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Faculty of Letters and Languages

Department of Foreign Languages

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Submitted and Defended by:

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**Investigating the Role of Classroom Interaction in Developing EFL  
Learners' Speaking Skill**

**The Case of Second-Year Students of English Language at the University  
of Biskra, Algeria**

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of  
the Requirements for the Degree of Master in Sciences of Language

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## **Declaration**

I, Bezza Samah, do hereby declare that this submitted work is my original work and has not previously been submitted to any institution or University for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohamed Kheider University of Biskra, Algeria.

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## **Dedication**

*I dedicate this work to*

*My parents, my supporters, my sunshine in this life, who were always by my side*

*My beloved siblings “**Houda**”, “**Sami**”, and my little brother “**Nassim**”*

*My beloved cousin “**Rayan**”*

*To my dearest aunts “**Hiba**” and “**Souhila**” for their encouragement and support*

*To my beloved friend “**Hasna**” who supported me during the whole year*

*To my besties “**Amel**” and “**Chaima**” with whom I passed the best memories ever*

*To all my friends and classmates*

*Thank you!*

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## **Abstract**

Speaking in English has been typically difficult for students while communicating. As a result, a variety of teaching methods were offered to encourage and support speaking in the classroom. The main objective of this research is to examine the extent of the classroom interaction in the oral expression session, that would enhance the speaking skills of second-year students of English at Mohamed Kheider University of Biskra. Accordingly, this study sought to investigate the role of classroom interaction in enhancing EFL learners' speaking skill. Methodologically, the researcher opted to use a mixed-method approach to describe and analyze the quantitative and qualitative data. A sample of 55 students was selected randomly. Additionally, two data collection tools were employed namely, a semi-structured interview and a semi-structured questionnaire to gather the needed data to answer the posed questions of the research. Besides, a semi-structured interview was conducted with five oral expression teachers of English at Biskra University. Consequently, the results of the present research showed that both teachers and students agreed that classroom interaction helps in developing the students' speaking skill. In addition to this, the teacher has a major role to improve the student's abilities. Also, the research finds out that students face many difficulties in speaking. First and foremost, it is recommended that classroom interaction is an effective pedagogical strategy that can facilitate and enhance EFL learners' speaking skill.

**Keywords:** Speaking skill, classroom interaction, English as a foreign language (EFL).

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**L1:** First Language

**L2:** Second Language

**Q:** Question

**FIAC:** Flander's Interaction Analysis Categories

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# **Chapter One**

## **General**

### **Introduction**

## **1 Introduction**

Over the last several decades, experts have been focusing their efforts on tackling the obstacles of foreign language learning for both instructors and students in educational institutions. Researchers have discovered many difficulties preventing this process, the most fundamental is the lack of fluency in spoken language. Because of the increased necessity of good communication, speaking abilities have become a critical focus. Furthermore, English has developed as a worldwide language or lingua franca, acting as a link between individuals who do not speak the same language. According to the BBC, English is the most desired language in the world, with around 1.5 billion people speaking and writing it fluently in their daily lives. As a result, to communicate effectively, students need to develop their speaking skills to interact effectively with others.

The capacity to communicate through speaking is essential for learners to properly express their cultural concepts and views. Although various strategies and procedures are used to improve learners' speaking abilities, it remains difficult ability to master. Practicing is important for learners to gain fluency in the target language, which leads to enhanced communication in the language. Furthermore, teachers have an important role in increasing EFL learners' speaking skills.

### **1.1 Study background**

For effective learning, communication requires the involvement of a group of people or at least two individuals. Engaging in interactions within the classroom setting allows students to communicate more openly and accurately. To successfully communicate, both the speaker and the audience must participate actively as per Wagner's (1994, p.8) suggestion. Moreover, interaction must influence both the transmission and reception of the

messages. The significance of interaction cannot be overstated as it plays a crucial role in the improvement of the learning and teaching processes while enhancing second-language acquisition. However, learners must be sufficiently proficient in their vocabulary and grammar rules to express themselves freely.

It is important to use appropriate language to effectively communicate with others to accomplish specific goals and objectives. As stated by Bueno, Madrid, and Mclaran (2006, p.321), acquiring the ability to speak fluently in a foreign language can be a challenging task, despite a prolonged learning experience. Students often struggle with speaking because they are required to generate sentences spontaneously.

Johnson (2016, p.1) confirmed that teachers hold an important responsibility in enhancing students' speaking abilities; they need to understand the student's preferred learning methods, and how they respond to the obstacles encountered in the classroom. Among the multiple roles played by teachers, the position of the controller is commonly assumed. To address the problem of students lacking opportunities to practice speaking outside the classroom, teachers should apply appropriate pedagogical techniques.

The focus of this research is on the obstacles encountered by EFL students in the development of their speaking skills, and how teachers can assist them in improving their speaking abilities through classroom interaction. The study aims to address these research inquiries by conducting a thorough analysis.

## **1.2 Statement of the problem**

This study attempts to shed light on how classroom interaction could help learners in improving their speaking skills. Mastering the language means mastering the speaking skill. Richards (2008, p.19) claims that speaking is the most important skill while learning a

foreign language. Learners frequently evaluate their progress in learning a foreign language by how much they believe their speaking skills have improved.

Furthermore, communication is required to express ideas, emotions, needs, and so on. According to Celce-Murcia (2001), speaking a foreign language means being qualified to communicate with others to upgrade their speaking skills. Also, speaking skills should be well practiced to convey the idea.

Second-year LMD students of Biskra University confront different problems including speaking. The main common issues are deficient vocabulary, feeling shy, lack of self-confidence, and lack of motivation. This study will answer the posed questions to solve recent problems.

### **1.3 Research objectives**

This study aims to examine the role of classroom interaction and how it affects the learner's speaking skills. Hence, the general objectives of this study are:

1. Highlighting the role of classroom interaction in developing speaking skills.
2. Enhancing the learners' speaking skills by identifying their difficulties.
3. Discovering the important use of the teacher's pedagogical strategies in enhancing EFL learners' speaking abilities.

### **1.4 Research questions**

To check the role of classroom interaction in developing the learner's speaking skills, this study aims to answer the following questions:

1. What are the major difficulties that face learners while speaking?

2. How can oral expression teachers help second-year students to develop their speaking skills?
3. How can classroom interaction enhance students' speaking skills?

### **1.5 Introductory notes to methodology**

This study employs mixed methods research (qualitative and quantitative). The qualitative method attempts to collect the teacher's responses about the study that is due to their extensive experiences. However, the quantitative method involves collecting data from the learners to obtain responses for the current research and get more details about their difficulties in speaking in the classroom.

To investigate the role of classroom interaction in improving the learner's speaking skills. The study adopts the appropriate tools for collecting data, which include the teacher's interview and the student's questionnaire. The interview was conducted with oral expression teachers to gain an understanding of the student's interactions and communications with one another in the classroom. The questionnaire is implemented with second-year LMD students to identify the issues and difficulties they confront.

The data are collected through the use of the teacher's interview and the learner's questionnaire. The qualitative method is used with five oral expression teachers from Biskra University to examine their responses and opinions about the classroom interaction, and how it impacts the learner's speaking skills. Furthermore, the quantitative method is a questionnaire that is administrated to 55 second-year LMD students. The students are asked to answer numerous questions to help the researcher in answering the questions of the current study. As a result of the data analysis, the study will be able to discover how learners are interested in classroom interaction, and how to overcome the confronted difficulties while speaking.



## 1.6 Structure of the Dissertation

The current study consists of three major chapters: the first chapter contains the entrance of the dissertation; the second chapter discusses the “literature review”; the next chapter is the “Data analysis and interpretation of the results” which covers the research methodology, the results and discussion, limitations, recommendations, and finally a general conclusion.

The first chapter is titled “General Introduction”, and it represents the overall concept of the research. This chapter begins with the study background, a statement of the problem, then the research objectives, research questions, and research hypothesis, followed by an introduction to the methodology, and finally the structure of the study.

The second chapter is concerned with the “Literature Review” which includes the speaking skill as the first part and the classroom interaction as the second part. The speaking skill part contains the following elements: definitions, types, importance, role, difficulties, and various strategies. On the other hand, the second part which is classroom interaction attempts to connect the classroom interaction with the speaking skill. The main components that are mentioned in the second part are definitions, types, importance, and role of the teacher in enhancing the learners speaking skills and so on.

The third chapter which is “Data Analysis and Interpretation of the Results” deals with the methods used in the practical part. It also consists of the population and sampling of data tools which are the questionnaire and the interview; and their description, the results gathered from the students’ questionnaire and the teachers’ interviews with a discussion for both of them where the researcher collected all the data about the study under investigation; and finally, a summary of the main findings, limitations of the study, and recommendations.

# **Chapter Two**

# **Literature Review**

## **Part one: Speaking Skill**

## **2 Introduction**

The four skills of language: speaking, listening, reading, and writing are interconnected with each other. Speaking skill is an extremely important method of communication. For instance: a picture that contains a thousand words may not be well understood as much as a speech that contains few words. Additionally, speaking skill enables the learner in creating meaningful ideas, thoughts, and feelings by putting the words together. (Gilis, 2013). This chapter will provide a general overview of speaking skills by covering the most important elements which are: definitions, significance, the relationship between speaking, listening, and writing, linguistic and psychological barriers that impact speaking skills, aspects of speaking, feedback and error correction, teaching speaking in an EFL context, and the learner's communicative strategies.

### **2.1 Definitions of the speaking skill**

According to Tarigan (1990, pp. 3–4), speaking is defined as an interactive process meaning contraction that includes receiving and producing information. In addition, speaking does not only require learners to know how to use certain points of language, such as vocabulary, grammar, and pronunciation, but it also permits them to understand when and where to produce language.

In comparison to other abilities, many learners consider speaking to be one of the most challenging skills. When speakers start a dialogue with others, they cannot go back and change their words. They cannot, for example, correct a mistake or modify previously stated opinions. Furthermore, speaking ability aims to communicate through organized utterances (Nunan, 1991, p. 13).

In the same content, Thornbury (2005, p. 1), believed that we use a variety of terms and phrases to communicate with one another. As a result, communication skills are becoming increasingly important in our daily lives. As a result, it is difficult to form words for the first time while using a language because mastering the language needs to be well practiced. Kurum (2016) adds that speaking skill is the most important skill that enables learners to be more proficient in using a foreign language. However, not everyone who can produce correct grammatical sentences can also speak fluently.

Peterson (2018, pp. 6–7), stated that learners can learn writing, reading, and grammar rules alone. However, when it comes to speaking skills, it is difficult to learn and practice it individually. Also, it makes learners more interactive with each other. Furthermore, speaking skill differs from other skills in a way that it is produced instantly, spontaneously, and without being late to think, because the listener will be waiting for your answer. On the other hand, academic speaking can be organized and prepared in advance. (Marlina, 2018, p. 3). Rao (2019) defined speaking as a productive skill as same to the reading skill, in which the learner produces words to read them or to create a speech.

## **2.2 The significance of the speaking skill**

According to Gilis (2013), it is not easy to relate words together to produce a clear and meaningful speech to the listener. Gillis summarized the importance of speaking skills as follows:

- a. The ability to inform, persuade, and direct: people who use speech as an essential tool in their work attempt to improve their speaking skills to reach a high level of communication. As a result, while speaking to the audience, the speaker should be

confident and clear enough to attract the audience and ensure that the message is well received and understood.

- b. The ability to stand out from the rest: speaking is a skill that many people have; however, not everyone can speak fluently in front of others, produce sentences, and deliver them correctly.
- c. The ability to benefit derivatively: people who have a high level of speaking are good enough to interact and communicate with the surrounding people. In addition, self-confidence has an important role in enhancing the speaker's capacities.

According to Kishore (2020), many people think that speaking skill is necessary to practice only at work. On the other hand, they use it in their daily life in many ways, such as:

- i. Developing a career edge: people are always special members of the moderator's view when they are effective communicators in their line of employment. Additionally, it will improve their communication skills with people in their industry, at work, and even in their personal lives.
- ii. Holistic communication development: People who read well generally speak well because they have a large enough vocabulary to employ in a variety of contexts and to interact and communicate with those around them. Additionally, training the speaking skills enhances writing, reading, and listening skills too.
- iii. Becoming an expert: Effectiveness is among the most crucial elements of communicating. People always believe and trust the words of good speakers because of their effective discussions, which enable them to serve as controllers or leaders.

- iv. Feel like a boss: having a deep conversation while the audience is focused is not an easy way to achieve; only speakers of self-confidence can achieve it. Creating an authentic connection with the audience makes you feel successful.
- v. Communication has a vital role in improving EFL learners' speaking skills; it facilitates interaction with other people. As a result, speaking skills make the speaker share certain messages, opinions, ideas, and emotions. Speaking skills, learners should be well-practiced to be good communicators with the people surrounding them. (Kadamovna, 2021).

### **2.3 The Relationship between Speaking and other skills**

Students and teachers attain to improve their language skills, namely, speaking, listening, writing, and reading. Usually, teachers teach every skill independently of the others; in every session, they focus on speaking and the other session on listening, and so on.

#### **2.3.1 The Relationship between Speaking and Listening**

Speaking and listening are the most challenging skills in the classroom, but they are also the most commonly employed by learners as well as teachers to interact with one another. Edge (1993) claims that speaking and listening are two skills that are related and cannot be separated in oral communication. Brown (2001, p. 275), states that “there is a natural link between speaking and listening; consequently, teachers often deal with these two skills in an integrative way in the teaching process”. In the classroom, students focus more on obtaining feedback through listening, which serves as a platform for their output. Besides, both skills occur concurrently, which means that when teachers explain, students tend to listen, therefore when learners are effective in listening, they will also be successful in speaking.

### **2.3.2 The Relationship between Speaking and Writing**

According to Luoma (2004), speaking and writing are different skills. Speakers use their speech in shorter sentences compared to written ones; they also utilize basic grammatical rules to ensure that the listener well comprehended what they are saying, because the most important part that interlocutors discuss is the ideas. (Richards, 2008, p. 3), on the other hand, he adds that writers employ formal, complete, and organized grammatical rules in their phrases and paragraphs. Besides, gestures, voice tone, and facial expressions are all aspects that writers cannot accomplish as speakers.

## **2.4 Barriers affecting speaking skill**

Several barriers confront EFL learners while learning a second language, the significant barriers are psychological and linguistic, which prevent students from comfortably producing their language.

### **2.4.1 Psychological barriers**

The difficulties that EFL learners face while speaking, may be due to various psychological barriers. However, many learners with good grades have difficulty performing in a foreign language which is due to many psychological factors, such as; motivation, anxiety, fear of mistakes, and low of self-confidence.

#### **2.4.1.1 Motivation**

Motivation is important in language learning. Teachers believe that motivated learners outperform unmotivated ones; they have different advantages such as being hard workers, being difficult to abandon, constantly trying for higher achievements, interacting in the classroom, enjoying learning, and being enthused. Unmotivated learners, on the other

hand, have less inspiration to attain their goals; they have less attitude toward learning. However, learners are more motivated when the lecture is entertaining and the classroom environment encourages interaction. (Renandya, 2002).

According to Harmer (2007, p. 51), motivation is required to be integrative or instrumental. The integrative is to achieve specific goals in order to communicate with people who use the same language. However, instrumental motivation refers to a more practical aim. To sum up, both of these types help promote the language learning, but the instrumental may be more efficient in developing the language learning and proficiency.

#### **2.4.1.2 Anxiety**

Anxiety is a feeling that causes learners to believe that they are unable to tackle the problems of language learning. While learning a second language, anxiety is neglected; teachers do not take anxiety as seriously as other aspects that affect the learners' successful learning. Anxiety, according to Brown (2000, p. 151) impacts the learners' speaking performance, which may increase the quality of the spoken language, indicating that they have low fluency even if they are good speakers.

#### **2.4.1.3 Fear of Speaking and making errors**

Esposito (2000) stated that students avoid engaging in class because they are anxious about making errors in front of their classmates. Many times, students are aware of the correct answer to the question, but they keep mute for fear of embarrassment. Furthermore, they claimed that if they made a mistake, their friends would laugh at them and they would seem foolish. The instructor is critical in educating students that making errors is not a bad thing because mistakes help people to develop.



Harrison (2008, p. 1) explains public speaking as, “One on the list of people’s greatest fears is not death (as you might imagine), but public speaking. Death is down around Number Four”. Many EFL students are afraid of speaking in public, which causes them to worry about how the audience will react to their words. Learners will not accept to be negatively reacted from others; nevertheless, making errors is in our nature as humans, which pushes us to learn more and more.

#### 2.4.1.4 Low self-confidence

Manktelow & Carlson (2017) summarized the differences between self-confidence and low self-confidence. Individuals with a high level of self-confidence have a belief in their talents and are willing to face obstacles. Individuals who lack self-confidence may have doubts about their abilities, be hesitant to take on new challenges and experience negative emotions. The table below demonstrates how effective self-confidence can be in shaping a person's beliefs, behaviors, and emotions.

High self-confident	Low self-confident
Doing what you believe to be right, even if others mock or criticize you for it.	Governing your behavior based on what other people think.
Being willing to take risks and go the extra mile to achieve better things.	Staying in your comfort zone, fearing failure and so avoid taking risks.
Admitting your mistakes, and learning from them.	Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices.
Waiting for others to congratulate you on your accomplishments	Extolling your virtues as often as possible to as many people as possible.

Accepting compliments graciously. ‘Thanks, I worked hard on that prospectus. I’m pleased you recognize my efforts’	Dismissing compliments offhandedly,” Oh that prospectus was nothing really, anyone could have done it”
-----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

**Table 1:**Differences between self-confidence and low self-confidence (Carlson, 2007)

#### 2.4.1.5 Shyness

According to Gebhard (2000), shyness is an emotional aspect that some learners feel while they are about to speak in the classroom or even outside. However, shyness may lead to some problems with the learners’ speaking competence. This aspect is often overlooked, despite its importance in improving learners’ speaking skills in classroom activities. Baldwin (2011) adds that many students are self-conscious about their ability to speak in public. Shyness makes students feel unworthy of speaking in front of others; it may also put them in embarrassing situations, such as forgetting the words or keeping silent. Thus, shyness has a significant role in the student’s speaking performance.

According to Carducci (2009), shy students are those who are worried about speaking up in front of others or participating in class; they are also apprehensive about being asked or answering questions. Although these learners are great writers and learners, they are shy when it comes to speaking due to their personalities.

#### 2.4.2 Linguistic Barriers

Linguistic difficulties can be linked to a variety of challenges that language learners may experience when learning a foreign language. Cao and Philip (2006) mentioned in their study that linguistic barriers affect negatively the improvement of the student’s learning process. These linguistic difficulties can be due to the lack of vocabulary, and misuse of grammatical mistakes.

### **2.4.2.1 Lack of Vocabulary**

Schmitt (2008) supported the preceding speech by stating that learners should not just focus on how to produce form language but also on why they speak, when they speak, and how they reduce words.

According to Cobb (2007), vocabulary plays a crucial role in learning a foreign language. Consequently, without learning the words of the language, the language cannot be eliminated. The lack of language may cause some difficulties in communication, comprehending, and producing the language. However, most EFL learners struggle to speak because of their limited vocabulary. On the other hand, having a large vocabulary enables students to speak effectively and express their ideas and needs.

### **2.4.2.2 The Misusing of grammatical rules**

According to Thornbury (2005, pp. 7-8), EFL learners commit grammatical errors while speaking because they focus more on the meaning without considering the grammatical rules. Also, students may delete words, add two subjects to one sentence, and use different styles of vocabulary. Many students find that using grammar is difficult because they are dealing with non-native speakers which makes it more difficult; they also should focus more on correcting grammatical errors.

Ellis (2008) mentioned that the misuse of grammatical errors may experience difficulties in the students' speaking abilities which leads to misunderstanding, and communication. Furthermore, consistently making grammatical errors can impact negatively on the student's academic opportunities. To tackle these challenges, students should practice their grammatical errors, expose themselves to the social situation which can help them in

communicating with others. Besides, the teacher also has a role in supporting the student's grammar development by providing them with supportive feedback and environment.

## **2.5 Aspects of speaking Skills**

Effective speaking skill involves many aspects, including pronunciation, accuracy, and fluency. These aspects help the speaker in conveying his/her message clearly, and confidently.

### **2.5.1 Pronunciation**

According to Harmer (2001, p. 183), most of teachers focus more on teaching the grammatical rules and memorizing vocabulary; however, pronunciation is ignored. Pronunciation not only helps students to learn intonations and sounds, but it also improves their speaking abilities. Many students face the difficulty of mispronouncing words which may lead to the misuse of stress, intonation, and so on. Some students may have difficulty in producing certain sounds, making them feel uncomfortable while speaking in front of others, this issue occurs most of the time as a result of their L1 accent. Additionally, poor pronunciation makes it difficult for the audience to comprehend the speaker's message.

### **2.5.2 Accuracy**

According to Thornbury (2005, p. 92), it is difficult to communicate in a foreign language. Accuracy is concerned with attention while concentrating on two components which are the form and the meaning. Requiring students to talk effectively while following grammar standards is a difficult task to accomplish; they require time to organize their outputs to achieve accuracy. Therefore, learners should talk more slowly and be more accurate in their speech taking into consideration the value of correctness. However, when

the teacher corrects their feedback, it does not mean that they merely correct their errors; it also means that they are presenting them with the vital lesson that accuracy is significant.

### **2.5.3 Fluency**

Harmer (2001), noted that fluency focuses more on the content rather than the structure, form, and errors; because the main point of fluency is to communicate, interact, and improve the student's ability to speak. Segalowitz (2003, p. 384) added that achieving fluency requires a combination of linguistic knowledge, practice, and exposure to the language in authentic contexts. Fluency is not only important for effective communication, but also for building confidence and establishing rapport with native speakers. As such, it is a highly valued skill in both personal and professional settings.

## **2.6 Feedback and errors correction**

Nunan (1991) mentioned that feedback can be either positive such as using interjections “well done”, or “good”, and it can be negative in a way of repeating the student's error in a raised intonation. According to Richard (2002, p. 104), correcting the learner's feedback does not only focus on correcting their errors; but also provides them with an evaluation of how well they performed in their activity. Therefore, correction and assessment are essential components to be implemented during the learners' spoken work. Teachers should address the student's errors based on the type of activity, the type of committed errors, and the type of learner who made the error. The correction of errors can be fixed in a variety of methods which are teacher correction, student-to-student correction, and self-correction.

### **2.6.1 Teacher correction**

According to Richard (2002, p. 105), teachers should correct the learners who make errors while providing communicative activities. Teachers, on the other hand, should not interrupt them while they are speaking to address specific faults such as grammar, spelling, and pronunciation. The teacher's intervention can sometimes be detrimental to the student's learning process; it can also enhance the learner's tension. However, the teacher is simply offering the clearest ideas about the topic, at hand to provide the student with negotiating means; he/ she should intervene when the learner's communication is weak, or it may be appropriate to rectify that type of error at that moment.

### **2.6.2 Student-to-student correction**

Peer correction is a helpful tool for improving language skills. According to Richard (2002, p.107), in certain cases, error correction occurs solely between students, in which case the instructor asks for their help in correcting the speaker's error, assuming they know the proper response. The optimal setting for conducting student-student correction is in classrooms; when cooperative groups employ all of their resources to get the best results possible. If this approach is applied wrongly, the learner who made the mistake with his colleagues would believe he is the only one who made such a mistake. As a result, teachers should help learners avoid feeling devalued.

### **2.6.3 Self-correction**

According to Richard (2002, p. 106), repairing errors entails two major steps: recognizing the errors and correcting them if necessary. In some circumstances, the student does not need to be corrected by the teacher; they simply need to be aware of their errors and then rectify them. There are numerous methods to display the learner's errors, such as:

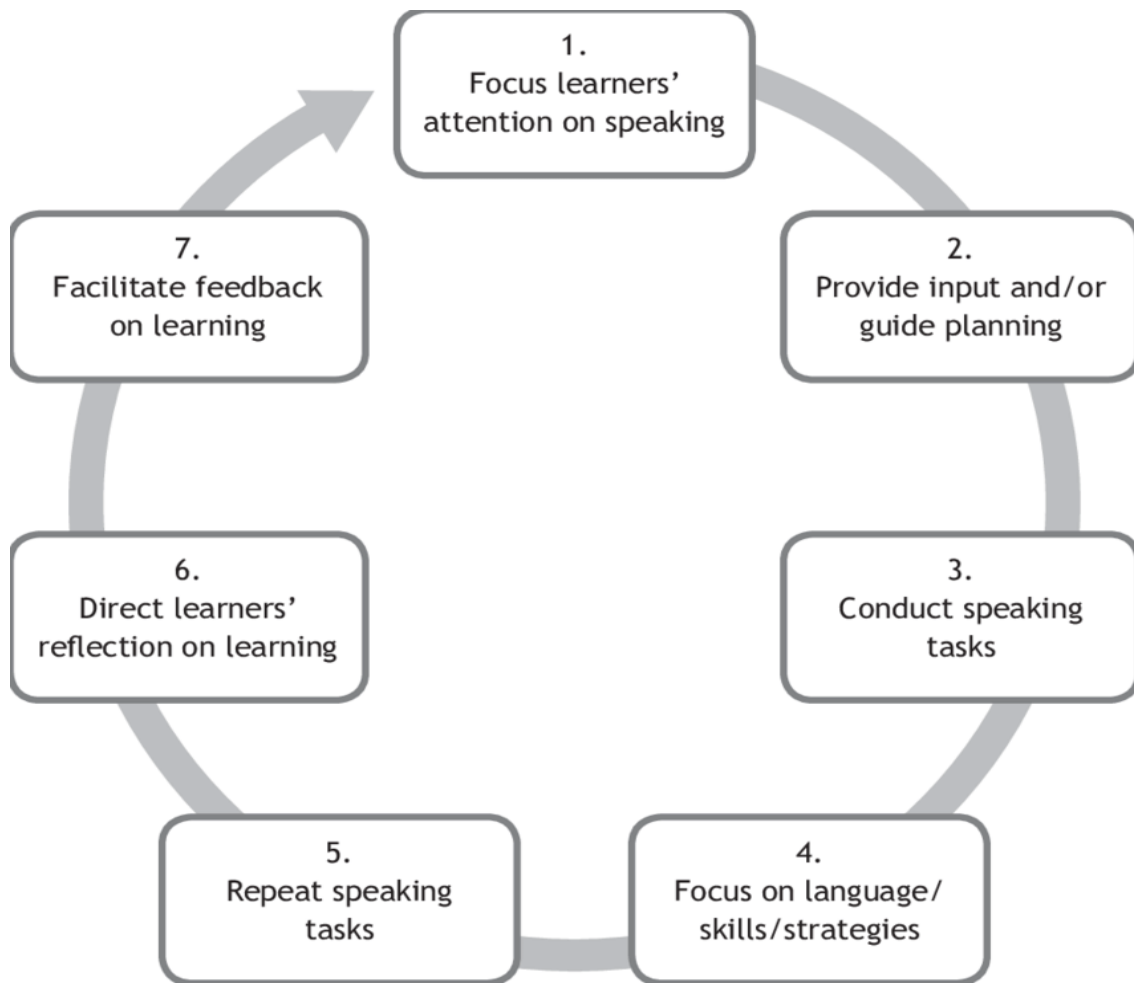
- a. Repeating: the teacher asks the student to repeat what he was saying by asking an unclear question. Again? This indicates that something is wrong and not clear.
- b. Echoing: in this case, the teacher repeats the exact word of the error using a question mark.
- c. Statement and question: to say in a direct way that you made an error.
- d. Expression: sometimes, a person's facial expressions or gestures may be enough to show that the presented word is somehow not going in the right direction.
- e. Hinting: the teacher can just give a hint about the error that the learner made. For example, when the teacher says "tense," it means that the learner has a problem using tenses.
- f. Reformulation: the teacher tries to reformulate the sentence that was said in the wrong way in the correct form without making much of an issue for the learner.

All of the techniques mentioned above are intended to assist students in correcting errors on their own; however, in some cases, even with these techniques, learners are unable to correct their errors, and the teacher must intervene to correct them.

## **2.7 Teaching speaking in an EFL context**

According to Goh and Burns, (2012, p. 151), speaking skill differs from other skills; it is considered as a difficult skill to improve. Oral teachers do not have certain guides to teach speaking; thus, learners can improve their speaking abilities randomly. However, teachers have a significant role in enhancing the learners' speaking skills. Learners do not pay attention to learning speaking or even speaking activities. Thus, they do not know the importance of speaking activities because of their inability to express what they learned.

Goh and Burns suggest a cycle that helps teachers develop the learner's speaking.



**Figure 1:** The teacher's cycle (Burns, Teaching speaking, 2012)

The previous cycle explains how teachers use the reflective practice in improving their teaching; learners benefit from these stages by having the opportunity to speak, not just collaborate. One cycle cannot contain all of the objectives, and the teacher must be aware of what the learner requires to complete each stage. The following table indicates the development of L2 speaking through the speaking teaching cycle. (Goh & Burns, 2012, p. 154).



Stages in the instructional cycle for L2 speaking development	Developmental objectives for speaking
<ul style="list-style-type: none"> <li>The focus is on the learner's attention on speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Develop metacognitive awareness about L2 speaking.</li> <li>Self-regulate performance and overall development.</li> </ul>
<ul style="list-style-type: none"> <li>Provide input and/or guide planning.</li> </ul>	<ul style="list-style-type: none"> <li>Acquire appropriate vocabulary and accurate language form relevant to speaking needs.</li> <li>Understand social and linguistic conventions of speech and the speaker's roles and relationships for particular contexts.</li> <li>Produce a wide range of utterances to express meaning more exactly.</li> </ul>
<ul style="list-style-type: none"> <li>Conduct speaking tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Learn a range of core speaking skills.</li> <li>Develop fluency in an expression of meaning.</li> </ul>
<ul style="list-style-type: none"> <li>The Focus on language/discourse/skills/strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Acquire appropriate vocabulary and accurate language form relevant to speaking needs.</li> <li>Understand social and linguistic conventions of speech for particular contexts.</li> <li>Learn a range of core speaking skills.</li> <li>Employ appropriate oral communication strategies.</li> </ul>

<ul style="list-style-type: none"> <li>• Recent speaking tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a wide range of core speaking skills.</li> <li>• Produce a wide range of utterances to express meaning more precisely</li> <li>• Develop fluency in the expression of meaning.</li> <li>• Employ appropriate oral communication strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• Direct learner's reflection on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-regulate performance and overall development.</li> </ul>
<ul style="list-style-type: none"> <li>• Facilitate feedback on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop metacognitive awareness about L2 speaking.</li> </ul>

**Table 2:** The development of L2 speaking through the speaking teaching cycle (Burns G. &., 2012)

## 2.8 Learners' communication strategies

Learners are different in the way they learn languages; each learner has his strategy. Putri (2013) suggested a strategy named "avoidance or reduction strategies", which includes message abandonment and topic avoidance.

1. Message abandonment: it is when the learner starts to speak, and suddenly stops in the middle of the sentence with an unfinished utterance.
2. Topic avoidance: in this case, the learner does not speak at all about the topic, because he/she misses the vocabulary.

The Nijmegen group adds achievement or compensatory strategies which show different cases that learners face during speaking; these strategies include circumlocution, approximation, use of all-purpose words, use of non-linguistic means, literal translation, foreignizing, code-switching, and appeals for help.

- i. Circumlocution: it means when the learner uses a huge number of words to describe something, but he/she does not get the exact word.
- ii. Approximation: to use words that are approximately near the original word or to use a single alternative lexical item.
- iii. Use of all-purpose words: to use general words while describing a specific item.
- iv. Word coinage: the creation of words from one's while the listener understands them.
- v. Non-linguistic use implies the absence of any use; in this case, the learner relies solely on body languages, such as gestures and facial reactions.
- vi. Literal translation: to translate certain words from L1 to L2.
- vii. Foreignizing: to pronounce an L2 word with an L1 accent.
- viii. Code-switching is the process of using and pronouncing the L1 word in L2.
- ix. To live a gap when you are unable to continue talking; seek help from a partner, either directly or indirectly.

# **Part two: Classroom Interaction**

## **Introduction**

The classroom is one of the most common settings where students interact, apply their abilities, and engage in various activities. Classroom interaction is an approach in which students produce and receive feedback, either from peers or from the teacher. This chapter will focus on the key points of classroom engagement. This part starts with numerous definitions of classroom interaction. Moving on to the forms of classroom interaction, which include negotiation of meaning and feedback. To shed light on the teacher's role and responsibilities, as well as the learner's role and responsibilities. Furthermore, Flanders' interaction analysis categories describe a how classroom occurs when a teacher and a student interact with each other. Finally, there are interactional activities that allow students to apply their speaking abilities and interact with one another.

### **2.9 Definitions of Classroom Interaction**

Phillips (1997, p. 9), pointed out that the use of interaction among students in the classroom to regulate and manage their conduct, creating a structure for them. The behavior of learners is shaped by the conduction of their peers and instructors, with the teacher holding the power over the students while they interact. Ellis (2008, p. 1) adds that interaction refers to a mode of communication involving two individuals, whether in person or while carrying out joint activities.

According to Hadfied & Hadfied (2008, p. 105), “Interaction involves more than just putting a message together; it involves responding to other people”, which means that interaction involves not only the transmission of a message to another individual; but also encompasses the crucial component of responding to the message in a thoughtful and meaningful manner. In addition, the used language should be selected appropriately in a way that suits both the speaker and the interlocutor; in that, they can understand and use it in a

comprehensible way. However, certain points should be taken into consideration such as; taking turns in the conversation, and showing interest in the speaker's utterance in a certain way that they can feel comfortable asking and responding to each other.

Walsh (2011) classified classroom interaction as a facilitator strategy for acquiring knowledge and accomplishing certain learning goals. Dippold (2015, p. 13) stated that interaction is used by both the learner and the teacher to negotiate certain roles and interactions.

## **2.10 The role of classroom interaction**

Classroom interaction is classified as an essential element that enables students to develop their knowledge, produce a comprehensible output, and practice the language in the classroom. In addition, students receive feedback from their classmates or from the teacher, which helps them in improving their language and their skills. Students, on the other hand, face language knowledge difficulties such as making an utterance clear, repeating it, and speaking. communicative accomplishment slowly to create intelligible output. Hedge (2000, p. 13),

The development of the SL is due to the interaction with native speakers of the language, where significant sources are obtained. This implies that interaction is regarded as the sole way that students may regulate their generated input. Also, interaction allows students to communicate and exchange knowledge with other students or the teacher to determine the level of their language skills. Lyster (2007, pp. 102-103),

## **2.11 Aspects of the classroom interaction**

The main elements of classroom interaction are the negotiation of meaning and feedback, intending to make learning effective.

### **2.11.1 Negotiation of meaning**

Learning a language is essential for practicing the four skills; in which the students can speak and respond to others' messages easily. The concept of negotiation is commonly employed to acquire the context of a foreign or second language. The more students struggle to understand the interlocutor's messages, the more they interact, and the better they learn the language. (Morell, 2004) as cited in (Pertanika J. Soc. & Hum, 2011).

According to Morell (2004, p. 329), negotiation is defined as follows:

“an aspect of interaction that occurs when at least two interlocutors work together to arrive at mutual comprehension of their utterances. It is characterized by modifications and restructuring of interactions when instructors and the students anticipate or perceive difficulty in understanding each other's message”

The statement above mentioned that negotiation is when two individuals communicate collaboratively, to reach the goal of understanding the message of each other. However, when learners face certain issues in comprehending each other, they work together to get a mutual understanding. The term negotiation is an important aspect of communication that has a significant role to reach the effectiveness of teaching and learning.

### **2.11.2 Feedback**

Students do not understand every concept that teachers discuss, and they occasionally make mistakes that require feedback from teachers to fix. Harmer (2007, p. 97), discusses the idea of feedback correction. According to him, correcting feedback is more acceptable during class sessions than during activities; correcting feedback when the student is doing

an activity while using all of his knowledge and abilities, may cause him to feel worthless and not confident. When students make a slip of the tongue or an error while speaking, the teacher might ask one of the students to correct the error while considering if the student is capable of being corrected by peers or not. Many students prefer that the teacher corrects their errors rather than their classmates since they feel silly and inadequate in comparison to their classmates. Lyster & Ranta (1997, p. 46-49), classified the correction of feedback into six types which are: explicit, recast, clarification request, metalinguistic, elicitation, and repetition; the following table summarizes the six types.

Corrective Feedback types	Definition	Example
Explicit correction	<ul style="list-style-type: none"> <li>The teacher provides the students with the correction of the utterance by identifying that the said utterance is incorrect</li> </ul>	<ul style="list-style-type: none"> <li>Student: I was born on 1998.</li> <li>Teacher: it is not on 1998, you say "I was born in 1998).</li> </ul>
Recast	<ul style="list-style-type: none"> <li>In this type, the teacher does not identify the mistake, he just says it again in a correct way by reformulating the whole sentence or just a part of it.</li> </ul>	<ul style="list-style-type: none"> <li>Student: Can I use this correction pencil?</li> <li>Teacher: Correction pen.</li> </ul>
Clarification request	<ul style="list-style-type: none"> <li>The teacher shows the student that his utterance is not clear enough by asking</li> </ul>	<ul style="list-style-type: none"> <li>Student: How did you go on holiday?</li> <li>Teacher: Sorry?</li> </ul>



	him to reformulate it more clearly.	
Metalinguistic feedback	<ul style="list-style-type: none"> <li>The teacher provides the student with the linguistic rule that he made a mistake in, without saying the correct form.</li> </ul>	<ul style="list-style-type: none"> <li>Student: I go to my grandmother last month.</li> <li>Teacher: go is present tense.</li> </ul>
Elicitation	<ul style="list-style-type: none"> <li>The teacher stops the students or asks them, in which he repeats the sentence letting a gap in the wrong word be corrected by the student.</li> </ul>	<ul style="list-style-type: none"> <li>Student: The coffee is warm.</li> <li>Teacher: It is..?</li> <li>Student: It is hot.</li> </ul>
Repetition	<ul style="list-style-type: none"> <li>The teacher repeats the student's mistake by highlighting it, to correct it by himself.</li> </ul>	<ul style="list-style-type: none"> <li>Student: I understanded the lesson.</li> <li>The teacher: I UNDERSTANDED the lesson?</li> <li>Student: I understood the lesson</li> </ul>

**Table 3:**Types of correcting feedback (Lyster, 1997)

## 2.12 Types of classroom interaction

In the classroom, two main types of interaction occur which are; the learner-learner interaction and the teacher-learner interaction.

### 2.12.1 Learner \_learner interaction

Pertanika (2011, p. 189) stated that many students do not communicate or negotiate in pair work groups or group work. Nevertheless, a limited percentage of students always participate vocally. To allow students to participate in the classroom, the teacher should consider aspects such as establishing a suitable classroom environment, competency in the language, and a motivational created task. Conversely, vocal interaction between students generates input, creates output, and gets positive or negative feedback. Scrivener (2005, pp. 86-99) stated that the most common interaction that occurs inside the classroom is the teacher-learner interaction. However, it is hard to reach a good interaction between learners. He also mentioned some suggestions that may lead to successful interaction between learners. The mentioned suggestions are seating, giving instructions, gestures, board drawing, and elicitation.

a. Seating: learners may feel bored with the same way of seating every session; so, the teacher should change, the arrangement of their seating from time to time depending on the chosen activity. Several arrangements can be implemented such as horseshoe arrangements, particularly and so on; in which all these changes make the learner motivated to interact and participate with one another.

b. Giving instruction: the teacher should guide learners so that they get a clear image of the activity and its rules; thus, they can negotiate with each other about it and reach a successful interaction.

c. Gestures: the teacher may use the gestures to avoid repeating so that students will have the opportunity the answer each other.

d. Board drawing: the teacher draws some pictures in which they describe a certain situation so that the learners will be able to describe the drawn pictures using various vocabulary and expressions.

e. Elicitation: this technique is used mostly to keep the classroom more active and vital; it starts from what the learners already know then the teacher begins to ask the learners to get the right answer. The teacher should evaluate the learner's responses to know if they are acceptable or not by using gestures or facial expressions. That is in case they did not find the right answer while they participate in trying to guess the right word, the teacher should provide them with the correct response.

### **2.12.2 Teacher-learner interaction**

Learners interact with teachers to receive correct feedback, because of their extensive knowledge. However, the teacher should take into consideration the duration of talking, because if the teacher keeps talking all the time, the learner will have no time to talk and interact. Scrivener (2005, pp. 84-85),

Three solutions were suggested by Scrivener (2005); the first solution is to divide the learners into pairs or groups works which allows them to interact and exchange ideas with each other to improve their speaking activities and not waste time. The second solution is to grasp the learner's attention to the lesson by giving them such activities to solve to stay motivated and not to feel bored. The third solution is that not every talk is for learning, the teacher should not talk too much in the classroom, and every teacher should know the right moment to talk to the learner.

### **2.12.3 The teacher's role and responsibilities**

Good teachers may change their duties based on the classroom settings and activities; they also have the responsibility to create a positive classroom atmosphere for the students. The main roles are controller, assessor, prompter, participant, resource, and tutor.

### **2.12.4 Controller of the information**

The teacher controls the student's language and information; nevertheless, this function is less successful when it comes to controlling the student's group work or activities. Furthermore, to maintain the student's attention, the teacher should be the center of focus in the classroom. However, when the learner's language improves, the teacher's control decreases. Harmer (2007, p. 26).

### **2.12.5 Assessor of accuracy**

The teacher assesses the student's understanding of the explained subject through giving them tests, assignments, and quizzes. The teacher also should praise his students for their efforts and encourage them to continue by rewarding them. This way makes the students motivated to participate and encouraged to engage in the classroom activities. Popham (2018)

### **2.12.6 Prompter of student's work**

When the instructor gives students comments and guidance, he or she might act as a prompter. The teacher also leads students in a compassionate and supportive manner if they forget what to say or lose words; nevertheless, sometimes the teacher does not aid them to allow them to think creatively and stand on their own. Hattie, J., & Zierer, K (2018).

### **2.12.7 Participant in the activities**

The typical perception of the teacher's role in the classroom is a controller or prompter, but they can also be participants. When doing group activities or role-playing, the teacher can participate, this increases the student's motivation and enjoyment about the activity. However, due to his proficiency in the language, the teacher in this situation may speak more than the student. As it was mentioned by Daniels, H., & Bizar, M (2015).

### **2.12.8 Resource of information**

Students consider the teacher as a resource for their inquiries before or during activities; they always return to the teacher to inquire how to express and write particular words or sentences. For them, to be more autonomous, the teacher does not always offer the answers. Instead, he/she just directs them to where they may discover the solution. (Darling-Hammond, L., & Bransford, J (2005) p. 25).

### **2.12.9 Tutor**

This role is hard to implement in a large group of students. Being a tutor is a mix of the two roles of prompter and resource together. In this situation, the teacher advises certain groups or individuals to reach their goals of success. Walsh (2011) as cited in Ellis (2012, p. 116), summarizes the main features of discourse in the EFL classroom as follows:

Teachers have complete authority over each component of the classroom, including the participants and what they say, as well as the topics and material. Teachers, on the other hand, are responsible for what happens throughout the session, they should be competent classroom managers, giving their students enough time to respond to the asked questions.

### 2.13 The learner's role and responsibilities

The teacher's role should be well produced and set so that the student's role. According to Hedge (2000, pp. 34-35), students use three major perspectives. The first perspective states that students have the authority to pick the class topic and learning resources based on their requirements to learn a second language. The second perspective is that students may choose and construct the texts they wish to complete as a classroom activity; Campbell & Kryszewska referred to this as "learner-based," in which the learner provides material to the classroom to do it as an activity. The final point is that students should be responsible for their language development and learning outside of the classroom.

### 2.14 Flander's interaction analysis categories FIAC

According to Amatori (2015, pp. 44-45), Flander's interaction analysis is an approach created by Ned Flanders that aims to observe the verbal exchanges that take place between the teacher and the students. This approach is concerned with the freedom that the teacher offers to the students in the classroom. The teacher's discussion might be direct or indirect. The direct situation is dealing with the teacher, who limits the freedom of the student's responses based on his perception of learning process goals and the assessment of the situation. The indirect situation, on the other hand, is concerned with receiving and utilizing the student's responses. To create a dynamic classroom, the FIA gives another category called student's talk. The following table summarizes the FIAC.

No.	Flander's Interaction Analysis Categories (FIAC)
<b>Teacher Talk</b>	
<b>I.</b>	<b>Indirect Talk</b>

<b>a.</b>	<b>Accept Feelings</b>
	<ul style="list-style-type: none"> <li>• The teacher accepts the student’s feelings.</li> <li>• The teacher believes that students should not be punished because of expressing their feelings.</li> <li>• The type of the student’s feelings can be positive or negative.</li> </ul>
<b>b.</b>	<b>Praise or Encouragement</b>
	<ul style="list-style-type: none"> <li>• The teacher encourages and praises the student’s behaviors.</li> <li>• When the student responds correctly to the question that the teacher asks, the teacher provides them with positive reinforcement like saying ‘good job’, “well done”, “excellent”, “great” and so on.</li> </ul>
<b>c.</b>	<b>Accept and use the student’s ideas</b>
	<ul style="list-style-type: none"> <li>• In this case the teacher may resay the student’s suggestions in his way.</li> <li>• The teacher can develop the student’s ideas or suggestions by saying ‘I got your idea’ and repeating it more clearly.</li> </ul>
<b>d.</b>	<b>Ask questions</b>
	<ul style="list-style-type: none"> <li>• The teacher asks the students about the presented content to have their responses, in some situations no responses are received.</li> </ul>

<b>II.</b>	<b>Direct Talk</b>
<b>e.</b>	<b>Lecturing/ Lecture</b>
	The teacher explains the lecture in his way using his method of explanations and ideas.
<b>f.</b>	<b>Giving Direction</b>
	<ul style="list-style-type: none"> <li>• The teacher provides the students with certain directions and guides that the students can comply with. Such as: <ul style="list-style-type: none"> <li>- Make two lines in front of each other.</li> <li>- Describe the 2<sup>nd</sup> figure.</li> <li>- Solve the last exercise.</li> </ul> </li> </ul>
<b>g.</b>	<b>Criticizing or Justifying Authority</b>
	<p>This category includes:</p> <ul style="list-style-type: none"> <li>• Interrupt the teacher while he is explaining by asking dumb questions.</li> <li>• The teacher poses questions of ‘what’ and ‘why’.</li> </ul>
<b>Student’s Talk</b>	
<b>h.</b>	<b>Student Talk Response</b>
	<ul style="list-style-type: none"> <li>• It deals with the student’s responses to the teacher’s questions.</li> </ul>
<b>i.</b>	<b>Student Talk initiation</b>



	<ul style="list-style-type: none"> <li>The students have the right to express their thoughts, and ideas and develop their points of view about the content.</li> </ul>
<b>j.</b>	<b>Silence or Pause</b>
	<ul style="list-style-type: none"> <li>This category may occur as a pause or a short period of silence in which the observer misunderstood the conversation.</li> </ul>

**Table 4:**Flander's Interaction Analysis Categories (Amatari, 2015)

## 2.15 Interactional activities

Interactional activities let students convey their talents, knowledge, and thoughts, which improves their speaking skills. According to Scrivener (2005, p. 213), the goal of classroom activities is not only to learn the language; but also, to develop speaking skills. Furthermore, the student's capacity to interact throughout the activity is determined by how much they are interested and comfortable with the activity.

### 2.15.1 Role-play

Celce-Murcia (2001, pp. 107-108) expresses role-play as follows “Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations before the role plays themselves.” This implies that role-play is dealing with sociocultural scenarios that are prepared according to the student's level and knowledge so as for it to be understandable.

The role-play is to split the students into pairs or groups, then gives them the paper to start acting, in which they rehearse aloud with their friends to avoid boredom while also developing self-confidence. Students should inquire about particular meanings or word

spellings; they may feel embarrassed, insecure, and frightened in the initial few seconds of presenting it in front of their peers. Students may like it if they see themselves as actual actors. The teacher plays a vital role in encouraging students rather than interrupting and stopping them every time they make a mistake. Holmes (2004, p. 134)

### **2.15.2 Get the Class to make up a story**

According to Holmes (2004, p. 32), the purpose of this activity is to tell a story in which all students participate and discuss. The teacher forms a circle with the students and instructs them to offer sentences around the circle to the right. The teacher gives them the first sentence to begin the tale so that it is imaginative and interesting.

### **2.15.3 The discussion cards**

Students are hard to agree on the same topic to discuss because each student has his interests. According to Thornbury (2005, p. 102), The teacher provides many cards that have been created in advance and contain various themes that will be covered. However, the cards can also be made by the students themselves. Each group will be given a card, which they will read aloud to discuss the stated subject. They will be able to alter the card if the subject does not interest them. Students who have completed their topic may begin to summarize their subject to begin a conversation with their classmates. The major goal of these card discussions is not to cover the entire list of topics but to share the conversation with all of the students.

### **2.15.4 Split information activities**

According to Newton (2009, pp. 101-104), the primary purpose of this activity is to encourage interaction among learners to improve their speaking abilities. The activity involves pair work in which learners A and B each have a sheet of paper with numbered

pictures. However, the pictures on the two pages are not all the same. The activity begins when the students sit in front of each other, as well as student "A" begins describing the first picture, while learner "B" attentively listens to the details to acquire the correct response. After that, student "B" types "S" if it is similar, "D" if it is different, and so on until all of the photos are completed. Finally, they present the papers to each other to correct the marked responses.

### **2.15.5 Storytelling**

According to Kaston (2002, p. 136-137) in this activity, students will tell their classmates about a true story, a movie, a TV show, or a creative narrative. Students will receive a copy of the story path organizer, which will assist them in telling various types of stories. Then they brainstorm ideas, talking over each category of the story path organizer in depth. Following that, they discuss the narrative in pairs and then share it with other classmates while posting the story path organizer on the board to keep track of its categories. After the tale is over, the teacher instructs the students to ask the speakers at least one question to demonstrate their interest in their speech. This type of activity motivates students to be the next to share their prepared stories. Students enjoy their activity because it helps them to use their creativity which helps in developing their speaking skills.

### **2.15.6 Simulations**

Simulations are an effective learning tool because they allow students to experience situations from everyday life in a safe and controlled setting. Furthermore, simulations may be utilized to offer students with rapid feedback, allowing them to discover areas for improvement and adapt their approach accordingly. Overall, simulations are a good method of engaging students in the learning process and assisting them in developing critical thinking and decision-making abilities. Sitzmann (2011).

## Conclusion

Speaking skill is a difficult ability to achieve. EFL learners encounter enormous difficulties in speaking a second language whether in public or alone, and the strategy for acquiring a language varies from student to student. Many elements might have an impact on their ability to speak, for example, psychological and linguistic issues. Students will be unable to communicate with the interlocutor if the produced language is not fluent and accurate. During speaking, students may make mistakes; in this instance, the teacher's responsibility is to correct them, or they may be corrected by the students themselves.

Students can improve their speaking skills through a variety of methods, classroom interaction is considered one of the most effective. Students and teachers have an important part in controlling the classroom, where Flanders' interaction analysis was used to study how interaction occurred. The teacher should concentrate on giving diverse activities to the students by considering the different types of learners and making them more interactive by employing various resources and ideas.

# **Chapter Three Data Analysis and Interpretation of the Results**

### **3 Introduction**

This chapter presents the fieldwork of the study, which describes the research methodology used in this study. The significant aim of this part is to answer the mentioned questions in the general introduction. Consequently, this chapter is devoted previously to analyzing the gathered data from the two used tools; which are the semi-structured interview and the semi-structured questionnaire (a mixed methods approach), with describing the population used. It also seeks to mention the research design, population, and sampling of the questionnaire and the interview, describe the data tools, validate and pilot the teacher's interview and the student's questionnaire, summary of the main results, limitations, recommendations, and general conclusion.

#### **3.1 Research Design**

In this study, a mixed-methods approach was selected according to the nature of the investigating research, to achieve the research objectives. A research approach was used to collect both quantitative and qualitative data about the study under investigation. The chosen approach is implemented to understand the attitude and the perception of teachers and students toward "Investigating the Role of Classroom Interaction in Enhancing EFL Learners' Speaking Skill". In a mixed-methods research design, the researcher collects various forms of data to comprehensively understand the why and how of the phenomena under investigation. This approach allows for the provision of both qualitative and quantitative data, which can be used to identify reasons and causes. By utilizing this method, researchers can gain a more complete understanding of the subject matter, leading to more accurate and insightful conclusions (Creswell, 2013).

Furthermore, the use of mixed methods can help to mitigate the limitations of individual techniques. For example, while quantitative methods may provide statistical significance, qualitative methods can offer a deeper understanding of the underlying factors driving the results. In summary, the use of diverse and overlapping data methods is essential in conducting high-quality research (Yin, 2006, pp. 41-47). By utilizing both questionnaires and interviews, this approach enables researchers to identify the lived experiences of individuals, including students and teachers in the higher education sector, who face challenges when speaking in the classroom. Through this process, researchers can gain insight into the perceptions, emotions, and experiences of these individuals, which can then be used to identify big themes and derive meaning from them.

### **3.2 Data Collection Methods**

To answer the above research questions and achieve the major aims of this research, two main qualitative and quantitative data-collecting instruments, namely a semi-structured questionnaire and a semi-structured interview, were used to collect the essential data.

#### **3.2.1 The questionnaire**

In this research, two data collection tools were implemented to answer the questions of the study and achieve the most significant objectives. The first quantitative tool used is a questionnaire, which aims to gather as much data as possible. It was administered to second-year LMD students at Biskra University in the Department of English to investigate their perceptions and attitudes about the role of classroom interaction in developing EFL learners' speaking. The questionnaire consists of two types of questions: open-ended questions, close-ended questions, and multiple choices, which allow the respondents to express their thoughts on the present study. It was administered via email and Messenger.

### **3.2.1.1 Population**

To investigate the student's perspectives and opinions about "Investigating the Role of Classroom Interaction in Enhancing EFL Learners' Speaking Skill", a sample of 55 second-year LMD students at Mohamed Kheider University of Biskra, was collected randomly from their total number of 335 to answer the questionnaire.

### **3.2.1.2 Sampling**

The study used a randomized approach in order to reach the goal of the study which was to explore the students' speaking in the classroom, the researcher chose participants at random; the selection is based on the relevant replies to the research questions. Therefore, in order to gather the needed and appropriate respondents, the study was done with a sample of EFL learners at Biskra University's Department of English using a random sampling technique.

### **3.2.1.3 Description of the Questionnaire**

The student's questionnaire aimed to collect rich of data to answer the research questions. In addition, the student questionnaire intended to obtain the students' thoughts and perspectives on "Investigating the Role of Classroom Interaction in Enhancing EFL Learner's Speaking Skill". This questionnaire was administered online through "Google Forms" to Second Year LMD students of the English Department at Biskra University; with the purpose to enable them to take their time and feel comfortable in answering seriously to provide the complete answers that the research requires.

Accordingly, this questionnaire contains four sections in order to obtain as much as possible information and explanations about the improvement of speaking skill in the EFL classroom



through classroom interaction. The questionnaire consists of 17 questions using both types of questions open-ended questions and close-ended questions to collect short and long paragraphs about the investigating study. The questionnaire is headed by an introduction and five sections that consists of close-ended questions and open-ended questions.

To begin with, the first section (the two first items) which are concerned with the general information of the respondents to get a more personal background about them and the reasons for choosing English as a foreign language to learn. Besides this, the second section (Item 4 to item 8) where its main objective is to investigate the difficulties that students face during speaking, how the teacher's role helps the students in enhancing their speaking skill in the classroom in order to investigate the problems that prevent students to improve their speaking abilities. Additionally, the third section (items 9 to item 13) sheds light to comprehend how classroom interaction helps EFL learners to improve their speaking skills the purpose of these items is to discover the effect of the student's participation in their speaking; and the most used interacting way which helps them to improve their language. Lastly, the fourth section (item 14 to item 18) is used to understand more about the effectiveness of classroom interaction in improving EFL learners speaking skill, the more liked activities they like to be implemented and in which way, and finally their suggestions about the research. Besides this point, the last item is concerned with discovering the other not mentioned activities that they would like to be implemented in the class.

### **3.2.1.4 Validating, Piloting, and Administering the Students' Questionnaire**

Before designing the final version of the questionnaire on April 2023, it needs first to be verified; where some modifications were implemented because of the large number of used questions. The researcher minimized the number of questions and kept only the necessary ones that can help in answering the research questions. Besides, the questionnaire was piloted with

10 students from the whole population which were chosen randomly; it was sent via Messenger for the sake of checking its clarity, comprehension, and readability. After checking out their responses which were well-answered and comprehended by them. Thus, it was sent online to the sample via Messenger and E-mail to collect the whole number.

### **3.2.2 The interview**

In addition, the second used qualitative tool is a semi-structured interview which was conducted with five oral expression teachers. The interviews were conducted orally with the teachers to inquire with competent instructors about their experience and opinions regarding the use of classroom interaction in developing EFL learners' speaking.

#### **3.2.2.1 Population**

Additionally, a semi-structured interview was conducted with five oral expression teachers of Mohamed Kheider University at the Department of English, in which the significant aim of these interviews is to benefit from their experience; and to investigate their attitudes about the classroom interaction in developing speaking skill. The teachers accepted to respond to the questions of the interview honestly based on their previous encounters with the research subject.

The interview with teachers will provide the researcher with qualitative information and extra descriptions about the topic related to the difficulties of speaking that they face in teaching during their experience.

#### **3.2.2.2 Description of the Teacher's Interview**

The semi-structured interview was designed to respond to the posed questions of the current study; it was held face- to face with five oral expression teachers of Biskra University at The

Department of English, which have different years of teaching experience. The main aim of this interview is to gain more ideas, clarifications, and perceptions about the efficiency of classroom interaction as an effective tool in improving EFL learners' speaking skills. This interview was composed of ten questions; of which the majority are open-ended questions to enable the interviewees to explain as much as possible about the study.

### 3.2.2.3 Validating, Piloting, and Conducting the teachers' Interview

The teachers' interview was validated by the supervisor before its piloting, and the questions were all corrected by the supervisor; there were no mistakes found in the questions' content. Then, the researcher begins piloting the interview with the first teacher on March 2023; it was face to face recorded interview in order to check the understandability of the mentioned questions. The teacher was at ease in answering the interviewer's questions by providing the researcher with essential information and experience.

## 3.3 The Analysis and discussion of the students' Questionnaire

### Section 1: General Information

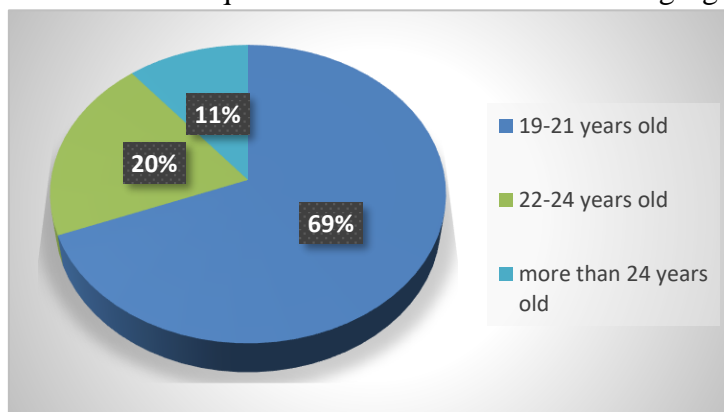
#### Item 1: How old are you?

The results of this question are represented in the following table:

Age	Number	percentage
19-21 years old	38	69%
22-24 years old	11	18.10%
More than 24 years old	6	12.90%
total	55	100%

**Table 5:** The students' age

The results of this question are shown in the following figure:



**Figure 2: Students' age**

The age of the samples is a crucial factor in our current investigation. It enables us to assess the proficiency of students in classroom interaction based on their age. As depicted in the table above, the respondents' ages vary significantly. Notably, 38 students, representing 69% of the entire sample, fall within the age of 19-21, which is considered the appropriate educational age within the academic year.

Our study reveals that students within this age group are supposed to be motivated to learn foreign languages for various reasons, including future opportunities, communication with natives, and the thrill of learning a new language. On the other hand, 11 students, representing 18.1% of the entire sample, are aged between 22-24 years old, either due to previous academic failures or personal issues.

Lastly, the remaining 6 students, representing 12.9% of the sample, are over 24 years old and are pursuing their studies to obtain a master's diploma for specific purposes. These findings provide valuable insights into the motivations and challenges faced by students of different ages in foreign language learning.

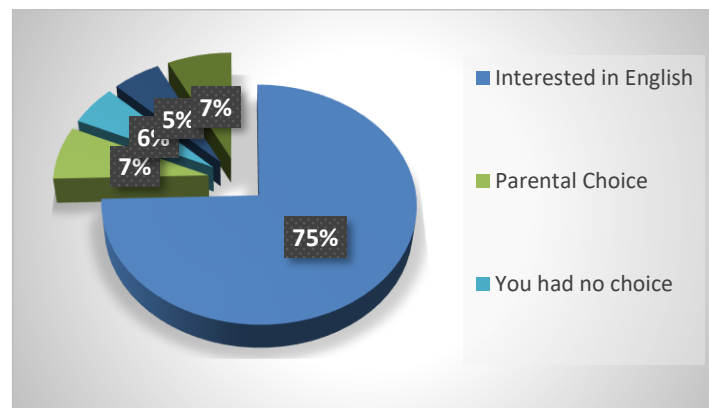
**Item2: Why have you chosen English at University?**

The following table highlights the main results gathered from the data:

Option	Number	Percentage
Interested in English	41	75%
Parental Choice	4	7%
You had no choice	3	5%
To work out a new domain	3	5%
To communicate with people around the world	4	7%
Total	55	100%

**Table 6:** The student's seasons for choosing English

This table is represented in the following figure:



**Figure 3:** The student's reasons for choosing English

The majority of the students in the sample, a total of 41 respondents (75%), have chosen to study English at university due to their interest in the language. This interest may stem from a desire to pursue future careers, engage in tourism, immigrate to English-speaking countries, or communicate with individuals from diverse cultural backgrounds.

In addition, 4 participants, comprising (7%) of the sample, have chosen to study English at the behest of their parents, who view the language as a valuable skill for future teaching opportunities or as a missed opportunity in their own lives. 3 participants (5%) have selected English as a means to expand their professional horizons, recognizing the importance of English proficiency in certain job markets.

Finally, the remaining 4 participants (7%) have expressed a desire to learn English in order to communicate with individuals from around the world, improve their language skills, and gain a deeper understanding of other cultures.

The study of English holds significant value for a diverse range of individuals, whether for personal or professional reasons.

**Section 2: Speaking skill**

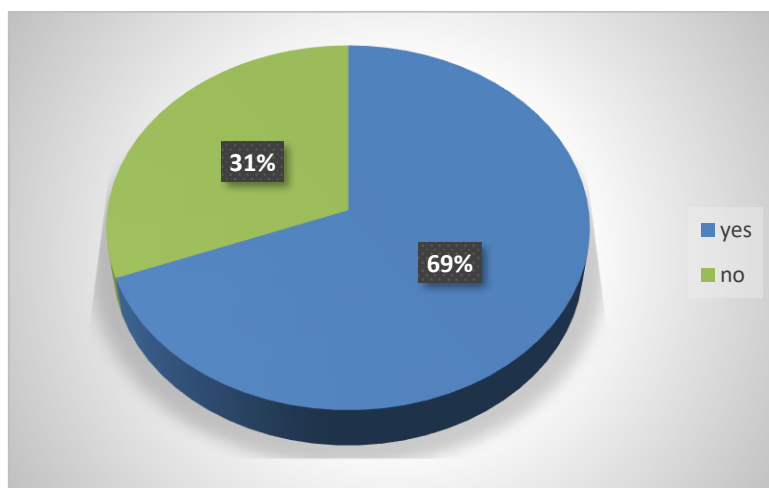
**Item 1: Do you think that time is sufficient for you to practice your speaking skill in the classroom? If not, why?**

The table below summarizes the results of item 1:

Option	Number	Percentage
Yes	38	69%
No	17	31%
Total	55	100%

**Table 7:** The time allocation in practicing speaking skill in the classroom

Schematically, the table above is represented in the following figure:



**Figure 4:** The time allocation in practicing speaking skill in the classroom

The purpose of this inquiry is to determine whether classroom sessions aid students in enhancing their speaking skills and language proficiency. The study involved two categories of participants, comprising 38 students (69%) of the total sample who agreed that classroom time was beneficial for practicing their speaking skills. On the other hand, 17 students (31%) disagreed, citing the need for more time and practice to achieve language proficiency.

The first category of students expressed comfort during classroom sessions, attributing this to the teacher's professional organization of the sessions. They also demonstrated a keen interest in maximizing their learning by utilizing every second of the session, even outside the classroom. This approach enabled them to become more active in the classroom and quick learners. In contrast, the second category of students expressed dissatisfaction with the organization of classroom time, which did not allow them to speak enough. This led to discouragement and a lack of motivation to speak. Walsh (2011) noted that teachers should organize classroom time effectively to enable students to practice and develop their speaking skills. Freeman and Cameron (2008) also emphasized the importance of time in language learning by mentioning that it is not the only factor that affects learners' outcomes.

In conclusion, this study highlights the importance of effective classroom organization in enhancing students' language proficiency. Teachers should strive to create a conducive learning environment that enables students to practice and develop their speaking skills.

Out of the 17 students who participated in the study, 5 of them representing 29% disagreed with the current teaching approach. They cited the lack of time as the main reason, stating that the duration of the session is insufficient to practice their speaking skills. This, in turn, makes it difficult for the teacher to explain the lesson effectively. Additionally, 3 students (18%) suggested that practicing the language outside the classroom is crucial, as the session time alone cannot cover all aspects of the language.

2 respondents (12%) identified the lack of encouragement inside the classroom as the primary reason for their inability to practice the language. They emphasized the importance of the teacher's role as a motivator, who should use positive and encouraging words to inspire students to prepare for the lesson in advance and be motivated to practice; Amatari (2015) confirmed that using encouraging and motivating words by teachers help students to more motivated. Another 2 students (18%) pointed out that the oral expression session alone is insufficient to develop their speaking skills. They attributed this to the lack of practice in pronunciation, which is a crucial aspect of language learning. Speaking a language requires consistent practice to be effective.

Finally, five students (representing 6% each) provided individual responses, citing reasons such as the lack of system organization, the focus on grammar over speaking, and the teacher's tendency to explain the lesson throughout the session. As it was cited by Scrivener (2005) that it is essential to devote time to allow students to speak in class.

In conclusion, the study highlights the need for a more comprehensive approach to language learning that goes beyond the classroom. Teachers should motivate and encourage students to practise the language outside the classroom, while also providing ample opportunities for them to speak in class. By doing so, students can develop their speaking skills effectively and become proficient in the language.

**Item 2: Does the teacher have a role in improving your speaking skill?**

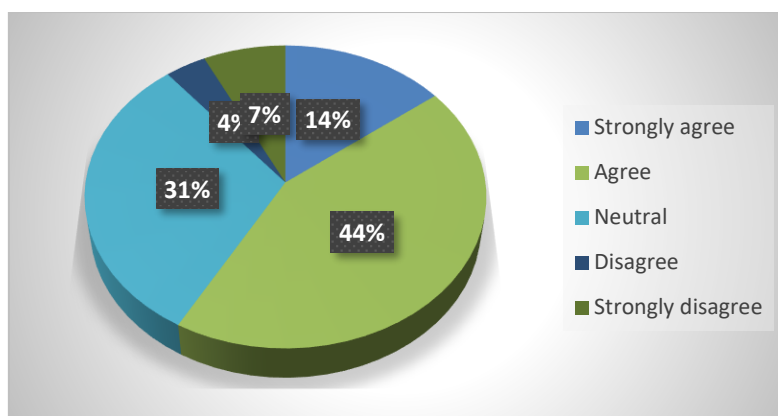
The statistics of this item are presented in this table:

Options	Number	Percentage
Strongly agree	8	15%
Agree	24	44%
Neutral	17	31%
Disagree	2	4%
Strongly disagree	4	7%
Total	55	100%

**Table 8:** The role of the teacher in enhancing the students' speaking skill



The previous table is displayed in the figure below:



**Figure 5:** The role of the teacher in enhancing the students' speaking skill

In response to the inquiry, 44% of the participants acknowledged that their speaking skills had improved as a result of the teacher's guidance and feedback. Among them, 15% strongly agreed with this statement, citing the teacher's use of various techniques to keep them engaged and the creation of a supportive learning environment.

However, 31% of the respondents remained neutral in their response, viewing the teacher's role as a conventional method of learning that did not have a significant impact on their progress. On the other hand, a small number of participants (7%) strongly disagreed with the notion that the teacher's role was beneficial, attributing their lack of progress to the teacher's ineffective teaching methods or their own disinterest. Only 4% of the students disagreed with the statement.

It is evident that the teacher's role plays a crucial part in the development of students' speaking skills. While some students may find the teacher's methods effective, others may require a more personalized approach. It is essential for teachers to recognize the diverse needs of their students and tailor their teaching methods accordingly.

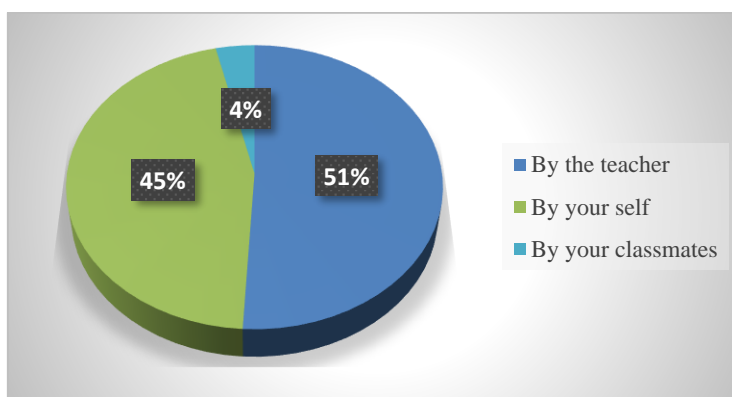
**Item 3: If you made a mistake while speaking, how you prefer to correct it?**

The following table presents the results of question 3:

Options	Number	Percentage
By the teacher	28	51%
By your self	25	45%
By your classmates	2	4%
Total	55	100%

**Table 9:** The type of correcting mistakes

The representations of the table’s results are in the following figure:



**Figure 6:**The type of correcting of mistakes

The question at hand seeks to determine the most effective method for students to receive feedback. As illustrated in the table below, second-year students exhibit varying preferences for feedback delivery, which may be attributed to their unique learning styles.

The graph presented above illustrates that 28 out of the surveyed students, accounting for 51%, prefer to have their mistakes corrected by their teacher. This outcome can be attributed to the fact that students feel more confident and motivated when receiving feedback from their teacher, which ultimately leads to an improvement in their performance and abilities. Conversely, 25 students, representing 45%, prefer to identify and correct their mistakes independently, as they do not wish to be interrupted by their teacher or classmates and prefer to maintain a sense of self-reliance. However, these students may experience embarrassment when corrected by others, which can lead to a reluctance to speak up in class.

Interestingly, only two students, or 4%, indicated a preference for having their mistakes corrected by their classmates. This may be due to their strong personality and the belief that peer correction is a positive experience. Richard (2002) noted that students generally value feedback from their teacher as it provides them with additional information and a clearer understanding of their mistakes. Additionally, students may be able to correct their errors themselves, as some mistakes may simply be slips of the tongue.

It is worth noting that most students do not appreciate being corrected by their classmates, as it can make them feel useless and embarrassed. In conclusion, the results of this survey highlight the importance of providing constructive feedback to students in a manner that is both supportive and respectful of their individual learning styles.

**Item 4: Do you think that the teacher’s correction**

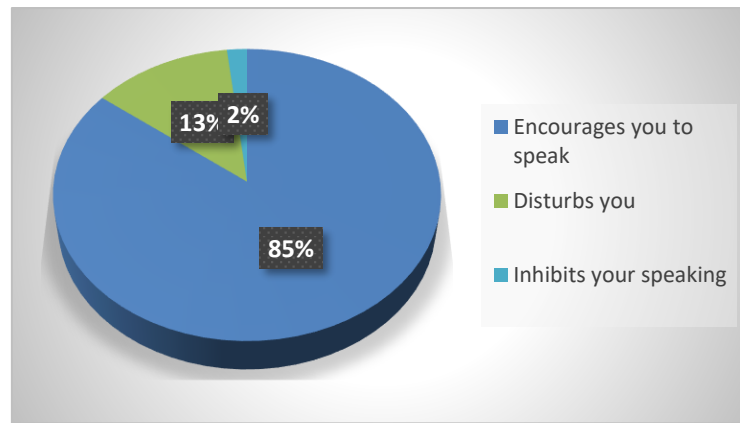
- Encourages you to speak
- Disturbs you
- Inhibits your speaking

The following table represents the results of item 4:

Option	Number	Percentage
Encourages you to speak	47	85%
Disturbs you	7	13%
Inhibits your speaking	1	2%
Total	55	100%

**Table 10:** The effect of the teacher's mistakes on the students

The following figure represents the results of the previous table:



**Figure 7:** The effect of the teacher's correction of the students

This question discusses how the teacher's correction affects the students during speaking, whether during the session or during the activity.

47 (85%) of the participants expressed that they consider the teacher's correction as a useful means to enhance their speaking abilities. They believe that such correction can enhance their vocabulary, grammar, and pronunciation, ultimately leading to increased confidence and effectiveness in producing desired outcomes. However, a small minority of students, comprising 7 (13%) of the sample, expressed discomfort with this approach. They cited concerns such as feeling embarrassed in front of their peers or being unable to fully comprehend the teacher's feedback. One student, representing just 2% of the sample, even viewed the teacher's correction as a hindrance to their speaking ability, possibly due to overly harsh criticism.

It is clear that while the majority of students benefit from the teacher's correction, it is important to be mindful of the potential negative effects it may have on some individuals. As such, educators should strive to strike a balance between providing constructive feedback and avoiding any unnecessary discomfort or anxiety among their students.

The student's rationale for the teacher's correction was that most of the students found it encouraging for various reasons. Out of the 13 respondents, the majority selected the previous choice because they believed that the teacher's knowledge could provide them with

more information. Another category of 11 students stated that they appreciated the correction of their mistakes and pronunciation. 7 students mentioned that they accepted the correction to avoid making the same mistake in the future, as they believed that they learned more when corrected at the right moment. 9 students stated that they felt motivated and encouraged by the correction, which led them to learn more. The last category of four students cited the teacher's interest in providing them with correct feedback, and the last three students mentioned that the correction motivated them to improve their speaking skills.

However, 6 students felt disturbed when corrected by the teacher, as they lost their train of thought in the middle of their speech. As it was previously expressed by Harmer (2002) that teachers should know the right moment to correct their students to avoid bothering them. It is essential for teachers to understand the impact of their corrections on their students. While some students find it encouraging and motivating, others may feel discouraged and lose their confidence. Therefore, teachers must use their expertise to provide timely and constructive feedback that helps students improve their skills without hindering their progress.

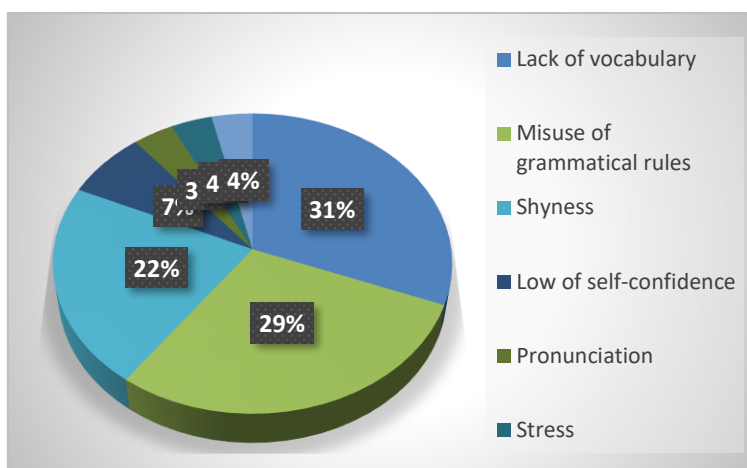
**Item 5: What are the difficulties that you face while speaking?**

The table above highlights the percentage of Item 5:

Option	Number	Percentage
Lack of vocabulary	17	31%
Misuse of grammatical rules	16	29%
Shyness	12	22%
Low of self-confidence	4	7%
Pronunciation	2	4%
Stress	2	4%
Lack of knowledge	2	4%
Total	55	100%

**Table 11:**The student's difficulties in speaking

The following figure represents the results of the above table:



**Table 12:**The student's difficulties in speaking

Every respondent has his/her issues while speaking. Hence, it was indicated that 17 (31%) students of the sample cannot speak fluently because of the lack of vocabulary, in which they cannot also express every single word they wanted to say. The problem of the lack of vocabulary may be due to the lack of reading where students can learn words; because nowadays students stopped reading books because of the unlimited information on the internet. Similarly, 16 (29%) of the respondents stated that their difficulty in speaking is represented is the misusing of the grammatical rules, in this case, students can be good listeners of native speakers where they use short words and abbreviated sentences. On the other hand, even internal emotions can affect their speaking, as was claimed by 12 (22%) of the respondents; they feel shy while speaking in front of people. Student's personalities differ where there are shy people who have fear to speak as it was confirmed by Baldwin (2011). In addition to this concept, 4 (7%) feel that they do not have enough self-confidence to speak in public, however; they should be responsible for transferring their failure into success as it was declared by Anthony (2003). Also, 2 (4%) of the students feel nervous and not comfortable while speaking, this may be a reason of lack of preparation or the lack of practicing their speaking abilities. Students also can have a good level of knowledge but the stress inhibits their speaking. The last two categories contain 2 (4%) students in each category; where the first

category declared that confront the issue of the limitation of their knowledge, however, the other category faces problems in their pronunciation. The main possible that can be is that students find everything available on the internet and also, they may be poor readers of books, stories, and news where they can get more ideas and knowledge.

**Section 3: Classroom interaction**

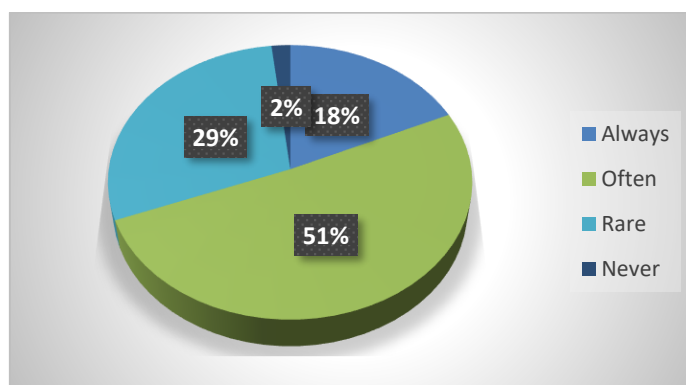
**Item 1: How often do you participate in the classroom?**

The table represents the gathered data from the participants to answer the Item 1:

Option	Number	Percentage
Always	10	18%
Often	28	51%
Rare	16	29%
Never	1	2%
Total	55	100%

**Table 13:** The students’ frequency in participating in the classroom

The following figure represents the results of the above table:



**Figure 8:** The students’ frequency in participating in the classroom.

The purpose of this inquiry was to ascertain the students' attitudes toward classroom participation and the percentage of their interaction. The results, as displayed in the table above, indicate that only 10 students (18%) are consistently active in the classroom. This small number of students may be due to their interest in the topics presented or their impressive level

in the classroom, which enhances their speaking abilities. Hedge (2000) confirmed that interaction in the classroom helps to expand knowledge, develop speaking skills, and practice language.

On the other hand, 28 students (51%) often participate, possibly due to shyness, introversion, or lack of motivation to learn. Conversely, 16 students (29%) rarely interact and participate, preferring to receive feedback instead. Only 1 student (2%) never participates, which may be attributed to personal problems.

Interestingly, 6 students expressed discomfort when corrected by the teacher, as they lose their train of thought in the middle of their speech. Harmer (2002) emphasized the importance of teachers knowing the appropriate moment to correct their students to avoid causing them distress. In conclusion, this study sheds light on the various factors that influence students' participation in the classroom. Teachers must understand these factors and vary their teaching methods to encourage active participation and engagement from all students.

**Item 2: How do you prefer to do your activities in the classroom?**

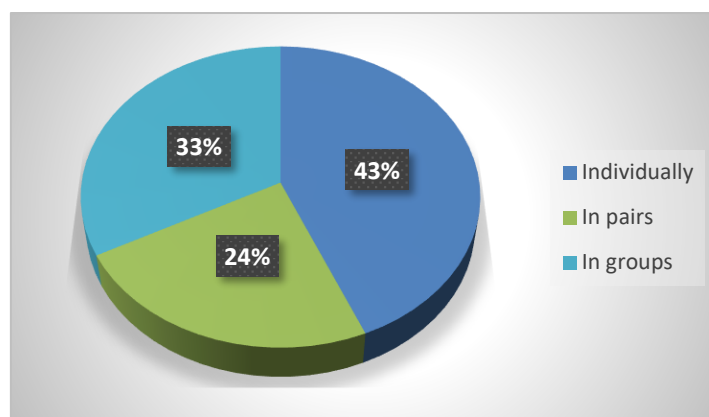
The table below reveals the results of Item 2:

Option	Number	Percentage
Individually	24	44%
In pairs	13	24%
In groups	18	33%
Total	55	100%

**Table 14:** The preferable ways to do the activities

The figure below represents the results of Table 13:





**Figure 9:** The preferable ways to do the activities.

The results show that students differ in their way of learning. The table above reveals how students prefer to participate in the activities. 24 (44%) which represents almost half of the sample believed that working alone is the best way to do their activities in the classroom; these students feel more focused and productive or they like to be controllers of their ideas. On the contrary, 13 (24%) of them think that working in pairs is more effective. Students feel more personalized and benefit from each other's information, especially with a familiar partner. The last 18 (33%) prefer to do their activities in groups; this category can have the desire more for social interactions, and they like to work in funny environments where they share more ideas together. Anderson (1990) confirmed that working in groups or pairs allowed the students to obtain knowledge from one another, thus building self-confidence, which is considered essential for a successful conversation.

To elaborate more on the previous question, the respondents were asked to provide the close-ended question with justifications, in order to know more about their needs. Most of the questioned students affirmed that they like to do their activities alone due to many reasons; the obvious reason is that some of them are introverts, and they do not like to join any work with others; also, to show their creativity, and ideas, and to focus more on their given activity. Additionally, some like to test their levels while they work alone. While the rest avoid group work and pair work because most of the time they do not agree on one idea. When it comes to

group work, the respondents indicate that they find it more beneficial when they share ideas, knowledge, and help; also, they learn how to communicate and deal with other people. Similarly, the other respondents join working in pairs, because they feel more comfortable to agree about the ideas; it also helps them to overcome their anxiety and shyness.

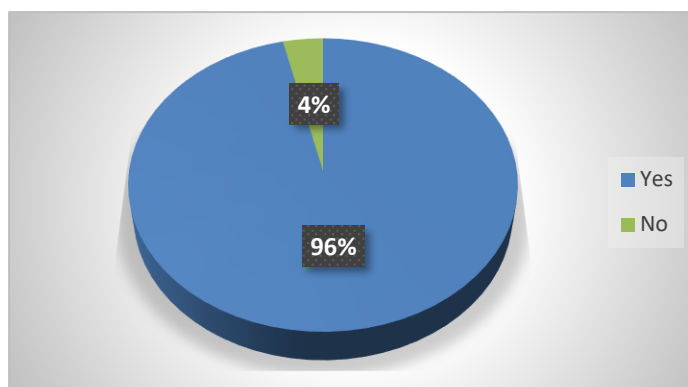
**Item 3: Do the teacher’s instructions during the activity help you?**

The table above shows the results of the third question:

Option	Number	Percentage
Yes	53	96%
No	2	4%
Total	55	100%

**Table 15:** The teachers’ instructions in the activities

The figure below shows the results of the previous table:



**Figure 10:** The teachers' instructions in the activities

Based on the results of the participants, as outlined in the table below, the question at hand seeks to gain a deeper understanding of the role of teacher guides in classroom activities. The primary objective of this inquiry is to determine whether or not teacher guides aid students in completing their tasks. The overwhelming majority of respondents, 53 out of 55 (96%), agreed with the statement, citing that teacher guides provide them with a sense of

encouragement and motivation to enhance their learning process, as noted by Hattie, J., & Zierer, K (2018). However, two students (4%) disagreed with the instruction provided by their teacher during the activity. This may be attributed to their learning styles, where they prefer not to be guided. It is important to note that teacher guides play a crucial role in facilitating student learning and should be utilized effectively to promote academic success.

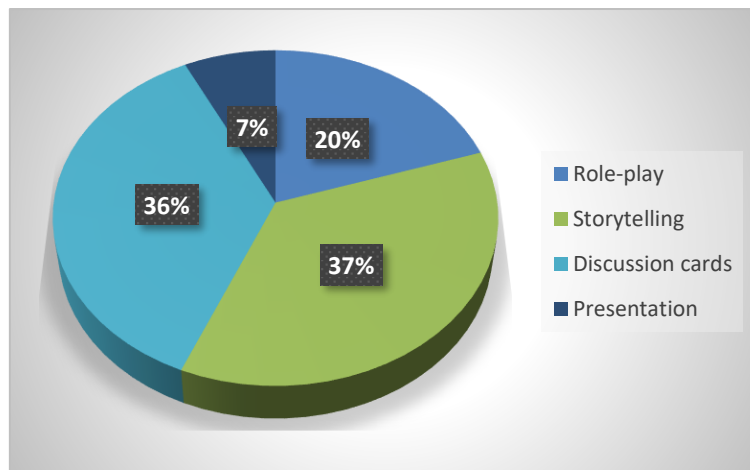
**Item 4: Which of these activities interests you more?**

The next table represents the activities that students prefer to be implemented in the classroom:

Option	Number	Percentage
Role-play	11	20%
Storytelling	20	36%
Discussion cards	20	36%
Presentation	4	7%
Total	55	100%

**Table 16:** The student’s preferable activity

The next figure summarizes the results of the table above:



**Figure 11:** The student’s preferable activity.

The reason for asking this question is to understand how the respondents participate to identify the most commonly used activities. Among the various activities, "storytelling, and

discussion cards" garnered the highest number of responses from the students, representing 20 individuals (36%) of the sample. According to Kaston (2002), storytelling was chosen due to students' innate desire to express their creativity and imagination through narrative. Additionally, discussion cards were selected for their ability to facilitate communication and encourage critical thinking in a lighthearted and enjoyable manner. However, 11 respondents, (20%) of the sample preferred role-play, they may be interested in acting and performing; it also makes students interact freely without limited guidance. Only 4 individuals or 7% chose presentations, as this activity is more academic and less engaging for students. Harmer (2000) asserts that incorporating communicative activities into the classroom environment can foster self-confidence, encourage public speaking, and enable teachers to better understand their students' needs

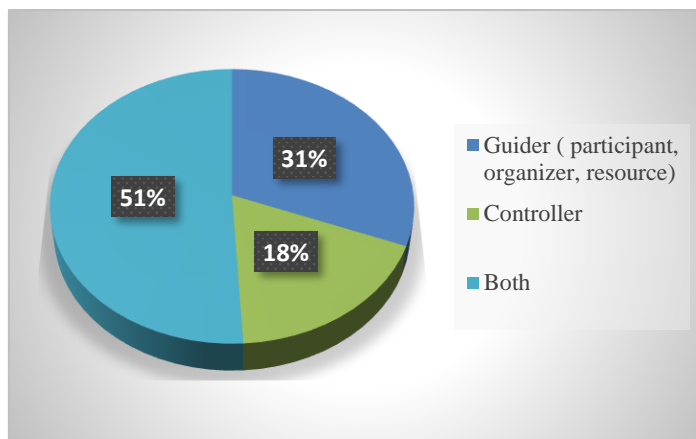
**Item 5: What role does your teacher have in the classroom?**

The table represents the obtained results from the student’s questionnaire.

Option	Number	Percentage
Guide (participant, organizer, resource)	17	31%
Controller	10	18%
Both	28	51%
Total	55	100%

**Table 17:** The Teacher’s Role

The following figure represents the results of the previous table:



**Figure 12: The Teacher's Role**

The purpose of this question is to find out the significant role that helps the participants in developing their speaking skills. As a response to this question, almost half of the participants 28 (51%) confirmed that the role of the teacher is defined as both (a guide and controller) which helps them to be good learners and especially speakers. 17 students (31%) selected a guide, in which the teacher organizes the activity provides them with feedback; and also, is a part of the activity. Thus, 10 (18%) declared that the teacher is more controller in the classroom; in which he/she controls the topic; and the activity. As it was stated by Harmer (2000), the teacher should have all the roles depending on the activity; also, he/ she should not be controlled in an exaggerated way which may be to control their activities too.

**Section 4: Speaking skill and Classroom Interaction**

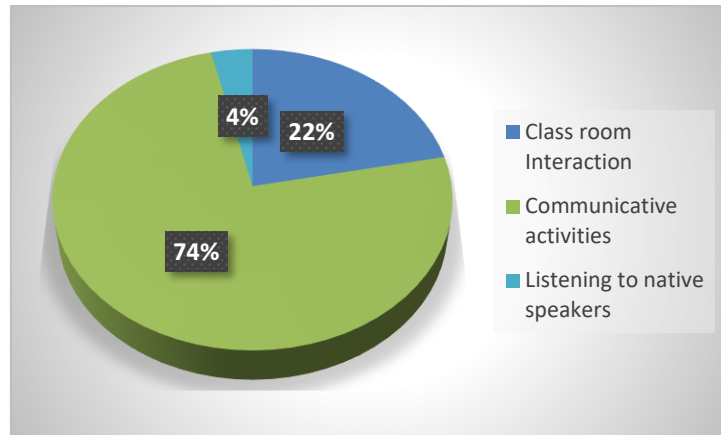
**Item 1: In your point of view, what is the suitable way to enhance your speaking skill?**

The results of the above question are displayed in the following table:

Option	Number	Percentage
Classroom Interaction	12	22%
Communicative activities	41	75%
Listening to native speakers	2	4%
Total	55	100%

**Table 18:** The suitable way to enhance EFL learners’ speaking skill

The results of the table are displayed in the following figure:



**Figure 13:** The suitable way to enhance EFL learners' speaking skills.

The purpose of this inquiry is to determine the most effective technique that respondents use to enhance their speaking abilities. The findings reveal that the majority of participants, 41 out of 55 students (75%), prefer communicative activities as they find them engaging, motivating, and inclusive. This approach does not focus on a single individual, which makes it easier for introverted students to participate. Moreover, communicative activities encourage students to interact with one another, allowing them to share their knowledge, creativity, and ideas, thereby improving their speaking skills. Scrivener (2005) aptly noted student interaction is crucial in developing speaking abilities and enhancing performance. On the other hand, 12 respondents (22%) emphasized the importance of classroom interaction. They believe that it provides an opportunity for students to connect with others, exchange ideas, and learn from one another. Additionally, interaction enables students to learn new vocabulary, build self-confidence, and work collaboratively with their peers or teacher. Hedge (2000) pointed out that interaction is an effective way that helps students in improving their abilities, especially speaking.

Interestingly, only two students (4%) focused on listening to native speakers. These students may be introverted or shy and prefer to receive information rather than produce it. However, according to Morell (2004) as cited in *Pertanika J. Soc. & Hum* (2011), speaking

with native speakers allows students to practice their skills authentically and gain a deeper understanding of the native culture.

In conclusion, the study highlights the importance of communicative activities and classroom interaction in enhancing students' speaking abilities. However, listening to native speakers also plays a crucial role in improving speaking skills. Therefore, educators should incorporate a variety of techniques to cater to the diverse learning needs of their students.

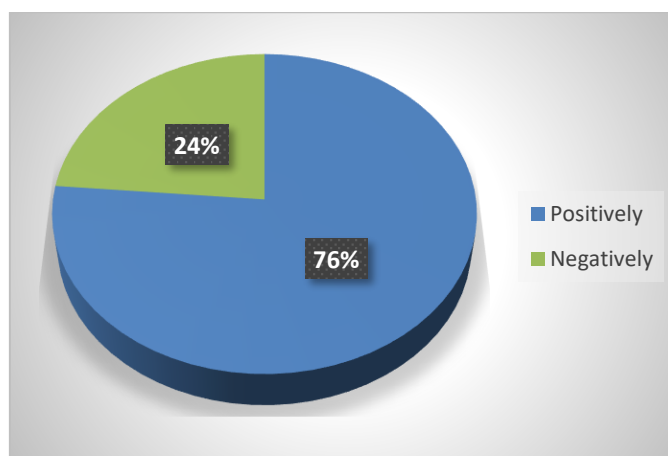
**Item 2: How does the classroom atmosphere affect your speaking?**

The table below indicates the student's responses to Item 2:

Option	Number	Percentage
Positively	42	76%
Negatively	13	24%
Total	55	100%

**Table 19:** The effect of the classroom atmosphere on the students' speaking skill

The figure below shows the results of the second item:



**Figure 14:** The effect of the classroom atmosphere on the students' speaking skills.

The objective of collecting these responses is to identify the effect of the classroom atmosphere on the students' speaking skills. As per the feedback provided by the students, it is evident that the majority of them, representing 42 individuals (76%) of the sample, believe that the classroom atmosphere has a positive impact on their speaking abilities. These students

feel encouraged, motivated, comfortable, and supported while in the classroom, and the teacher plays a significant role in creating a studious and motivating environment that encourages students to improve their speaking skills.

As Harmer (2000) has duly observed, it is of utmost importance for teachers to establish an encouraging and motivational environment that inspires students to practice their language skills. However, 13 students (24%) of the sample expressed that the classroom atmosphere does not aid them in their speaking abilities. This could be due to an unmotivated environment or a teacher who employs traditional teaching methods that discourage student participation, ultimately impacting their speaking skills negatively.

In conclusion, teachers need to create a positive and engaging classroom atmosphere that fosters student participation and encourages language practice. By doing so, students can develop their speaking skills and feel confident in their abilities.

**Item 3: Do you think that interacting with your classmates enhances your speaking skill?**

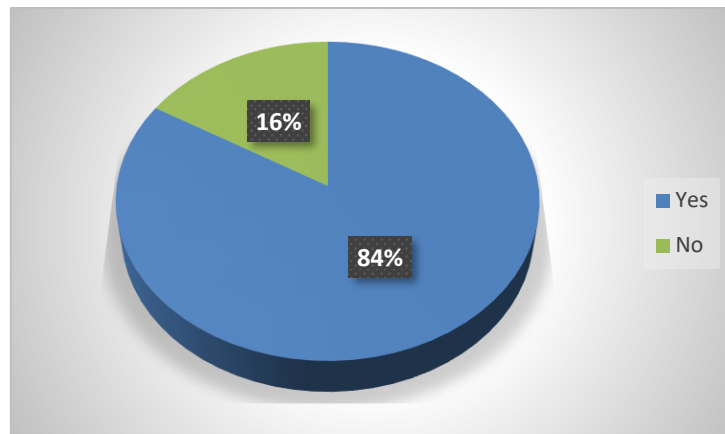
The table below represents the results obtained from the student’s questionnaire about Item3:

Option	Number	Percentage
Yes	46	84%
No	9	16%
Total	55	100%

**Table 20:**The students' interaction in the classroom

The figure below represents the results obtained from the student’s questionnaire about Item3:





**Figure 15:** The student's interaction in the classroom

The objective of this question is to check out the student's point of view on whether peer interaction develops their speaking skill or not. The majority of respondents, 46 out of 55 (84%), concurred with the aforementioned statement. They believe that peer interaction is an effective way to gain a better understanding of different perspectives and benefit from their peers' knowledge, as they share a similar level of understanding of ideas. Additionally, it boosts their self-confidence, reducing stress and enhancing their speaking abilities.

On the other hand, 9 respondents (16%) disagreed with the statement. They may be silent learners who prefer not to communicate with others, or they may believe that their peers lack the same level of knowledge as they do. Furthermore, some may have had negative experiences with peer work, where their peers did not take the work seriously.

It is essential to note that peer interaction can have both positive and negative effects on students' speaking skills. However, the majority of respondents believe that it is a valuable tool for enhancing their abilities.

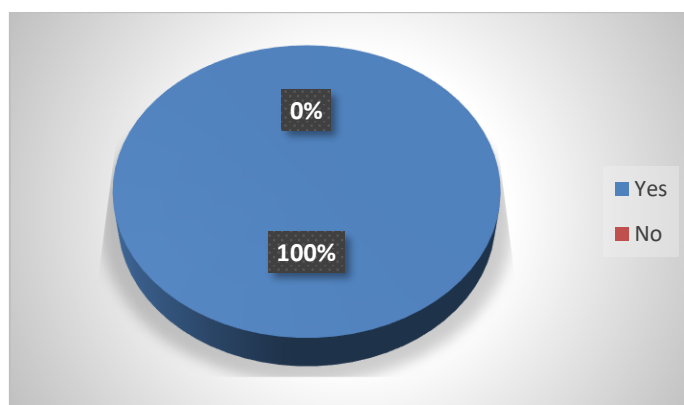
**Item 04: Do you think that psychological difficulties (low self-confidence, anxiety) affect speaking skills in the classroom?**

The following table indicates the results of item 4:

Option	Number	Percentage
Yes	55	100%
No	0	0%
Total	55	100%

**Table 21:**The effect of psychological problems on the students' speaking skill

The following figure indicates the results of item 4:



**Figure 16:** The effect of psychological problems on the students' speaking skill

The question above was asked to measure the impact of psychological difficulties on the speaking skills of EFL learners. The responses received indicate that all respondents (100%) agreed that psychological problems, such as anxiety and low self-confidence, have a significant impact on their ability to improve their speaking skills in the classroom. Horwitz (1991) has noted that students may encounter speaking obstacles despite possessing strong language skills, owing to psychological issues that affect their performance.

It is crucial to recognize the impact of psychological factors on language learning and to address them appropriately. By acknowledging and addressing these issues, educators can help learners overcome their speaking obstacles and achieve their language learning goals.

**Item 05: In your opinion, what are the activities or techniques that enhance speaking skills in the classroom?**

According to the survey results, the most recommended approach for improving English language skills is to choose topics that interest the individual and discuss them with friends in English. This technique allows individuals to feel more comfortable expressing their thoughts and ideas. Additionally, respondents suggested acting and role-playing exercises to enhance interaction with classmates and learn from one another.

Another effective technique suggested by respondents is to listen to native speakers or music to learn new vocabulary and improve their pronunciation. This approach is particularly useful for those who prefer to learn independently.

However, it is important to note that some individuals may struggle with social anxiety and may not feel comfortable participating in group activities. In such cases, a respondent suggested that "teachers should provide a specific colored wristband to identify these individuals and exclude them from group discussions".

Overall, the survey results highlight the importance of finding a learning approach that works best for each individual's unique needs and preferences. By incorporating a variety of techniques, individuals can improve their English language skills and feel more confident in their ability to communicate effectively.

### **3.4 The Analysis of the Teachers' Interview**

To examine the teacher's point of view and perceptions toward the Role of Classroom Interaction in Enhancing EFL Learners' Speaking Skills, the study opts to analyze the results of the teacher's interviews. The recorded responses of the teachers were thoroughly transcribed and organized before being analyzed to produce beneficial insights concerning the teachers' interviews. Following this, the interview was containing general information to find out if the

teachers are capable of providing effective responses to the current study questions. After that, it ends up combining the results from various themes. The responses to the interviews were examined as follows:

**Question 01: How many years of experience have you had to teach oral expression?**

After checking out the responses of the interviewees, the interviewer noticed that they have different years of experience in teaching English at Biskra University. This question attempts to determine the teacher's competence with the oral expression of the students based on their expertise in teaching oral expression. The total average of the teachers' experience is between two years to seven years. Two teachers (40%) said that they had been teaching oral expression for two years; the other two teachers (40%) mentioned that their experience in teaching is around three and five years for each of them. And the last respondent (20%) responds that he has been teaching oral expression for seven years. Hence, the interviewee's responses enable the researcher to benefit from their experience to answer the questions of the study.

**Question 02: Which technique do you use most frequently in the classroom? (role-play, storytelling, interaction sessions, etc.) Why?**

This question aims to know the handy techniques that teachers use with their students. To begin, two out of five teachers (40%) answered that they use role-play and interaction sessions. The previous techniques are used to enable the students to interact, and express their thoughts, and also; allow them to improve their communicative skills. However, the third and the fourth teachers (40%) assert that they use various techniques in the classroom depending on the session's objectives that the teacher wants to reach at the end of the session and the student's needs, to make the students motivated to practice and interact with their classmates. In addition, the used techniques are topic discussion (open discussion) and conversations, in this case,

students feel more comfortable when they discuss the topic they are interested in and they have more ideas that enable them to speak more.

In addition, the fifth teacher (20%) answered that he uses the solving real problems activity; where they enjoy talking about it because it is a social case that they face daily which makes them capable to speak freely.

**Question 03: Does your interaction with your students help them to improve their speaking skills? How?**

Concerning the responses to this question, all the teachers (100%) agreed on the positive effects of the teachers' interaction with their students; however, their reasons differ from one another. Three teachers (60%) mentioned that the student's performance in speaking is developing due to the interaction, also; when the teachers gave them the chance to interact and communicate, the students will show their real oral expression capacities. Based on these results, it is confirmed that interaction helps students in improving their speaking skills. Accordingly, two teachers (40%) affirmed that improvement in the students' speaking skills will be reached if the teacher designed the lesson depending on their needs and weaknesses, and also the teacher should have the role to correct their mistakes to benefit from the teacher's feedback.

**Question 04: How do you deal with introverts to make them interact and share their ideas in the classroom?**

As it is known in the classroom sessions, whether in the oral expression sessions or other sessions, some specific students do not participate in the class, which may be a cause of external or Internal problems. In this respect, three teachers (60%) have asserted that it is not easy to make introverts speak in the classroom, in which they consider that the main cause that may affect their interaction is the "classroom atmosphere". However, the teacher is recommended

to create a supportive learning environment right from the first session to feel more comfortable speaking. Teachers also try to encourage them, vary the used techniques depending on the type of students, and give them the chance to speak; by giving them certain missions. Besides this, the fourth teacher (20%) asserts that he used a specific technique called Think, Pair, and Share where introverts are involved with their friends step by step; they begin to interact in pair, then in groups to get used to the classroom environment. The last teacher (20%) said that the teacher should give them questions to make them interact, on the hand; this way may not be a good method to be implemented with all introverts because it may affect negatively their process.

**Question 05: In your point of view, what are the most common problems that learners face while speaking?**

The purpose of this question is to explore the student's difficulties while considering them to help them in solving their issues in language more and more. In this case, the responses of the teachers were nearly the same. The responses of four teachers (80%) were almost common; they confirmed that the student's problems are as follows: fear of mistakes, fear of criticism, lack of vocabulary, shyness, and lack of motivation. In addition, a teacher (20%) adds some issues, the lack of general knowledge, and the lack of practice in the classroom.

**Question 06: Do you think that feedback correction helps learners to develop their speaking skills?**

All the teachers (100%) have agreed about the importance of the teacher's correction to enhance the student's speaking skills. Two teachers (40%) stated that corrective feedback helps EFL learners by letting them know additional information rather than knowing if their answers are true or not. Similarly, to this, a teacher (20%) mentioned that the student's correction should be firstly corrected by their peer, after that, the teacher's correction comes after. Teacher 4 (20%) confirmed that the correction depends on the student's nature and the type of the activity;

most of the teachers made the same mistake during the student's presentation, where some of the students do not like to be provided by feedback instantly because it confused them; however, others accept it and resume their presentation. The last teacher's response (20%) was different in that he stated that students get motivated especially when the feedback is frequent and varied.

**Question 07: Do you think that students should talk more than the teacher in the oral expression sessions? Justify.**

Based on the teacher's experiences, the interviewees confirmed their responses to this question with a yes response, however, the justifications differ from one another. Teachers 1 and teacher 2 (40%) stated that students should talk more during the session to share their ideas, and thoughts without fear; because the classroom is the place where they can speak English without limits. On the other hand, the teacher has a vital role during the oral expression sessions where he/she should be reduced to give students more opportunities to speak. Teacher 3 (20%) declared that teachers have to receive their input to know their needs. Teachers 4 and 5 (40%) stated that students need more practice to improve their speaking skills, which can be with their peers or with their teacher because the more students practice the more their speaking skills improve because speaking is a productive skill.

**Question 08: In your opinion, which type of interaction do students prefer? Student-student interaction or teacher-student interaction? Please, explain.**

Interacting with each other makes the students gain more input, and learn from each other. Three teachers out of five (60%) claimed that students prefer interacting with their peers more; because peer connection and interaction are more influential than teacher intervention; and sometimes the students can understand each other easily and get the idea better than it was explained by their teacher. Oppositely, teachers, 4 and 5 (40%) asserted that students like

teacher-student interaction because the teacher has to guide them and provide them with feedback where they feel more confident in communicating.

**Question 09: As an oral expression teacher, is it necessary to make all your students participate? Why?**

In the classroom, there are several types of students, some of them are very active in every single activity; however, some are not active whether with the teacher or with their peers. Most of the teachers (80%) declared that it is a must to let every student participate in the classroom, to learn from their mistakes, to make the session vivid, motivated, and not boring, and lastly to involve everyone in the learning process. Besides this, teacher 5 (20%) asserted that not all of the students should participate, but most of them should; have a motivated classroom atmosphere.

**Question 10: From your experience as a teacher, how do learners prefer to do their activities? Individually, in pairs, or groups? Justify.**

Students differ in their nature, as well as, the way they learn. The teachers answered this question that three teachers (60%) affirmed that most of the students like to do their activities in small groups of (3-4) students; which allow them to learn from their classmates, enhance their speaking skill, and self-confidence, and also motivate them in reaching the team goal. The other two interviewees (40%) declared that students like to work individually, especially introverts; because they do not like to be judged by others.

### **3.5 Discussion**

The preceding chapter's purpose was to discuss and synthesize the data gathered from the semi-structured student questionnaire, which was designed and submitted to second-year English students; and the semi-structured teachers' interview was conducted with five oral



expression teachers of English at Biskra University. The objective of these two data-collected tools is to achieve the study's objectives, and offer responses to the presented questions; it also provides the researcher with an in-depth knowledge of the research problem under examination.

The present work aims to explore “Investigating the Role of Classroom Interaction in Enhancing EFL Learners’ Speaking Skill”. More precisely, this study is intended to identify the difficulties of speaking that EFL learners have in taking part in classroom interaction. The study also seeks to determine how effectively the teacher can help students to improve their speaking abilities. Moreover, it looks at the efficient classroom atmosphere that works in promoting the development of EFL learners’ speaking skills. Based on the results of the student questionnaire and the teachers’ interview, the reason that most students confront difficulties while speaking is due to many psychological and linguistic barriers. As a consequence, the findings revealed that the majority of the challenges are caused by a lack of vocabulary, the misuse of grammatical rules, shyness, and a lack of motivation. These challenges may impact negatively on the student’s learning progress.

Furthermore, shy students are less likely to join and speak in public; yet, some students may take it as a motivation to improve their speaking skills and learn from their mistakes. Additionally, students mentioned that they often participate in the classroom which may be a result of the unmotivating environment of the classroom, or it can be due to a lack of interest in the discussed topic. However, the results of the teachers’ interview stated that teachers use various techniques to make the students involved in the classroom, especially introverts. The methods that teachers use are to create an encouraging and motivating classroom atmosphere, the technique of think, pair, and share which enables the learners to engage with their peers which leads to improving their speaking skills. Furthermore, many students asserted that the teacher has a significant role in developing their speaking abilities; in which, the majority of the students mentioned that the teacher’s instructions help them to engage more in activities

that enhance their speaking. In addition, they also confirmed that they prefer to be corrected by the teacher which encourages them to speak and provides them with extra feedback. Instructors assert that providing students with feedback encourages them in producing more input; in the condition that teachers should be aware of when to provide them with their feedback and how it should be correct which depends on the type of activity.

Thus, the teacher has to implement various techniques in the classroom, to avoid the discouraged classroom atmosphere that affects negatively the student's learning; he/she should also deal with the students depending on their desirable way of learning. The results of the used tools (questionnaire and interview) showed that students prefer activities where they can interact with their peers more; they prefer role-play and storytelling. The cause to choose these activities is that students feel more comfortable while interacting with their peers or in groups where they can share all their creativity and knowledge. Moreover, teachers asserted that they use different communicative techniques (role-play, storytelling, and topic discussion) which enable students to be more motivated in interacting with their classmates. Teachers confirmed that learners enjoy the peer and group work activities which it is more beneficial for them; where they exchange thoughts and ideas through interaction with their classmates.

Regarding the students' attitude toward using classroom interaction as a strategy for enhancing their speaking skills, most of the students declared that they face a lack of time to speak or to participate during the session. In this case, students do not have enough time to practice their speaking in the classroom, so that, it is important to practice it even outside the classroom to be more proficient. The findings of the teachers' interview indicate that students should have the opportunity to talk more than teachers to develop their speaking.

In addition to that, most of the results show that most of the students agreed that interaction in the classroom helps them to develop their speaking; they also confirmed that

interaction in pairs or groups enables them to express their ideas, exchange knowledge, and they become more motivated and encouraged. However, a special case for introverts who prefer to keep silent and avoid interaction with others. Teachers reveal that students prefer student-student interaction, in which they feel more comfortable discussing with each other.

### **3.6 Summary of the main results**

The current study attempted to examine the challenges related to speaking skills in the classroom. To achieve the objective of this study, the researcher submitted a questionnaire to second-year English students and interviewed oral expression teachers at Biskra University. This was accomplished to examine their experiences with the role of classroom interaction in developing the EFL learners' speaking abilities at Biskra University. The researcher found out that students faced many difficulties while speaking. The main challenges were lack of vocabulary, misuse of grammatical rules, lack of motivation, shyness, and lastly the limitation of knowledge and ideas. In addition to these points, teachers also found difficulties in dealing with students, because they have different personalities and strategies for learning. In this case, the teacher should have the responsibility of using various teaching activities to be beneficial for all students.

The gathered data from the interview and the questionnaire showed that both students and teachers are responsible for developing the student's speaking abilities; where they should cooperate for a better process. In addition, students' speaking skills can be developed through interaction with their peers and teachers, using various activities by the teacher, and the motivational classroom atmosphere. Hence, students stated that interacting in the classroom with their classmates or their teachers provides them with more encouragement and motivation to speak. Additionally, the student's difficulties can affect negatively their speaking skill performance.

Moreover, the study concluded that to ameliorate the students' speaking skills, they should practice their speaking by interacting with others, reading, and also motivation that helped them to improve their speaking. Additionally, the teacher has a significant role in developing the students' speaking skills; he/she should provide students with various strategies which motivated and encourage them to participate and speak in the classroom. Teachers also should create a supportive environment that helps students to feel comfortable and motivated while speaking.

### **3.7 Limitations of the Study**

Many challenges and circumstances that emerged throughout the current study were outside the researcher's control which may affect the results of the study and its progress. Firstly, it was hard to collect the data from the questionnaire because many second-year students were absent due to the last days before the vacation; so, the researcher texted them individually on their Facebook accounts. Though, we expected to have the total number, because of their large use of social media. Secondly, some students did not take their answers as seriously as they should be. Besides, the teachers hardly accept interviews because of their limited time.

### **3.8 Recommendations**

After collecting and analyzing the gathered data from the teachers' interview and the student's questionnaire, the researcher opted to provide several suggestions and recommendations for teachers and students on the use of classroom interaction as a pedagogical strategy to develop the EFL learners' speaking skills.

For Teachers:

- Teachers ought to provide students with more time during the oral expression sessions.
- Teachers should establish a positive and comfortable atmosphere that inspires, and support the students' learning process.
- Teachers should play a variety of roles based on the session objectives.
- Teachers should urge students, particularly introverts, to get involved in class.
- Teachers should employ a variety of activities in the classroom to motivate students while avoiding boredom.
- Teachers should allow students to speak in the classroom.
- Teachers must advise students on how to practice speaking outside of the classroom.

For Students:

- Students should be aware of the crucial role of speaking in the development of a foreign language.
- Students have to practice their language even outside the classroom.
- Students should practice speaking more, both within and outside of the classroom.
- Students should listen, write, and read more to improve their vocabulary, pronunciation, and critical thinking skills.
- Students must overcome their shyness to connect and communicate with others.
- Students should be encouraged to engage in the classroom, which makes them more active in developing their speaking skills.
- Students should additionally practice the language outside of class because there is not enough time to master everything within the scheduled sessions.

### **3.9 General Conclusion**

The major objective of this research is to examine the effect of classroom interaction on EFL learners' speaking skills. EFL learners experience various obstacles while speaking due to

a lack of practice and other linguistic and psychological problems. Similarly, the current study focused on the findings that EFL instructors and learners at Biskra University commonly employed classroom interaction as a pedagogical approach to effectively communicate and convey their thoughts. This study's sample consists of 55 students and five oral expression instructors.

The focus of this research is to gather data and useful insights that will help answer the research questions posed at the commencement of this investigation, which seeks to investigate the students and the teacher's attitudes toward the role of classroom interaction in enhancing the EFL learners' speaking skills. To reach this purpose, the researcher tries to investigate the main reasons that students and teachers confront while speaking in the classroom. Secondly, the study reveals the role of the instructor in motivating and developing the students' speaking for effective communication. Finally, the work aims to examine the most efficient role of classroom interaction that helps the students in enhancing their speaking.

To have a deep understanding of the research problem, the researcher used two tools to gather data, namely, the semi-structured questionnaire and the semi-structured interview. A qualitative analytic approach, theme analysis, and descriptive analysis are employed to provide a complete analysis of the obtained raw data since the current study used a qualitative approach.

The gathered data of this work answered the questions of the research and reached the objective of this study. The questioned instructors mentioned various difficulties that EFL learners face while speaking, such as the lack of vocabulary, misuse of grammatical mistakes, shyness, low self-confidence, anxiety, fear of mistakes, and lack of motivation which were all validated in the results as having an authentic effect on their speaking development. Furthermore, the findings showed that students have a positive attitude towards the use of classroom interaction in enhancing their speaking abilities; it was also confirmed by the

majority of them that classroom interaction motivates and encouraged them to interact together, participate in the activities and so develop their speaking. It may be concluded that classroom interaction is a successful and valuable educational method for motivating and inspiring students to communicate and engage with others to improve their speaking skills. Meanwhile, the instructor plays an important part in developing EFL learners since he/she is the primary source of knowledge and motivation in the classroom.

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# Appendices

## Appendix A.

### Students' Questionnaire

Dear Second Year LMD students,

This questionnaire aims to collect information about “Investigating the Role of Classroom Interaction in Enhancing EFL Learners’ Speaking Skills”. We would appreciate it if you answered these questions and offered us the greatest insights on classroom interaction, to aid us in our study for the Master's degree in language sciences. Be sure that your responses will be treated confidently, and anonymously; they will be used only for academic aims.

Please, tick (✓) in the correct answer (you can tick more than one) and write a full answer whenever it is necessary. Thank you for all of your time, contributions, and efforts.

#### Section One: General information

**Item 1: How old are you?....**

**Item 2: Why have you chosen English at University?**

- a. You are interested in it
- b. Parental choice
- c. You had no choice
- d. Others .....

#### Section two: Speaking skill

**Item 1: Do you think that time is sufficient for you to practice your speaking skill in the classroom?**

- a. Yes
- b. No

**If No, why?**

.....

**Item 2: Does the teacher have a role in improving your speaking skill?**

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Neither agree nor disagree

**Item 3: If you made a mistake while speaking, how do you prefer to correct it?**

- a. By the teacher
- b. By yourself
- c. By your classmate

**Item 4: Do you think that the teacher's correction makes you:**

- a. Encouraged to speak
- b. Disturb you
- c. Inhibit your speaking

**Item 5. What are the difficulties that you face while speaking?**

- a. Lack of vocabulary
- b. Misuse of grammatical rules
- c. Low self-confidence
- d. Shyness
- e. Others.....

**Section Three: Classroom Interaction**

**Item 1: How often do you participate in the classroom?**

- a. Always
- b. Often



c. Rare

d. Never

**Justify**.....

**Item 2: How do you prefer to do your activities?**

a. Individually

b. In pairs

c. In groups

**Why?**.....

**Item 3: Do the teacher's instructions during the activity help you?**

a. Yes

b. No

**Item 4: Which of these activities interests you more?**

a. Role-play

b. Discussion cards

c. Storytelling

d. Others.....

**Item 5: What role does your teacher have in the classroom?**

a. Controller

b. Guider (participant, organizer, resource)

c. Both

**Section Four: speaking skill and classroom interaction**

**Item 1: In your point of view, what is the best way to enhance your speaking skill?**

- a. Classroom interaction
- b. Communicative activities
- c. Others.....

**Item 2: How does the classroom atmosphere affect your speaking?**

- a. Negatively
- b. Positively

**Item 3: Do you think that interacting with your classmates enhances your speaking skill?**

- a. Yes
- b. No

**Item 4: Do you think that psychological issues (low self-confidence, anxiety) affect speaking skills in the classroom?**

- a. Yes
- b. No

**Item 5: In your opinion, what are the activities or techniques that enhance speaking skills in the classroom?**

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

*Thank you for your collaboration*

## **Appendix B.**

### **Teacher's interview**

**Dear teachers,**

This interview aims to collect information about “**Investigating the Role of Classroom Interaction in Enhancing EFL Learners' Speaking Skills**”. This interview is part of a study for the master's degree, where you are kindly asked to answer the following questions. The respondents and information that you will provide us with, will be kept securely and confidentially.

### **Interview Questions**

**Q1.** How many years of experience have you had to teach oral expression?

**Q2.** Which technique do you use most frequently in the classroom? (role-play, storytelling, interaction sessions, etc....). Why?

**Q3.** Does your interaction with your students help them to improve their speaking skills? How?

**Q4.** How do you deal with introverts to make them interact and share their ideas in the classroom?

**Q5.** In your point of view, what are the most common problems that learners face while speaking?

**Q6.** Do you think that feedback correction helps learners to develop their speaking skills?  
Justify

**Q7.** Do you think that students should talk more than the teacher in the Oral Expression session?  
Why?

**Q8.** In your opinion, which type do students prefer? Student-student interaction or teacher-students interaction? Please, explain.

**Q9.** As an oral expression teacher, is it necessary to make all students participate? Why?

**Q10.** From your experience as a teacher, how do learners prefer to do their activities? Individually, in pairs, or groups? Justify.

**Thank you for your contribution**

## Appendix C.

### Script of the teachers' interview

#### **Question 01: How many years of experience have you had to teach oral expression?**

**T1:** 7 years

**T2 :** 5years

**T3 :** 3 years

**T4:** 2 years

**T5:** 2 years

#### **Question 02: Which technique do you use most frequently in the classroom? (role-play, storytelling, interaction sessions, etc....). Why?**

**T1:** I usually try to vary the techniques so I can say that I have always been eclectic when teaching oral expression, but the most techniques that students tend to work with are: solving real-life problems.

**T2:**I use different techniques, but it depends on the session's objective, and what you want them to do inside the classroom at the same time, I think that open discussion is the most efficient technique to develop the student's speaking skills.

**T3:** I use role-play and interaction sessions; because it involves the students discussing, practicing, and eliciting what they have.

**T4:** I usually use role-play and interaction sessions. For role-play, I believe it develops social skills and it helps students to practice both verbal and non-verbal communication skills. The objective of interactive sessions is to make students communicate information and share knowledge.

**T5:** I use topic discussion, and conversation because it involves students discussing, practicing, and being part of the lesson.

**Question 03: Does your interaction with your students help them to improve their speaking skills? How?**

**T1:** Yes, when the interaction is systematically planned, the student's performance is expected to change positively.

**T2:** Yes, I noticed that most of them can speak freely and show their true oral capacities; because I believe that if students are given the chance to interact in the classroom, then their speaking skills for sure will develop.

**T3:** Yes, when you interact with your students, you provide them with different pieces of information that can be used in different concepts.

**T4:** Yes, because it makes them speak and learn from each other and also, they benefit from my feedback.

**T5:** Yes, to give them the chance to share their knowledge and ideas.

**Question 4: How do you deal with introverts to make them interact and share their ideas in the classroom?**

**T1:** I use a technique called Think, Pair, and Share where the teacher varies the interaction pattern from individual to pair then group work to help shy and hesitant students to take part in all types of activities.

**T2:** Through creating a positive atmosphere that helps them to speak. Also, through varying the teaching techniques because of the different types of learners.

**T3:** Actually, this is a challenge for any teacher. It is a bit hard to make silent learners interact and participate in the classroom. However, I always try to encourage them and give them a certain mission to be involved with their friends.

**T4:** To emerge them in the classroom atmosphere by asking them certain questions.

**T5:** The teacher should work for a good classroom atmosphere that motivates silent learners to interact with each other.

**Question 5: In your point of view, what are the most common problems that learners face while speaking?**

**T1:** Fear of mistakes, shyness, and most importantly weak mastery of the target language because of the lack of vocabulary.

**T2:** Lack of practice, shyness, fear of mistakes, and lack of motivation.

**T3:** Shyness, lack of vocabulary.

**T4:** The most common issues are: Lack of vocabulary, fear of committing mistakes, and general knowledge, shyness, fear of criticism, and low motivation.

**T5:** Lack of vocabulary, shyness, and lack of motivation.

**Question 6: Do you think that feedback correction helps learners to develop their speaking skills? Justify**

**T1:** Of course, but the correction should be according to the type of activity.

**T2:** Yes, it helps to provide them with more knowledge.

**T3:** Of course, to get extra information.

**T4:** Yes. feedback correction generally is important and should be corrected, however, the teacher should avoid instant correction during the presentations.

**T5:** Yes, of course, but it should begin with their peers and then the teacher's correction.

**Question 7: Do you think that students should talk more than the teacher in the Oral**

**Expression session? Why?**

**T1:** Yes, to express their ideas and thoughts.

**T2:** Yes, to give them the space in sharing their creative thoughts.

**T3:** Yes, to know what the students want.

**T4:** Yes, because speaking skill needs to be more practical to be developed.

**T5:** Yes, students should use their speaking skills as much as possible to improve them.

**Question 8: In your opinion, which type do students prefer? Student-student interaction or teacher- students interaction? Please, explain.**

**T1:** Students prefer student-student interaction because they feel free in asking each other.

**T2:** Students prefer teacher-student interaction because teachers are more knowledgeable; so they can provide them with more information.

**T3:** Students like to interact with their classmates more; because they have the same level where they can get ideas easily.

**T4:** They prefer student-student interaction where they can understand one another.

**T5:** Students feel more confident while interacting with teachers.

**Question 9: As an oral expression teacher, is it necessary to make all students participate? Why?**

**T1:** Yes, it is because the main objective is to get everyone in the class involved in the learning process.

**T2:** Not necessarily all of them, but most of them should participate to make the classroom



environment more motivating.

**T3:** Yes, they should all participate because it helps them in communicating with others.

**T4:** Yes, everyone should play his part in the session, and they also will benefit from their mistakes.

**T5:** Yes, to provide them with more encouragement and motivation to speak.

**Question 10: From your experience as a teacher, how do learners prefer to do their activities? Individually, in pairs, or groups? Justify.**

**T1:** Students usually prefer to work in groups, because it allows them to learn from each other and it also enhances their talking.

**T2:** Students like individual activities, especially introverts).

**T3:** They prefer their activities to be done in pairs or groups depending on the given activity, because it makes them mix with everyone in the group, know each other well, and it also, enhances their self-confidence.

**T4:** The majority of students like to work individually because they prefer to be creative and mention their idea.

**T5:** In pair or groups, because it tends to be more interactionally than individually, it also, motivates them to learn from each other.

## ملخص

عادة ما يكون التحدث باللغة الإنجليزية صعبًا على الطلاب أثناء التواصل. نتيجة لذلك ، تم تقديم مجموعة متنوعة من طرق التدريس لتشجيع ودعم التحدث في الفصل. الهدف الرئيسي من هذا البحث هو دراسة مدى التفاعل الصفي في جلسة التعبير الشفهي التي من شأنها تعزيز مهارات التحدث لطلاب السنة الثانية من اللغة الإنجليزية في جامعة محمد خيضر بسكرة. وفقًا لذلك ، سعت هذه الدراسة إلى التحقق من دور التفاعل في الفصل الدراسي في تعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. ومن الناحية المنهجية ، اختار الباحث استخدام منهج مختلط لوصف وتحليل البيانات الكمية والنوعية. تم اختيار عينة من 55 طالبًا بشكل عشوائي. بالإضافة إلى ذلك ، تم استخدام أداتين لجمع البيانات وهما المقابلة شبه المنظمة والاستبيان شبه المنظم من أجل جمع البيانات اللازمة للإجابة على أسئلة البحث المطروحة. إلى جانب ذلك ، تم إجراء مقابلة شبه منظمة مع خمسة من معلمي التعبير الشفهي لمحمد خيضر بسكرة. وبالتالي ، أظهرت نتائج البحث الحالي أن كلاً من المعلمين والطلاب اتفقوا على أن التفاعل داخل الفصل يساعد في تطوير مهارة التحدث لدى الطلاب. أولاً وقبل كل شيء ، يوصى بأن يكون التفاعل في الفصل الدراسي استراتيجية تربوية فعالة يمكن أن تسهل وتعزز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية في الفصل الدراسي .