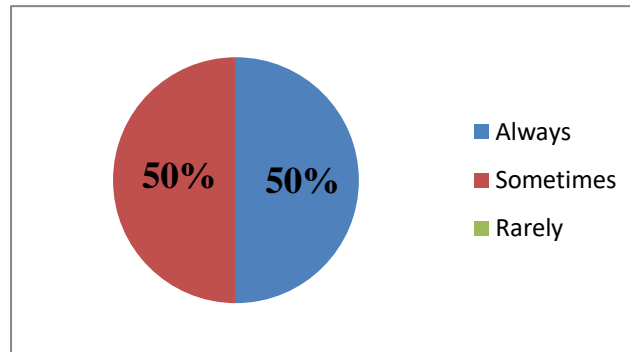
Figure26: Emphasis the Frequency of Teacher's Giving Feedback

The table above indicates that (50%) teachers said that sometimes they give feedback to their students about their mistakes, also half (50%) state that they always; no one choose rarely option.

Item 14: Teachers' Further Suggestions or Comments

Three teachers answered that there is no comments or suggestions concerning our subject under investigation. While one teacher claims that, in the field of second language acquisition, interaction has long been considered important factor in the process of language learning. Moreover interaction is the way of learning in general and developing the language skills in particular, in addition most teachers use different activities and interesting topics in order to create a motivational climate which help the learners to interact more together; furthermore most teachers end their sessions with advices that help students to enhance their learning process in general and speaking skill in particular. Moreover, we notice that learners interact more with each other, so we conclude that learners interaction is the most well-known type in most the sessions .

Discussion

From the analysis of the teachers and students questionnaire, we have gathered useful information about the role of classroom interaction in promoting EFL learners speaking skill and we find answers to our research questions.

This study indicates that the relationship between the two variables is strong, classroom interaction affect positively the speaking skill. The results show that classroom interaction is an essential component of learning any language in the world, its significance should be highlighted in the case of learning English as a foreign language, especially for third year students at Biskra University. These students are in a dire need to enhance their speaking proficiency, and construct a strong base in English as much as they can in order to speak effectively and communicate appropriately.

Teachers should employ skillful strategies to increase interaction .Indeed the use of effective strategies for valuable speaking lead to fruitful oral performance. In fact, we observed that third year students have a serious lack of speaking because of a serious gap of interaction thus they provides positive attitude towards classroom interaction in which that large exposure of speaking materials in a long duration will certainly improve students' learning. At the end of the research, we expect to have a clear and comprehensive view about the importance of classroom interaction on speaking English language proficiency and interaction can help students to exchange their ideas and learn new vocabulary this facilitate to communicate effectively and speak fluently the language. In addition to that, the teachers work as a controller and guider which correct their students and give them the right pronunciation and grammar.

Conclusion

The present study reveals that teachers know about classroom interaction, they consider that promoting it can have a positive impact on learners' speaking capacities. It primary gives the opportunity to receive comprehensible input and feedback. So, through a regular interaction with others, learners can try new hypothesis about how English works and then improve their speaking skills.

General Conclusion

Learning and teaching through interaction may facilitate for both teachers to teach the language, and for learners to learn the language and acquire new words easily. The current study focuses on the role of classroom interaction in promoting EFL learners speaking skill. This confirmed by the result obtained from the analysis of the two tools, students' questionnaire and teacher questionnaire. The ultimate goal of teachers is to raise the student's interaction to learn English language, and develop their level of speaking while learning. In its sense, teachers use an efficient technique that may encourage EFL learners to interact .Thus, the present study highlighted the use of interactional and motivation strategies. Its theoretical part covered two chapters including speaking skill and classroom interaction. The practical part is concerned with analyzing of the students and teachers questionnaire.

The aim of this study was to identify the importance classroom interaction to develop EFL learners speaking performance it followed by objectives. In order to define this investigation, several research questions were asked. Students' answers to the proposed questionnaire, EFL learners they consider classroom interaction is effective for motivating them to speak. Furthermore, the results obtained from the teachers questionnaire shown that teachers are interested on raising interactional technique that help their students to speak, and develop their level. To sum up, from the data collection we test the validity of our hypothesis, we deduce that classroom interaction affect positively the students speaking skill.

Recommendation

Classroom interaction play a major role on the students speaking improvement thus, EFL teachers play a different roles such as controller , designer the lesson , motivational , and others in order to promote the students with natural production of the foreign language. Through this study, we recommend the following:

-Teachers should know their students' weakness and help them to reduce it.

-They should play different roles that students need according to their level and needs.

-Teacher must make sure that he uses different interactional activities.

-Students should practice more speaking skill outside and inside the classroom.

-Teachers have to invite their students to speak by encourage them during the oral course.

-Teachers must give the chance to their students to give their opinion and practice the language.

-Teachers have to use the group work to raise interaction between the members to achieve the learning goal.

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Appendices

Appendix I: Students' Questionnaire

Students 'Questionnaire

Dear students,
Since interaction is one of the most significant means that help learners communicate and promote their

ability to speak, this questionnaire attempts to investigate the role of classroom interaction in promoting

EFL learners' speaking skill.

 You are kindly asked to answer the following questions honestly. Please put a tick (√) for the

appropriate choice of full answer whenever it is necessary.

1- What is your level in English?
 Beginner   Intermediate   Advanced

2- How often do you participate in the classroom?
 Always   Sometimes   Rarely   Never

3- When your teacher pushes you to participate, how do you feel?
 Satisfied   Unsatisfied

 4- Do you often interact with your classmates?
 Yes   No

5- What do you prefer?
 Individual work   Peer work

6- The classroom atmosphere in your oral sessions is:
 Friendly   Fearful   Neutral

7- In the classroom lectures you are:
 Talkative and asking questions   Silent and just listening
Would you explain why?
....
....
....
8- Do your teachers give you the chance to speak in the classroom?
 Yes   No

9- How often do you participate in the lectures without being asked?
 Always   Sometimes   Rarely Never

10- If not always, is it because:
 Less self-confidence Lack of motivation Fear of criticism
Other:
....
11- What kind of activities do you prefer?
 Communicative activities   Grammatical activities   Both
Why?
....
....
12- Do your teachers give you feedback about your mistakes?
 Yes   No

Thank you in advance for your cooperation!
Student: NOUI Hanane

Appendix II :Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers,

This questionnaire aims to investigate the role of classroom interaction in promoting

EFL learners' speaking skill .I would be very grateful if you could take the time and the energy to

share your experience by answering following questions for the sake of gathering information

1- How long have you been teaching English at the University of Biskra?
....

2- Which approach (es) and/or method(s) have you followed in teaching oral?
 Grammar translation method
 Direct method
 Audio-lingual approach
 Communicative language teaching
Others:..

3- What makes you choose this/these approach (es)/method(s)?
 Providing learners the grammatical knowledge
 Helping learners communicate effectively

4-According to you, which of these difficulties students most face in oral experience?
Inhibition because of shyness,anxiety and stress
Nothing to say about the chosen topic
Mother tongue interference
Low participation
Other problems (please justify) ……………………………………………………………
……………………………………………………………………………………………………
………………………………………………………………………………………………..

5- According to you, the teacher's role is:
 A source of knowledge   A facilitator of learning   Both

6- Which of these aspects do you focus on most in classroom interaction?
Fluency   accuracy   both
Please explain why
....
....

....

7- Do you think that classroom interaction is very important?
Yes   No
Please justify
………
………
………

8- How do you make your learners work in your activities?
 Individually   With their peers   Both

9- Do all your students participate in the oral session?
 Yes   No
-If no, is it because:
 Lack of motivation   Different levels   Both
Others:..
....

10- Do you often create a friendly atmosphere?
 Yes   No

11- The classroom relationship among your learners is:
 Co-operative   Competitive   Both

12- Do you have passive learners?
 Yes   No
-If yes, how do you make them interact?
 Additional marks   Interactive activities   Divide them into pairs or groups
13- Do you give feedback to your students about their mistakes?
 Yes   No
-If yes, how often?
 Always   Sometimes   Rarely

14- Would you add further suggestions or comments?
....
....
....
....

Thank you in advance for your cooperation!
Student:NOUI Hanane

ملخص العربية

تهدف الدراسة الحالية إلى التحقق من دور التفاعل داخل الفصل في تعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. لا يزال طلاب الجامعات الجزائرية يواجهون صعوبات في استخدام اللغة الإنجليزية بشكل مناسب بسبب افتقارهم إلى التحدث بها وكذلك ضعف التفاعل في الفصل. إن الهدف النهائي لهذا البحث هو معرفة تأثير التفاعل على تقدم الطلاب في مهارة التحدث في قسم اللغة الإنجليزية في جامعة محمد خيضر بسكرة . تنقسم دراستنا الحالية إلى ثلاثة فصول، يلقي الفصل الأول الضوء على مهارة التحدث ويتضمن جميع العناصر. أما الفصل الثاني فيناقش التفاعل الصفي في حجرة الدراسة، أما الفصل الأخير فكان حول تحليل البيانات التي تم الحصول عليها من استبيان المعلمين والطلاب. تظهر النتائج التي تم الحصول عليها من استبيان الطلاب والمعلمين للغة الإنجليزية في جامعة بسكرة ان التفاعل في الفصل الدراسي يحسن قدرة الطلاب على التواصل ، وبشكل أكثر تحديدًا كيفية التحدث بطلاقة. أيضًا ، تكشف النتائج التي تم الحصول عليها أن طلاب السنة الثالثة من اللغة الإنجليزية بحاجة إلى مزيد من التفاعل بشكل خاص مع معلميهم وزملائهم في الفصل في حصص اللغة الإنجليزية حتى يتمكنوا من التواصل بشكل فعال ، وقد تم اختبار فرضيتنا البحثية على صحتها و منه نستنتج أن التفاعل في الفصل الدراسي له تأثير كبير على تقدم الطلاب في مهارة التحدث و تعزيزها.