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Exploring The Role Of Classroom Interaction In Improving EFL Learners' Classroom Speaking Skill

Case study of first-Year Students of English Language at the University
of Biskra, Algeria

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Declaration

I, Rekim Manel, 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:

To my *only sunshine*, my beloved mom "**FAIZA**", the sunshine of my life, who has illuminated my path and guided me through every challenge. who has been my source of inspiration and gave me strength when I thought of giving up. Her unwavering love, encouragement, and sacrifices have made this achievement possible. I am forever grateful for the values she has instilled in me and the strength she has given me to overcome every obstacle. This thesis is a proof to her enduring influence and a small token of my appreciation for all that she has done for me.

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Abstract

The importance of interaction in second language classrooms, particularly those focused on English as a Foreign Language (EFL), increasingly emphasize interaction. This focus stems from the understanding that communication is the core function of language. Researchers highlight the role of well-designed interactions in fostering active knowledge construction and skill development among students. This study explores how classroom interaction, encompassing both teacher-student and student-student exchanges, enhances learners' oral production. Recognizing that effective communication is paramount in foreign language acquisition, the research delves into the concept of speaking skills and their importance in EFL instruction. It examines the link between teaching speaking and classroom interaction, specifically focusing on the effectiveness of interaction as a pedagogical strategy for developing learners' speaking abilities. Methodologically, the researcher employed a mixed-methods approach to capture and analyze both quantitative and qualitative data. Two data collection tools were utilized: interviews and a semi-structured questionnaire. Interviews were conducted with six oral expression teachers of English at Biskra University, while a questionnaire was distributed to a randomly selected sample of 70 students. The study investigates the hypothesis that classroom interaction plays a crucial role in improving speaking skills. The findings suggest that interaction is a valuable tool for boosting learner participation and overcoming speaking difficulties. Based on these results, recommendations are proposed to support both students and teachers in honing oral skills.

Keywords: classroom interaction, speaking skills, English as foreign language, pedagogical strategy

List of Abbreviations

SLA: Second Language Acquisition

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

CLT: Communicative Language Teaching

OE: Oral Expression

LMD: Licence, Master, Doctorate

CI: Classroom Interaction

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General Introduction

The development of spoken language proficiency is a cornerstone of effective second language acquisition (SLA). Interaction, long recognized as a critical element in language learning, is increasingly emphasized in English as a Foreign Language (EFL) classrooms. This shift encourages learners to actively engage with instructors and peers, fostering the development of communication skills. However, EFL learners often face challenges that can hinder their participation, such as anxiety about making errors, limited vocabulary, and interference from their first language. These factors can negatively influence learners' motivation and ultimately constrain their spoken language development. Therefore, researchers and educators acknowledge classroom interaction as a vital tool for addressing speaking difficulties and promoting fluency. By designing tasks and activities that stimulate engaging conversations, they can create an environment conducive to language development. Classroom interaction not only enhances spoken language skills but also fosters critical thinking and encourages learners to collaboratively construct meaning through peer interaction. Meaningful discussions allow students to actively participate in the learning process, refine their ideas through peer feedback, and negotiate meaning through collaborative problem-solving. This focus on interaction fosters the development of not only fluency and communication skills, but also interactive abilities, prompting continuous research and development of new strategies to optimize EFL speaking instruction.

Statement of the Problem

The most important goal of learning a foreign language is to be able to communicate fluently in that language, so speaking is obviously the most important skill to develop. Interaction is known to be helpful for learning a language in general, studies have shown that students who participate actively in class and speak often tend to do better on Oral

Expression compared to those who stay quiet. This prompts the question: How does classroom interaction improve learners' speaking ability, and how can learners enhance their performance through interaction?

Aim of Study

This study aims to investigate the use of classroom interaction in EFL oral expression classes at Biskra University and also aims to explore the relationship between classroom interaction and the improvement of speaking proficiency among EFL students. It seeks to assess how classroom interaction influences the enhancement of students' speaking skill and how do teachers encourage students to participate more in class using interactive tools

Research Questions

1. What are the challenges students face in order to communicate effectively in the classroom?
2. What strategies are used by teachers to promote students' speaking fluency in the EFL classroom?
3. To what extent does classroom interaction contribute to the development of speaking skill among EFL learners?

Research Hypotheses

If teachers increase the level of classroom interaction among students, then students' speaking skills will develop and improve.

Research Methodology

This study employs a mixed-methods approach to explore the influence of classroom interaction on EFL learners' speaking skill development. Data collection will utilize a teacher interview, and a student questionnaire.

Research Structure

The dissertation is structured into two main sections: theoretical and field work . The theoretical part delves into classroom interaction and speaking abilities, divided into two chapters. The first chapter addresses speaking skills, while the second deals with classroom interaction. The field work comprises a single chapter that details, evaluates, and discusses teachers' interviews, and students' questionnaires. Additionally, it outlines study constraints and offers educational suggestions for teachers and students to enhance oral communication skills.

CHAPTER ONE

SPEAKING SKILL

Introduction

Current research overwhelmingly emphasizes the significance of fostering communication skills in English language learning, regardless of whether it's a second or foreign language. This prioritizes equipping students to utilize English effectively for interaction and academic enrichment. Within the learning framework, the primary objective is to cultivate proficiency in both receptive skills (listening and reading) and productive skills (written and speaking). However, particular emphasis is placed on strengthening speaking proficiency. This focus stems from the understanding that spoken language serves as the cornerstone of communication, enabling individuals to articulate their thoughts and viewpoints, express their needs and desires, collaborate in problem-solving endeavours, and establish meaningful social connections. (Batang et al.,2016) this chapter focuses on speaking skills in English as a Foreign Language (EFL), exploring its core aspects. It begins by defining speaking and highlighting its importance, then it delves into the elements, characteristics, and different types of speaking. Techniques for improving fluency are presented, along with a discussion on the link between speaking and listening, as Brown (2004) said that listening is often implied as part of speaking, as one won't be able to speak a language without also listening (p.119). Additionally, the chapter explores the challenges faced by EFL learners when developing their speaking skills. It goes on to discuss the types of errors students might make while speaking and offers strategies for correcting them. The roles of both teachers and learners in the classroom are also explored. Finally, the chapter outlines and discusses activities used in speaking classes and concludes by addressing the topic of assessing speaking skills.

1.1 Definition of Speaking

Within the field of learning a second or a foreign language, a prevailing viewpoint emphasizes effective communication as the core objective for language learning. To attain

this goal, learners must cultivate proficiency in the four fundamental language skills: receptive skills (listening and reading comprehension) and productive skills (written expression and speaking). However, speaking often occupies a prominent position among learners due to its focus on developing the ability to speak fluently.

The Definition of this skill differs among researchers. Speaking is viewed as a complex process involving the transmission and reception of messages through both verbal elements (words and phrases) and non-verbal elements (gestures and facial expressions). Furthermore, the form and meaning of spoken language are inherently contextual, influenced by the participants in the conversation, their shared experiences, the physical environment, and the communicative purpose (Burns & Joyce, 1997, as cited in Duong, 2015, p.1).

Hedge (2000) explains speaking as “a skill by which people are judged while first impressions are being formed” (p.261). Simply, speaking is an ability that represents people's thoughts and ideas, and it requires more attention from the speaker and the listener while creating utterances in both their native and foreign language. The act of speaking can also be characterized as an interactive process in the co-construction of meaning, necessitating the production, reception, and subsequent processing of information (Florez, 1999; as cited in Baily, 2005, p.2). According to Bygate (1987) oral expression goes beyond just memorizing vocabulary and grammar rules, it involves making the right choices when using those elements, structuring sentences in a clear order, achieving a pronunciation that resembles native speakers, and most importantly, conveying messages that listeners can understand. Because speaking is a fundamental tool for everyday interaction, Bygate argued that fluency in spoken language is the most crucial skill for learners to develop in classroom settings (p.5).

Baker and Westrup (2003) contend that classroom speaking should not be limited

to students merely echoing sentences, dialogues, or information from their teacher or peers. Instead, true speaking involves prompting students to generate their own responses and sentences rather than simply parroting others' words. Furthermore, Baker and Westrup (2003) emphasize the significance of teachers fostering an environment where students are encouraged to articulate their thoughts and actively engage in language practice within the classroom, also Al Hosni (2014) asserts that speaking entails actively utilizing language to convey meaning (p.22).

1.2 The Importance of Speaking Skill

Speaking is the key skill that learners need to focus on in order to successfully learn a second or foreign language. According to Nunan (1991), the key aspect of acquiring a second or foreign language is proficient speaking skills, as success is determined by one's ability to engage in conversations in that language. (p.39). Ur (2000) also claimed that speaking is the most important skill among the four (listening, speaking, reading, and writing). For him, people who know a language are often referred to as "speakers," as if speaking encompasses all other types of knowledge. Many foreign language learners prioritize learning to speak (p.120).

While many learners achieve proficiency in reading, comprehension, and written expression, oral performance presents a distinct challenge. Learners often struggle with fluency, hindering their ability to effectively transmit messages, thoughts, ideas, and emotions during interaction. This can lead to negative perceptions of their communicative competence by listeners. Thaher (2005) discovered that students exhibit fear of criticism when making pronunciation errors, as revealed in their study. Similarly, Hamouda (2013) identified that a significant portion of participants expressed apprehension regarding their pronunciation skills, especially in group settings. The majority indicated a sense of embarrassment associated with mispronunciations, leading to heightened anxiety. In a

separate investigation by Abu Alyan (2013) focusing on English majors at a university in Gaza, communication apprehensions were centered on mispronunciation concerns, he highlighted how pronunciation difficulties can impede learners' progress in achieving fluency levels. Furthermore, he emphasized that vocabulary challenges are a common obstacle for language learners. Hamouda (2013) elaborated on this issue by noting that limited vocabulary can significantly impede learning and diminish students' active participation in lessons. This lack of vocabulary knowledge can lead to hesitancy and passivity in oral communication, hindering students from actively engaging in improving their speaking abilities. Rabab'ah (2005) experienced a similar scenario and verified that a primary challenge faced by Arab students studying English is their restricted vocabulary. This limitation significantly impacts both oral and written communication, leading to difficulties in effectively expressing thoughts and emotions. Conversely, possessing an extensive vocabulary and solid understanding can enhance linguistic proficiency, ultimately boosting speakers' confidence and readiness to utilize their language abilities.

Consequently, developing speaking skills becomes a critical need for learners. Hedge (2000, p.261) claimed that achieving fluency in spoken English is a primary objective for many learners. This fluency is instrumental in achieving various goals, such as fostering rapport in relationships, exerting influence over others, and succeeding in negotiation scenarios. With regard to both EFL educators and students Baker and Westrup (2003) believed that the significance of English language proficiency is increasing for them alike, this emphasis stems from the growing demand for strong English communication skills across various sectors. Educators, governments, ministries of education, and employers all require individuals who can effectively navigate the global marketplace, where English fluency is a vital tool. As a result, students who develop proficiency in spoken English enhance their prospects for academic advancement, securing employment,

and achieving career promotions.

1.3 Elements of Speaking

To develop fluency in spoken language, learners need a well-rounded approach. This means having a strong foundation in language features, but also the skills to think and interact effectively while speaking. As Harmer (2001, pp.269-271) points out, fluency is more than just knowing the language; it includes the ability to process information and use language in real-life situations. He refers to elements of speaking include both language features and mental/social processing , these are

1.3.1. Language Features

As Harmer (2001) claimed, there are Several key elements contribute to successful spoken language production. These include:

1.3.1.1. Connected Speech

Harmer (2001) argues that fluency in spoken English goes beyond simply pronouncing individual sounds correctly (like "I would have gone"). Effective speakers also need to use "connected speech" techniques naturally (like saying "I'd' ve gone"). These techniques involve modifying sounds (assimilation), leaving out sounds altogether (elision), adding sounds to connect words (linking), or weakening sounds depending on the sentence structure and stress patterns (weakening). To improve students' connected speech, it's important to involve them in activities specifically designed for this aspect of speaking

1.3.1.2. Expressive Devices

According to Harmer (2001) native speakers of English strategically leverage a repertoire of vocal and non-verbal cues to augment meaning conveyance, particularly during face-to-face interactions. This repertoire encompasses variations in pitch, stress, volume, and speaking rate, complemented by physical expressions that communicate emotional states (paralinguistic features). Consequently, equipping learners with

knowledge about these features and their effective use becomes crucial for fostering their communicative competence.

1.3.1.3. Lexis and Grammar

Effective spoken language production hinges on learners' mastery of specific lexical phrases. These phrases serve various language functions, such as expressing agreement, disagreement, surprise, shock, or approval. Instructors should therefore equip their students with a repertoire of such phrases tailored to different communicative situations (Harmer, 2001).

1.3.1.4. Negotiation Language

Harmer (2001) claimed that negotiation plays a crucial role in successful spoken communication. Learners who are effective negotiators actively seek clarification and organize their speech clearly. Instructors can help students develop these skills by providing them with useful phrases for clarification, such as "I apologize, I didn't quite understand that" or "Could you please elaborate on what you mean by X?" Structuring converse involves presenting one's studies in a clear and systematized manner. Learners can achieve this by restating their statements or using expressions that emphasize the structure of their ideas, like "The key point to remember is..." or "To clarify what I'm saying..."

1.3.2. Mental /Social Processing

As Harmer (2001) said, oral production proficiency necessitates not only a robust knowledge base of language, but also the concurrent application of cognitive processing skills during speech formulation:

1.3.2.1. Language Processing

Harmer (2001) claimed that to achieve comprehensible speech and effectively convey meaning in a coherent order, speakers must engage in internal language processing. This process involves retrieving words and phrases from memory, and arranging them in a clear and logical sequence that facilitates listener comprehension.

1.3.2.2. Interacting with Others

The majority of spoken communication occurs within the context of interaction. This necessitates not only the act of speaking itself, but also attentive listening, the ability to interpret emotional states of participants, and an understanding of the established protocols that govern turn-taking during conversation (Harmer, 2001).

1.3.2.3. Information Processing

Harmer (2001) asserted that effective communication extends beyond simply acknowledging the emotions conveyed by others. It necessitates the swift comprehension and interpretation of information shared during interactions. Delays in processing this information can hinder our ability to respond appropriately, diminishing the overall effectiveness of the communication.

1.4. Types of Speaking

Speaking is recognized as a fundamental productive skill within the domain of language. Brown (2004, pp. 141-142), in his work titled *Language Assessment: Principles and Classroom Practices*, identifies five core categories of spoken language use. These categories serve to illuminate the intentions and thought processes underlying spoken communication. These are:

1.4.1. Imitative Speaking

Brown (2004) claimed that imitative oral performance centers on the ability to replicate another speaker's utterances, ranging from individual words or phrases to

complete sentences. This replication targets specific aspects of language structure, such as grammatical rules and vocabulary usage. It serves a dual purpose: facilitating the transmission of meaning and providing practice for accurate pronunciation.

1.4.2. Intensive Speaking

Brown (2004) argued that this form of speaking prioritizes the production of extended language segments that target specific phonological or grammatical features. These features may include intonation patterns, stress placement, and rhythmic flow.

1.4.3. Responsive Speaking

Brown (2004) claimed that responsive speaking is characterized by its interactive nature, encompassing brief exchanges initiated by greetings, simple remarks, or requests. Within this context, responses should generally adhere to a two-turn pattern to maintain a sense of realism and ease of understanding, as shown in the following example:

Jeff: Hey, Stef, how's it going?

Stef: Not, bad, and yourself?

Jeff: I'm good.

Stef: Cool, okay, gotta go.

1.4.4. Interactive Speaking

Interactive and responsive speaking diverge in the degree of interactional length and complexity. Interactive speaking manifests in two primary forms: transactional language and interpersonal exchanges. Transactional language focuses on the efficient exchange of specific information, while interpersonal exchanges prioritize the cultivation and maintenance of social relationships. Within interpersonal exchanges, oral production becomes more intricate, incorporating elements like colloquial language, ellipses, slang, and humor and other sociolinguistic conventions (Brown, 2004).

1.4.5. Extensive (monologue) Speaking

Brown (2004) said that the final category of spoken language use encompasses speeches, oral presentations, and storytelling. listener participation in this category is minimal. Consequently, this form of speaking is characterized by a formal language style for extensive tasks.

1.5. Aspects of Speaking

Effective communication is a widely recognized objective for both EFL teachers and learners. To achieve this goal, teachers must provide opportunities for learners to develop their communicative competence. This competence encompasses both accuracy and fluency. Richards and Rodgers (2001) argued that fluency and comprehensible language take precedence, stating: "fluency and acceptable language is the primary goal; accuracy is judged not in the abstract but in context" (p. 157). In simpler terms, CLT prioritizes communication and meaning over strict adherence to grammatical forms. Nevertheless, some level of grammatical accuracy remains necessary for comprehensibility.

Accuracy refers to the learner's ability to produce grammatically correct forms. Fluency, however, focuses on the learner's ability to use the language smoothly and spontaneously, characterized by minimal hesitation and unnatural pauses. Effective language learning necessitates the development of both these aspects. Constant error correction by the teacher can hinder the development of fluency. Teachers should realize that making mistakes is a natural part of learning any new language (Hedge 2000, p.61).

1.5.1. Fluency

In the domain of second or foreign language acquisition, both teachers and learners prioritize fluency development. This emphasis arises because fluency acts as a window into a learner's spoken language proficiency. Several scholars have dissected the concept of

fluency, highlighting its various components.

According to Baily (2005) fluency is the ability to speak "fluidly, confidently, and at a rate consistent with native speakers" (p.5), highlighting the importance of natural pace and speaker confidence. Similarly, Hughes (2002) aligned fluency with clear and efficient communication, defining it as the ability to express oneself understandably and accurately with minimal hesitation to avoid listener disengagement (p.80). Hedge (2000) offered another perspective, focusing on the production aspect of speech, defining fluency as the ability to seamlessly connect speech units without strain or excessive hesitation (p.54). A common misconception among English as a Foreign Language (EFL) learners is that fluency equates to speaking rapidly and without pauses. However, Thornbury (2005) argues that while speed plays a significant role in fluency, pauses are an inevitable and even necessary aspect of spoken language. Speakers naturally pause to replenish their breath, and even native speakers strategically utilize pauses to allow listeners to process information and maintain focus.

1.5.2. Accuracy

Accuracy plays a crucial role. In its absence, speakers risk producing grammatically incorrect utterances that impede comprehension for the listener. This struggle to understand the message can lead to disengagement and a loss of interest, ultimately hindering successful communication.

Complementing the concept of fluency, scholars have addressed the importance of accuracy for clear communication. Accuracy viewed as how closely language production aligns with the target language's grammatical rules (Skehan,1996; as cited in Ellis & Barkhuizen, 2005). Similarly, Baily (2005) emphasizes accuracy's role in conveying meaning, defining it as the ability to use grammatically correct words and expressions. In essence, accuracy ensures listeners grasp the intended message by minimizing grammatical

errors that could hinder comprehension.

1.6. Integration between Speaking and Listening

Mastering all four language skills - speaking, listening, reading, and writing - is crucial because effective communication relies on their combined effort. As Hinkel points out, people don't use language skills in isolation during meaningful interactions. Instead, they seamlessly integrate them, like building blocks working together to create a complete structure. (Hinkel,2006; as cited in Harmer,2007, p.265). Within the classroom setting, speaking and listening skills are often prioritized due to their foundational role in cultivating communicative competence among learners, Harmer (2007) underscores the inherent link between speaking and listening, highlighting that effective conversation necessitates both skills. As he stated, "when we are engaged in conversations, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to"(p.265). This interdependence underscores the importance of integrating speaking and listening practice in language classrooms and by fostering these interactive skills, educators equip learners for the complexities of real-world communication. Nunan (1989) further emphasized this point, arguing that listening comprehension is not a passive process, but rather an active one that involves interpretation based on the listener's purpose and background knowledge (p.23).

Thornbury (2005) emphasizes the importance of developing language skills together, rather than focusing solely on speaking. He argues that most real-life speaking situations involve other language skills as well. He stated that few conversations happen in isolation from other language skills" (p. 118). This highlights the need for an integrated approach to language learning, where speaking practice is combined with other skills. After all, speaking effectively requires a listener who can understand the intended message.

Building on the concept of the interdependence of speaking and listening, Harmer

(2007) asserts that any speaking activity inherently involves listening, stating, "it is usually impossible to complete a task successfully in one skill" (p. 267). This highlights the symbiotic relationship between receptive skills and productive skills. Harmer emphasizes this by stating that these skills feed off each other (p. 266).

1.7. Speaking Difficulties in Foreign Language Learning

While fluency in communication is the ultimate goal of language learning. Most EFL learners encounter various classroom difficulties with classroom activities, though they master the language rules. (Ur,2000).

1.7.1. Inhibition

Ur (2000) claimed that a significant barrier to spoken fluency in language learning environments is the phenomenon of inhibition. This occurs when learners' psychological states prevent them from effectively communicating, despite their knowledge. As Littlewood (1981) aptly points out, "it is too easy for a foreign language classroom to create inhibitions and anxiety" (p. 93). Several factors contribute to this inhibition. One factor is the learners' struggle to develop positive attitudes towards the learning environment. This can lead them to adopt a "low profile," avoiding participation due to fear of open criticism from a perceived competent audience. The fear of making mistakes and receiving criticism is further amplified when students are asked to speak in front of their peers, as the pressure and stress can impede the speaking process.

1.7.2. Nothing to Say

Ur (2000) argued that when participating in a speaking task or activity, students with a restricted vocabulary may resort to phrases like "I don't know," "I have nothing to say," or "No comment." This lack of expression can also stem from a disconnect between the topic and the students' interests or knowledge base. To encourage active participation, educators should prioritize topics that are familiar and relevant to students' desires in

learning. By selecting engaging themes that resonate with the learners' experiences and backgrounds, teachers can help students overcome the "nothing to say" obstacle and foster more meaningful discussions.

1.7.3. Low or Uneven Participation

Ur (2000) claimed that One defining characteristic of classroom dynamics is the distribution of talking time. In EFL classrooms, this can manifest as a spectrum of participation styles. Some students actively dominate conversations, while others solely participate when confident they have the correct answer. Still others remain entirely silent. These disparities often stem from student personality traits. As Browman et al (1989), claimed that conventional classroom seating setups can hinder interactive teaching efforts (p.40). This underscores the crucial role of teachers in fostering a more equitable distribution of participation. By employing strategies to motivate and encourage all students, regardless of personality, educators can significantly reduce the issue of low participation in EFL classrooms.

1.7.4. Mother Tongue Use

Ur (2000) said that a persistent challenge in EFL classrooms is the students' inclination to prioritize their native language (L1) over the target language (L2). This preference often stems from the perceived comfort and naturalness associated with L1 communication. However, this over-reliance on L1 creates a significant obstacle to L2 exposure and acquisition. As Baker and Westrup (2003) highlighted that obstacles to learning may arise when students consciously or unconsciously apply the cultural norms of their native language to a foreign (p.12). This phenomenon, known as negative transfer, can impede students' development of L2 proficiency. Additionally, students may resort to language transfer, the act of borrowing words from L1 to compensate for gaps in their L2 vocabulary. This tendency can be amplified by instructors who frequently use L1 in the

classroom. This inadvertent creation of an environment where students feel comfortable using their native language ultimately hinders their L2 exposure and acquisition.

1.8. Speaking Errors and Correction Strategies

Researchers have identified two main categories of speaking errors, along with suggestions for correcting them.

1.8.1. Types of Speaking Errors:

In their spoken English, learners may fall prey to several errors. Hedge (2000) identified two distinct categories for classifying these errors (p. 289).

1.8.1.1. Systematic Errors versus Mistakes:

Hedge (2000) argued that systematic errors and mistakes represent two distinct categories of learner errors. Systematic errors point to underlying knowledge gaps in the target language, while mistakes are performance issues arising from temporary factors such as carelessness or fatigue.

1.8.1.2. Global Errors versus Local Errors

Hedge (2000) claimed that this category focuses on errors that hinder successful communication. There are two main types: global errors and local errors. Global errors occur when the listener misinterprets the entire message, leading to a complete breakdown in understanding. In contrast, local errors involve the listener misinterpreting specific elements within the message, although they grasp the general meaning. For example, the sentence "There are long trees on each side of my street" might be understood by the listener as "There are tall trees on each side of my street." This local error doesn't prevent comprehension entirely, but it alters the specific details.

1.8.2. Speaking Errors Correction Strategies

The study by Hedge (2000, pp. 290-291) identified several strategies that teachers use to correct errors during controlled practice activities.

1. The teacher expresses disapproval non verbally (e.g., frowning) and directly points out the error ("No, you don't say that, what do you say?", "Can anybody help Juan?").
2. The teacher repeats the student's incorrect utterance with rising intonation at the point of the error.
3. When a student uses the wrong tense (present tense for past), the teacher repeats the question, emphasizing the correct past tense form.
4. In the case of incorrect intonation in a question, the teacher asks for a correct version from the class, repeats it, and guides the student through choral and individual repetition.
5. The teacher may utilize non-verbal cues, such as a furrowed brow, to signal an error in a student's utterance? This is often followed by a request for clarification phrased as a question like "What did you say?" The teacher's use of these strategies promotes a pedagogical approach that centers on student self-correction.

1.9. Types of Speaking Activities

A crucial element in fostering effective speaking instruction is establishing a classroom environment where students feel comfortable making mistakes. These errors, far from hindering progress, should be viewed as milestones on the path to fluency. Developing speaking skills involves three stages as (Thornbury, 2005) assumed these stages are: awareness, appropriation, and autonomy. In the first stage, learners become conscious of the target language's features. During appropriation, they integrate these features into their existing knowledge. Finally, autonomy signifies the ability to use the language spontaneously and effectively adapt these features in real-world situations.

With regard to the activities used to develop speaking skills so that learners can participate without fear of making mistakes, there are various ways to promote oral production skills.

Such as:

1.9.1. Discussion and Debate

Discussions likely represent the most prevalent activity within oral expression classrooms. Following exposure to a selected topic via reading, video, or audio recording, students engage in a discussion. This discussion format encourages students to express their opinions and ideas, ask and answer questions, and indicate agreement or disagreement. Ultimately, the goal is to collaboratively arrive at a solution. Littlewood (1981) further believed the value of discussions, arguing that discussions "provide learners with opportunities to express their own personality and experience through foreign language"(p.47). Ur (1981) illustrated that the most effective approach to fostering speaking fluency involves learners collaboratively exploring problems or situations through verbal exchange of ideas. He emphasizes the importance of using simpler language to facilitate discussion, this aligns with the idea that student choice in topic selection can enhance engagement and motivation for participation (p.2). When discussions center on topics relevant to students' interests and experiences, they are more likely to be actively involved and motivated to contribute.

1.9.2. Information-gap Activities

Information gap activities involve a transformation of information from one person to another. In other words, one person has information that should be shared with others to solve a problem or make a decision. Littlewood (1994, p. 22) stated that a learner got information which other learners have to discover. He further mentioned that activities are designed so that learners must address an information gap or solve a problem to successfully accomplish the task. Thornbury (2005, pp. 80-84) discussed information gap activities, stating that these tasks involve a gap in knowledge between learners that can be overcome through language use. As described by Harmer (1998, p. 88), this type of activity occurs when two speakers have different information that, when combined, forms a whole. A popular information gap activity is called "Describe and Draw." In this activity, one

student has a picture that they cannot show their partner. One of the partners will then give instructions and descriptions, while the other will ask questions and draw the intended picture.

Information gap activities, as highlighted by Hedge (2000), create a situation where students must negotiate meaning and adjust their communication to ensure understanding. This, in turn, motivates them to produce more accurate language (p.281).

Information gap activities can be further extended through the use of unfinished stories. In this approach, the teacher presents an incomplete narrative, requiring the learners to collaboratively discuss and infer the possible endings. This activity type encourages students to exchange information and negotiate meaning to collaboratively construct the narrative's conclusion.

1.9.3. Speaking Games

This type of activity is designed to encourage students to communicate fluently with each other by relying on different tasks. These tasks might involve solving puzzles together, collaboratively drawing a picture (one describes, the other draws), putting things in order through descriptions, and finding similarities and differences between pictures (Harmer, 2001, p. 272). Incorporating television and radio games into the classroom can provide another avenue for learners to engage in communicative situations. This approach can foster fluency and confidence in spoken language production. The process may involve various steps. For example, after watching a movie, students might be asked to first write down what they have heard and understood. Next, they could practice speaking by repeating what they have written. Finally, the activity could culminate in a performance where students enact the scenarios they have summarized (Harmer, 2001, p. 272).

1.9.4. Simulation and Role Play

Simulations and role-plays are two widely recognized and engaging activities used in

language learning. Harmer (2001) distinguishes between simulations and role-plays, two popular language learning activities. Simulations focus on replicating real-life situations such as business meetings, airplane encounters, or interviews. Students actively participate in these scenarios, behaving as if they were experiencing them in the real world. In contrast, role-plays involve students collaboratively creating a written scenario and then performing it by assuming specific character roles.

Simulations and role-plays offer versatile tools for language learning. They can be employed to promote general oral fluency or to equip students with the skills necessary to navigate real-life communication situations. Role-plays, in particular, are believed to be effective in fostering awareness of sociocultural variations. By assuming various roles, such as a guest at a party, a travel agent responding to inquiries, or a participant in a public meeting, students can practice adapting their communication to different social contexts. Beyond the benefit of injecting an element of fun into the classroom, these activities provide opportunities for rehearsal and engagement, particularly for introverted learners who may struggle with other traditional methods. According to Bygate (1987), these activities lack an audience component. Instead, participants collaborate within a fictional setting. O'Malley and Pierce (1996) argued that these activities promote greater authenticity by incorporating elements of real-life conversation, such as repetitions, interruptions, recitations, facial expressions, and gestures.

1.9.5. Prepared Talks

Harmer (2001) claimed that this type of speaking activity centers around student-driven presentations. Learners have the autonomy to choose a topic that piques their interest. Following their selection, they prepare written materials, such as notes or handouts, to support their chosen subject. These materials then serve as a springboard for delivering an oral presentation to their instructor and classmates. Students can choose to complete this activity independently, in pairs, or in groups. A popular speaking activity highlighted by Harmer (2001) is the prepared talk. This format involves individual or group presentations where students deliver information on a topic they have personally selected, unlike informal conversations, prepared presentations are not designed to be spontaneous conversations. This is because they are prepared in advance and have a more formal style, similar to written text. However, students can use notes instead of reading from a fully written script (p.174).As well as promoting spoken and written proficiency, prepared presentations go beyond language practice. They actively engage students in developing interaction skills. By presenting in front of an audience, asking and answering questions, and expressing agreement or disagreement, learners gain valuable experience in two-way communication.

1.10. Teachers' and Learners' Role

1.10.1. Teachers' Role

To create an environment that fosters learner confidence and fluency, tutors adopt various roles depending on the specific goals, tasks, and activities. As Harmer (2001, p. 275) highlights, three key roles can be adopted by teachers to encourage student speaking fluency:

1.10.1.1. Prompter

Harmer (2001) claimed that Moments of disfluency, where students hesitate or

struggle to articulate their next thought, are a natural occurrence in language acquisition. In such instances, teachers can leverage the "prompter" role to support continued communication. This role does not entail providing direct solutions but rather strategically offering key vocabulary or thematic cues. By doing so, teachers nudge students towards independent problem-solving, fostering resilience in navigating communication challenges. Ultimately, the objective remains to maintain student engagement in spoken language production and actively promote their linguistic proficiency.

1.10.1.2. Participant

In language production activities, fostering a dynamic and engaging environment is essential for optimal student learning. While teacher participation in discussions can serve valuable purposes, such as facilitating the activity flow, clarifying concepts, and maintaining student engagement, it's crucial to maintain a balanced approach. Excessive teacher participation can inadvertently overshadow student voices, hindering their opportunities to actively contribute and practice the target language. Therefore, skilled teachers act as facilitators, strategically guiding discussions through well-crafted prompts and open-ended questions. This approach encourages students to utilize target language structures, fostering their confidence and autonomy in language production. Ultimately, striking a balance between teacher guidance and student participation is key to maximizing the effectiveness of language production activities (Harmer,2001)

1.10.1.3. Feedback Provider

According to Harmer (2001) when guiding students during speaking activities, teachers need to be careful about how and when they give feedback. If teachers correct students too much while they're speaking, it can make students nervous and hesitant, taking the focus away from having a conversation. On the other hand, offering gentle help when students get stuck can clear up confusion and keep them on track. In any task, teachers

should consider both the ideas students are communicating and the language they're using to express them.

1/10.1.4. Controller:

In the context of classroom interaction, particularly learner-teacher interaction, the teacher plays a pivotal role in guiding the teaching and learning processes. According to Harmer (2001) the teacher is the primary controller of these processes."

1.10.1.5. Assessor:

Harmer (2001) claimed that the teacher's main role is to show students that their language skills are progressing, this involves giving corrective feedback or positive reinforcement. It's essential for students to know how their performance is being evaluated. The teacher should provide clear feedback on students' strengths and areas for improvement, so they have a good grasp of their current proficiency level and what they need to work on. The teacher must also be attuned to students' reactions and find effective ways to handle these interactions

1.10.2. Learners' Role

To promote effective speaking skills in the classroom, Brown (2007) identifies six key roles that learners can choose to adopt. These roles will enhance their spoken language proficiency. Here are the roles students can take on:

1.10.2.1. Imitative:

According to Brown (2007) Immersion in listening materials, especially dialogues between native speakers, presents a valuable opportunity for students to develop their spoken language accuracy. By actively mimicking these speakers, students can refine both their pronunciation (phonology) and sentence structures (grammar). This approach fosters a natural ear for the language, ultimately enhancing their ability to produce accurate and fluent speech.

1.10.2.2. Intensive

Brown (2007) claimed that the very nature of "Target Language" (TL) implies an emphasis on intensive practice. This practice directly contributes to the development of oral production skills. Engaging in conversational activities that encourage free and confident speaking fosters fluency – a crucial aspect of language proficiency.

1.10.2.3. Responsive

According to Brown (2007) to cultivate effective communication and interaction skills, student participation in classroom activities should be multifaceted. This can be achieved by encouraging them to respond to teacher prompts through a variety of methods, including answering and asking questions, posing their own inquiries, expressing their opinions, and collaboratively solving problems that mirror real-like contexts.

1.10.2.4. Transactional

Brown (2007) argued that effective language learning progresses beyond simply providing responsive answers, to enhance their communicative skills, students should actively participate in transactional language tasks. This involves engaging in negotiation, expressing agreement or disagreement with ideas presented by the teacher or classmates, and collaboratively arriving at solutions or conclusions.

1.10.2.5. Interpersonal

Beyond fostering social connections, engaging in conversations and dialogues serves as a valuable tool for students to enhance their comprehension and interactive skills. Through these interactions, students actively listen, process information, and respond, leading to a deeper understanding of the language and the ability to communicate effectively with others (Brown (2007)).

1.10.2.6. Extensive

While comprehension and interaction are fundamental building blocks, effective

language learning necessitates further development. By engaging in oral reports and public speaking, students can hone their communicative abilities and confidently express themselves in a variety of contexts. This active process strengthens their fluency, organization skills, and ability to deliver a clear and impactful message (Brown (2007).

1.11. Assessing Speaking

According to (Brown (2007) in classrooms dedicated to EFL oral expression, instructors frequently employ assessment practices to evaluate student progress and performance. According to Haley and Austin (2004, p.117), assessment encompasses the development of materials, processes, activities, and criteria that function as a tool for determining the extent and effectiveness of student learning.

Developing the ability to engage in successful spoken interactions is the core objective of spoken language instruction. This proficiency necessitates the development of both comprehension and production skills. Recognizing this, Hughes (1989) argued for assessments that go beyond simply testing knowledge. Effective assessments, according to Hughes, should elicit authentic communicative behaviors (performance) that provide a true reflection of a student's spoken language abilities. Furthermore, these assessments should be both valid, and reliable (p. 101).as argued by Linse (2005), validity and reliability are two essential concepts for evaluating assessment practices (p. 140). The determination of an assessment activity's validity necessitates a critical analysis of the activity's content in relation to the intended learning outcomes it aims to measure. Luama (2004) defined the concept of validity as the extent to which scores hold meaning, encompassing a wide range of considerations (p. 184).

The reliability of an assessment tool hinges on the consistency of its results over time. in other words, to ensure a test is reliable, it is essential that the outcomes remain consistent regardless of who administers the test. To ensure reliability, test results should also remain consistent even when administered on different days; as Luama (2004, p.176), defined reliability as the consistent

nature of scores obtained through an assessment.

The concept of assessment can be a source of ambiguity within contemporary educational practices. While many equate assessment with testing, Brown (2004, p. 4) offers a clear distinction. He argued that tests are meticulously planned administrative tools implemented at designated points within the curriculum. During these evaluations, learners are expected to marshal their full cognitive resources to deliver peak performance, acutely aware that their responses are being scrutinized and judged. Assessment, in contrast, is a continuous process encompassing a far broader scope. Every time a student engages in a dialogue by responding to a question, offering a comment, or attempting a new word or structure, the teacher, often on an unconscious level, forms an assessment of their learning progress. Thornbury (2005, p. 124) identified two primary approaches to speaking assessment: formal and informal. Informal assessments happen throughout a language course, at the beginning, end, and sprinkled throughout the program. These often involve asking the learner questions to gauge their comprehension. Formal assessments, on the other hand, rely on standardized tests like performance evaluations, diagnostic tools, progress or development checks, and final examinations.

In the evaluation of learners' speaking abilities, teachers can employ questioning techniques and conversational interactions. This assessment may utilize either analytical scoring, which focuses on breaking down specific aspects of speech, or holistic scoring, which considers the overall effectiveness of communication. Thornbury (2005,p.127) addressed the assessment of a learner's speaking ability by posing the question of how to evaluate it, then offering two methods: holistic scoring, which provides a single score based on an overall impression, and analytical scoring, which involves assigning separate scores for different task aspects. The first method, like assigning a total score out of, for instance, 20, offers the benefit of speed and is likely sufficient for informal assessment progress. In contrast, the second method is time-consuming as it involves providing individual scores for various task elements and considering numerous factors.

When evaluating speaking skills, teachers choose criteria that encompass a range of categories. As outlined by Thornbury (2005, p. 127), there are four main areas: language

use (employing grammatical structures and vocabulary to fulfill task demands), discourse organization (presenting ideas cohesively in speech), pronunciation (articulating clear and understandable speech for task completion), and interpersonal skills (engaging in effective communication and responses). During student assessment, it is crucial to consider that evaluations should focus on measuring students' knowledge and abilities, rather than their deficiencies and limitations.

Conclusion

Speaking, considered a productive skill, plays a crucial role as it assists teachers in assessing students' proficiency in the target language. It serves as a significant criterion, among other skills, contributing to improved academic standing and enhanced educational achievements in the field of EFL teaching and learning. Numerous researchers in applied linguistics argued that teachers should guide students to focus on speaking to emphasize the significance of this skill in acquiring the target language. Under the guidance of their teachers, students will strive to exert more effort and participate in various speaking exercises to enhance their speaking abilities and oral proficiency.

In summary, speaking holds a significant position in EFL teaching and learning as it allows learners to communicate effectively. It also showcases students' capacity to convey and comprehend messages while fostering sociocultural connections with others.

CHAPTER TWO
CLASSROOM TERACTION

Introduction

In the context of teaching and learning English, classroom interaction is viewed as a crucial element. It allows learners to engage in authentic communicative scenarios, where they can practice expressing their thoughts and viewpoints. This interactive process not only enhances their fluency but also helps them develop accuracy, both of which are essential for successful language acquisition.

As is expected, classroom interaction was a valuable approach to enrich learning by facilitating opportunities for learners to engage, participate, expand their knowledge, and enhance their speaking skills. Consequently, a significant portion of the second chapter is dedicated to emphasizing the significance of interaction in advancing the acquisition of a second or foreign language, particularly focusing on oral proficiency, which is the central theme of the ongoing research. The focal point of this chapter centers on educational interaction. Initially, it explores various scholars' definitions of classroom interaction to underscore its significance and role in an English as a Foreign Language (EFL) context. Subsequently, it delves into the categorization of classroom interaction and sheds light on its different aspects. Furthermore, the chapter covers interaction patterns, techniques, factors influencing classroom interaction, teachers' roles and duties, and the management of interaction within the classroom. Lastly, this theoretical section highlights the impact of classroom interaction on enhancing students' speaking abilities.

2.1. Definition of Classroom Interaction

Brown (2001) claimed that during the communicative language teaching era, interaction is truly at the core of communication; it embodies the essence of what communication entails (p.165). This explores the concept of classroom interaction. To understand it fully, we need to examine each element separately. A classroom is the primary space where teaching and learning activities occur. Interaction, as defined by the

Cambridge online dictionary, refers to a two-way exchange or influence between people or things, involving communication or responding to each other.

Numerous researchers and scholars strive to formulate a precise definition of the concept of “classroom interaction” and highlight its importance, particularly in enhancing skills and fostering knowledge. Hadfield and Hadfield (2008) emphasized that interaction goes beyond mere message construction; it entails actively engaging with others. This involves selecting language suitable for the individual you are communicating with, responding to their statements, participating in conversational turn-taking, prompting them to speak, showing interest, shifting topics, requesting clarification or repetition, and similar actions (p.105).

According to Wagner (1994) interactions are mutual occurrences that necessitate a minimum of two entities and two activities. It takes place when there is a shared impact on each other achieved through the successful exchange of messages (p.8).

Robinson (1994) asserted that interaction involves mutual face-to-face engagement. This can manifest verbally, through written or spoken language, or non-verbally, encompassing touch, proximity, eye contact, facial expressions, gestures, appearance, environmental elements, and the use of time. In his definition, Robinson elaborates that interaction is a direct exchange between students and their instructor or among the learners themselves (p.7). Ellis (2008) further stated that interaction is defined as a form of communication between two individuals, whether face-to-face or while engaged in collaborative tasks (p.1). Walsh (2011) also categorized classroom interaction as a teaching approach that enables the acquisition of knowledge and the achievement of specific learning objectives. Dippold (2015) highlighted the use of interaction by both learners and teachers to negotiate specific roles and the nature of their interactions within the classroom environment (p.13). Kalantari (2009) described it as the engagement between educators and students within the

educational setting. Consequently, interaction forms the core of effective communication.

2.2. Types of Classroom Interaction

There are various forms of classroom interaction that can benefit both the teacher and the student. Thurmond (2004) described interaction as encompassing various forms of engagement by learners with the course content, fellow students, the teacher, and the technological tools utilized in the course. Genuine interactions with other learners, the instructor, and technology lead to a reciprocal exchange of information aimed at advancing knowledge acquisition within the learning environment (p.24). Based on this, we can identify four main types: student engagement with course content, student-to-student interaction, student-teacher interaction, and student-technology interaction. However, as Angelo (1993) noted, these can be distilled into two primary categories: teacher-student interaction and student-student interaction. Broadly, classroom interaction is recognized to have two main forms: student-student interaction and student-teacher interaction, which will be the focus of this research.

Classroom interaction can be broadly categorized into two main types:

2.2.1. Student-student interaction

Harmer (1998) emphasized that "an effective teacher maximizes Student Talking Time and minimizes Teacher Talking Time". Contemporary understanding of communication examines the interaction among learners, its influence on learning, and how it encourages language use. The teacher assumes the role of a facilitator while learners actively participate. Learner-learner interaction manifests in group settings, known as group interaction, and in pairs, referred to as peer interaction (p.4).

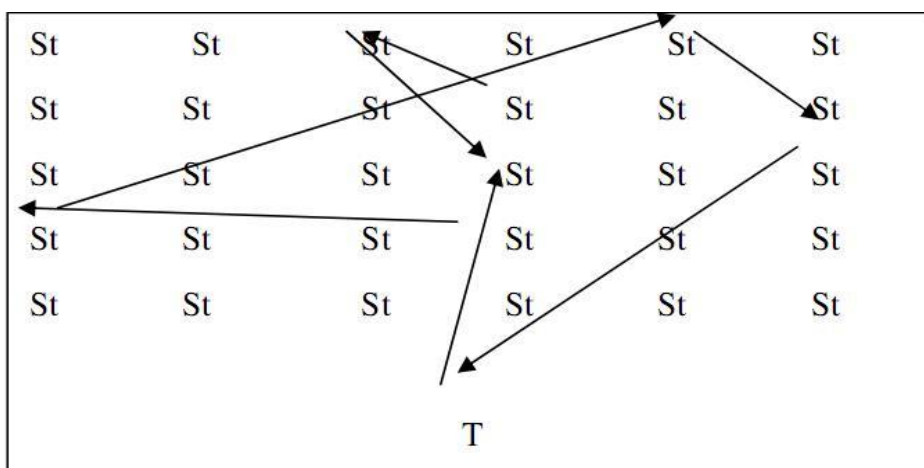
Johnson (1995) suggested that student-student interaction in second language classrooms offers a range of benefits. This type of interaction facilitates more natural and spontaneous language use, enables students to clarify meaning, choose when to contribute, and direct

the conversation topic. Moreover, it empowers students to tap into their existing knowledge and communication skills, thereby actively engaging with their peers (p.116).

Mackey (2007) claimed that student-student interaction among learners provides them with the freedom to converse with one another. This interaction can take place in groups, referred to as student-student interaction, or in pairs, known as peer interaction. The purpose is to give students opportunities to speak and practice their speaking skills in the classroom. When working in groups, students can provide feedback in the target language by correcting each other's errors or asking questions.

A student-centered approach fosters a more comfortable environment, encouraging students to engage in more conversation with their peers. This structure increases student talk time, allowing all class members to contribute to the interaction based on their respective language proficiency levels (Harmer, 2009).

Scrivener (2005) presented a visual representation to illustrate the dynamics of student-student classroom interaction. The diagram depicts the flow of interaction between students, showcasing how they share information and provide feedback to one another in the learning process (p.86).



. Figure 2.1: student- student classroom interaction (Scrivener, 2005, p. 86)

Key:



Student- Student interaction

St: Student

T: Teacher

Naegle (2002) encourages student-student interaction, as it is advantageous for learning and keeps learners actively engaged and motivated. Effective management and appropriate structuring of student-student interaction can lead to improved educational outcomes, cognitive development, and the development of social competencies. It can foster informal learning styles, promote positive attitudes towards learning, and enhance students' ability to collaborate effectively.

Student-student interaction is an integral and indispensable component of classroom communication. This type of interaction provides students with opportunities to work in a relaxed environment, with less control and in a more natural manner. Ultimately, student-student interaction enhances the language learning process and leads to effective communication.

2.2.2. Teacher - Student Interaction

The way teachers engage with their students significantly shapes the learners' development, achievement, and performance. According to Harmer (1998), a teacher's ability to interact effectively with students is considered a crucial skill in a classroom where they share a common language. Teacher-student interaction is one of the most influential components within the learning environment, taking place in the classroom between the teacher and individual students or the teacher and the entire class (p.3).

This form of interaction occurs when the teacher poses questions to students, who then respond, and vice versa, or when the teacher actively engages in learning tasks. This interaction also extends to interactions between the teacher and the entire class, small groups within the class, or individual students, as noted by Dagarin (2004).

Brown (2001) advises that teachers should be mindful of the amount of time they spend talking during a class session. It is suggested that teacher talk should not dominate

the majority of the class hour, as this could potentially limit students' opportunities to engage in dialogue. Providing students with sufficient time to express themselves and participate actively in discussions is essential for creating a dynamic and interactive learning environment (p.99).

Scrivener (2005) developed a visual representation of teacher-student interaction, illustrating the way in which teachers engage with their learners (p.85).

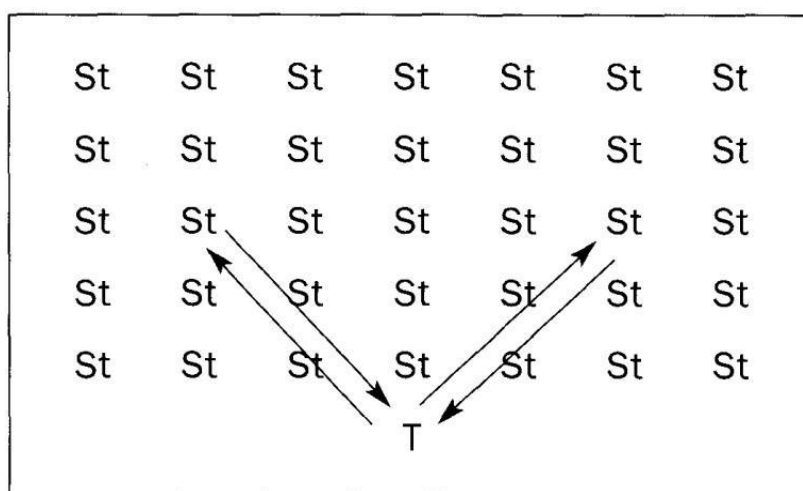


Figure 1.2: Interaction between teacher and students (Scrivener,2005, p. 86)

↗ A teacher interacts with a student

St: Student

↖ A student interacts with a teacher

T: Teacher

Scrivener (2005) contends that while students acquire knowledge and understanding from their teachers through listening, it is crucial that the teacher's speech does not overshadow the classroom environment. The typical pattern of teacher-learner interaction often follows the sequence of Initiation-Response-Feedback (IRF), where the teacher initiates the interaction by posing a question and concludes the exchange by providing immediate feedback.

2.3. Aspects of Classroom Interaction

Classroom interaction encompasses two crucial elements that contribute to successful language learning: negotiation of meaning and feedback. According to Yu

(2008) in the Asian Social Science journal, in the context of classroom interaction, both teachers and students have the ability to create learning opportunities that stimulate students' interest and potential to engage in communication with others (p.28).

Allwright (1984, p. 42) claimed that learners who actively negotiate the input they receive demonstrate higher levels of vocabulary acquisition. He further suggests that interaction is a key facilitator of language development and overall learner development. Building upon this perspective, Ellis (1999, p. 9) contends that "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output". In essence, students can enhance their learning by negotiating meaning, which allows them to receive feedback from their interlocutor, enabling them to modify and refine their output accordingly. Also, Chaudron (1998) highlights that there has been a significant shift towards emphasizing the interactive aspects of classroom behaviors, including: Turn-taking, feedback, and negotiation of meaning. These interactive features have become increasingly important in the classroom (p.131-136)

2.3.1. Negotiation of Meaning

Negotiating meaning plays a central role in classroom interaction and is vital for learners' active participation in foreign language learning tasks. This process occurs when learners strive to communicate effectively in the classroom, aiming to prevent misinterpretation or misunderstanding that could hinder communication effectiveness. It involves a verbal exchange aimed at minimizing communication breakdowns. According to Ellis & Barkhuizen (2005), negotiation of meaning involves clarifying the intended message in case of communication breakdowns, an essential component of authentic spoken interaction where learners must make their language output more understandable to their conversation partners. Mackey (2007) emphasized that through techniques like repetition, segmentation, and rephrasing, interaction can help learners focus on the

relationship between form and meaning, providing them with the opportunity to refine their understanding and encoding of language meaning (p.12-13).

According to Mackey (2007), there are three key processes that can be used to enhance learners' interaction and motivation, fostering an environment of mutual understanding and helping students reach the intended meaning: repetition, segmentation and rewording; repetition involves the interlocutor repeating the student's exact speech when they do not grasp the precise meaning of the original utterance. Segmentation is another process for repairing a negotiation, where the student repeats their utterance by breaking it into more comprehensible linguistic segments, using rising or falling intonation to signal the division. The last process is rewording, which means rephrasing the original utterance until they reach agreement between them, often by using simpler words. These techniques provide scaffolding that supports learners in negotiating meaning and achieving successful communication, thereby enhancing their motivation and interaction in the language learning process.

According to Gass (1997), the value of negotiation can be summarized in the following quote:

The claim is not that negotiation causes learning or that there is a theory of learning based on interaction. Rather, negotiation is a facilitator of learning; it is one means but not the only means of drawing attention to areas of needed change. It is one means, by which input can become comprehensible and manageable, [and]... it is a form of negative evidence (helping) learners to recognize the inadequacy of their own rule system. (p.131–132).

Gass (1997) connected the concept of negotiation of meaning to the learning process, suggesting that learning through interaction can be fostered by negotiation. This is because negotiation facilitates students' comprehension of input by breaking down complex information into more manageable and understandable chunks. When learners actively engage in negotiation, they have the opportunity to clarify misunderstandings,

request for clarification, and receive feedback, all of which contribute to their ability to grasp the intended meaning. By negotiating meaning, students can better comprehend the input they receive, leading to more effective learning through interaction.

According to Al-Mahrooqi and Tuzlukova (2011) in their research paper which sets out to provide a comprehensive analysis of the concept of negotiation of meaning and its connection to learners' communicative competence. the paper contends that negotiation of meaning is a crucial component in foreign language instruction, because it creates a supportive environment where learners can actively use the target language without undue pressure or anxiety, negotiation of meaning facilitates the production of both comprehensible input and output, which are essential for language acquisition. The study found that negotiation of meaning is an essential process in foreign language classrooms, as it provides learners with opportunities to produce language in a supportive environment while also helping them develop communicative competence through the exchange of comprehensible input and output. By engaging in negotiation, learners can clarify misunderstandings, request for clarification, and receive feedback, all of which contribute to their ability to communicate effectively in the target language. Negotiation of meaning facilitates the generation of comprehensible input, output, and feedback that informs learners about the success of transmitting their intended messages. It also encourages learners to employ strategies that help them get their messages across when communication breakdowns occur. Furthermore, negotiation is a beneficial problem-solving strategy that teaches social skills and enables students to learn from each other.

Hartono and Ihsan (2017) examined in their study the ways in which learners of English employed negotiation of meaning strategies in conversation performed by six undergraduate EFL students. The data were collected through the participants' performance in an information gap activity, Spot the Difference task and analyzed using conversation

analysis. The results revealed that frequently used negotiation of meaning strategies (confirmation checks, repetitions, and self-corrections) were used to help their interlocutors understand and comprehend meaning. Furthermore, this study revealed that the information gap activity provided opportunity for the participants to negotiate meaning as it required them to exchange information and compare the similarities and differences of their pictures.

a study conducted by Bitchener (2004) who examined the long-term retention of linguistic knowledge acquired through negotiation among ESL learners over a 12-week period. The research found that learners demonstrated a high retention rate of the knowledge gained, both one week and 12 weeks after the interaction. Notably, the study revealed that vocabulary was the most frequently negotiated aspect of language, surpassing pronunciation and grammar.

3.2. Feedback

Feedback is considered the second central aspect of classroom interaction, as it plays a vital role in promoting students' learning and achievement. When provided effectively, it helps learners identify areas for improvement, reinforces their understanding, and guides them towards better performance. In the foreign language classroom, feedback allows students to receive guidance on their language use, pronunciation, grammar, and overall communicative competence. This, in turn, supports their language learning process and helps them progress towards their learning goals. Ultimately, it is an essential element of classroom interaction that enhances students' learning and achievement in foreign language acquisition.

According to Ur (2000, p.53), feedback refers to the responses provided by teachers to students to inform them about the quality of their performance. Mackey (2007, p.30) also suggested that when learners engage in interactive feedback, they focus on error

correction and modification, thereby enhancing their speaking skills. This means learners should actively monitor their oral performance, correct errors, and strive to avoid them to receive positive feedback from teachers, which can serve as motivation for improvement. In the language learning environment, students frequently seek insights into their progress compared to their peers. It is crucial for teachers to discern the appropriate timing and method for delivering feedback to optimize the learning outcomes for students, London (2003) emphasized the overall significance of feedback by asserting that it serves to guide, inspire, and acknowledge individuals. Feedback forms the foundation for growth and career planning. Furthermore, it aids in fostering strong interpersonal relationships (p. 21). Mackey (2007) categorized feedback into two main types. The first type, known as Explicit Feedback, involves teachers correcting the linguistic errors in learners' oral responses. Dabaghi (2008) exemplified this by describing how teachers intervene immediately when a mistake is made, providing the correct form along with an explanation of the relevant language rules. This direct approach aims to guide learners in rectifying their errors promptly (p.3). The second type is Implicit Feedback involves the teacher subtly adjusting the learner's statement by modifying sentence components or seeking clarification to prompt the learner to correct their mistake. Dabaghi (2008) explained that implicit correction entails offering learners indirect feedback, such as recasts - a restatement of the learner's incorrect utterance in the correct form (p.3). Ellis, Loewen, & Erham (2006) differentiate between these feedback types, noting that implicit feedback does not overtly indicate an error, unlike explicit feedback which does. Implicit feedback commonly manifests as recasts, where the teacher subtly guides the learner towards the correct language form without explicitly pointing out the mistake (pp.340-341).

According to Yulia and Zainil (2021) who investigated the types of oral feedback used by EFL teachers, the reasons behind their use of oral feedback, and students'

perceptions of the teachers' oral feedback. The participants included three teachers and students from grades 7-9 at a school in Batam, Indonesia. The findings showed that the teachers used six types of oral feedback: correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. However, the overall use of these feedback types was relatively low. The teachers provided oral feedback due to a sense of responsibility and obligation, the perceived effectiveness and efficiency of oral feedback, its utility, the positive impact on students, and the consequences of not providing oral feedback. Through stimulated recall interviews, the teachers admitted they were not always optimal in delivering feedback to students. Most students viewed the oral feedback positively, though some felt sensitive to it. Nevertheless, students recognized the positive effects of the oral feedback on their work and performance.

2.4. Verbal Interaction Principles

In the foreign language learning classroom, interaction is crucial for the learning process as it enables learners to actively engage with the target language and practice their speaking skills within the class environment. Therefore, classroom interaction encompasses key perspectives and principles that learners need to grasp for effective language acquisition. We will examine some of the key principles of verbal interaction as outlined by McCarthy (1991).

2.4.1. Adjacency Pairs

According to McCarthy (1991) In conversation, pairs of utterances are often interdependent, where one utterance sets up an expectation for a specific type of response from the other speaker. The most obvious example is that a question anticipates an answer, and an answer implies a preceding question. It is possible to define the requirements for many types of utterances in a typical conversational sequence, based on the expected response and the presuppositions of certain responses. For instance, a greeting predicts a

greeting in return, a congratulation sets up an expectation for thanks, an apology requires acceptance, an inform prompts an acknowledgment, and leave-taking is followed by leave-taking. This interdependence between utterances helps structure and maintain the flow of conversation, as speakers anticipate and respond to each other's conversational moves (p.119).

2.4.2. Exchanges

According to McCarthy (1991) exchanges are self-contained units that can be observed independently, and within these units, adjacency pairs can be identified. In other words, exchanges are the basic building blocks of any interaction. In traditional classroom settings, the exchange pattern typically involves students responding to the teacher's initiations and follow-up moves. This remains the predominant structure in many language classes. In such cases, learners seldom have the opportunity to assume roles beyond that of a responder. As a result, learners get minimal or no practice in understanding and using different utterance functions. Even when learners are prompted to initiate an exchange, the teacher often maintains control over the follow-up move students are now encouraged to take the lead, respond actively, and effectively conclude their interactions. This shift aims to equip learners with the skills needed to apply the target language beyond the classroom, where they will engage in more dynamic conversations beyond mere responses to instructors' inquiries. To support this development, educators should motivate students to engage in typical follow-up strategies through the creation of essential speaking tasks, such as peer interviews or activities incorporating question-answer formats. These initiatives are designed to help learners reach their educational objectives and enhance their conversational proficiency for practical communication scenarios. (p.122).

2.4.3. Turn Taking

McCarthy (1991) proposed that conversational turns should transition smoothly,

with minimal overlap, interruptions, and brief silences (typically less than a second) between speakers. This suggests a structured turn-taking system where the current speaker either chooses the next speaker or allows for self-selection if no one is nominated. If neither participant takes up the next turn, the current speaker retains the floor. Participants may employ various linguistic strategies to enter or deviate from the typical turn-taking flow, such as politely seeking a turn with phrases like "If I may, I wonder if I might say something." McCarthy also noted the use of "back-channel responses" as linguistic tools to avoid taking a turn when the opportunity arises. These responses, like "mm," "ah-ha," or short words such as "yeah," "no," "right," or "sure," vary across cultures. Additionally, turn-taking involves predicting and completing others' utterances, as well as non-verbal cues like head movements and eye contact that influence how turns are exchanged. (p.127).

Turn-taking is a fundamental aspect that governs all conversations, determining how turns are distributed among participants. As Thornbury (2005) emphasized, the primary function of turn-taking is to enable conversations to take place. Without an established system for managing who speaks when, conversations would quickly break down into chaos. The turn-taking mechanism ensures that participants take turns expressing their thoughts, allowing for an orderly exchange of ideas and information. It is a crucial component that allows conversations to flow smoothly and effectively serve their purpose as a means of communication (p.8).

2.4.4. Transactions and Topics

2.4.4.1. Transactions

McCarthy (1991) discussed how speakers use discourse markers to manage and structure longer stretches of talk. He also considered how the realization of these markers varies across different languages. Transaction markers are commonly found in conversations, particularly at the beginning and end of exchanges. As an example, a teacher

might illustrate the use of transaction markers like "right," "now," "so," and "okay" to their students by drawing attention to how these markers are employed throughout the lesson. It is valuable to raise students' awareness of whether these transaction markers can be directly translated into their native language (L1) by providing activities that require opening and closing within a specified time frame. This allows students to observe how transaction markers function in managing the flow of conversation and to consider potential differences in their usage across languages (p.130).

2.4.4.2. Topics

According to McCarthy (1991) Topics can be delineated formally as segments of conversation delineated by specific topic or transactional indicators, like lexical markers such as "by the way" for topic shifts, or phonological cues like variations in pitch (pp.131-132). Alternatively, an approach rooted in semantics involves encapsulating the essence of various conversational segments through concise single-word or phrasal descriptors, such as 'holidays' or 'buying a house'. Another perspective suggests employing interactive criteria, where a subject is recognized as a topic only when multiple speakers contribute utterances that are pertinent to it (p.132).

From a pragmatic standpoint, McCarthy defined topics as "strings of utterances perceived as relevant to one another by participants in talk" (p.132). This interactive definition emphasizes how topics emerge organically through the collaborative efforts of speakers to maintain coherence and relevance in a conversation. However, McCarthy noted that the prevailing definition found in language teaching materials presents topics more simplistically as "titles for the 'subject matter' of speech events" (p.132). This semantic approach reduces topics to mere labels or summaries of the general subject being discussed. In essence, the pragmatic definition focuses on the dynamic, interactional process of topic development, while the dominant definition in pedagogical resources treats topics more

statically as topical headings or themes. McCarthy's comparison highlights the difference between how topics are conceptualized in actual discourse versus how they are typically presented in language instruction.

2.5. Techniques for classroom interaction

To achieve effective classroom interaction, several strategies are essential. El-Koumy (1997) in his article highlighted three key techniques that EFL teachers should utilize to support Communicative Interaction (CI) in their classes: scaffolding, questioning, and cooperation.

2.5.1. The Scaffolding Technique

According to El-Koumy (1997) In every teacher-student interaction, teachers typically possess greater knowledge and authority within the classroom setting. Essentially, teachers are more informed than their students, drawing from experience to effectively manage interactions and guide learners, placing them in a position of superiority. However, this authority does not hinder productive teacher-learner interactions. To foster a supportive learning atmosphere that promotes interaction, teachers can employ the scaffolding technique. This approach shifts the teacher from being the primary source of content knowledge to acting as a mentor and facilitator of learning. By adopting this technique, learners are encouraged to ask questions, collaborate, and assume a more active role in their educational journey and he claimed that Teachers can employ various activities, such as reciprocal teaching, providing contextual cues, and utilizing half-finished examples, to implement the scaffolding technique. These activities serve as temporary aids that assist teachers in engaging with their students and gradually fostering greater independence among the learners (p.3).

Zarandi and Rahbar (2014) in their study which aimed to evaluate the impact of interactive scaffolding strategies on the speaking proficiency of English as a Foreign Language (EFL)

students. A cohort of 60 Iranian EFL learners underwent an initial speaking assessment before being randomly allocated to experimental and control groups. The results demonstrated the effectiveness of interactive scaffolding techniques in improving the speaking skills of EFL learners. The study's outcomes offer valuable insights for EFL instructors, revealing that scaffolding not only assesses students' current performance levels but also identifies their learning capabilities. This information enables teachers to tailor personalized learning plans to accommodate the diverse educational requirements of individual learners.

Naibaho (2019) conducted a study at Universitas Kristen Indonesia focusing on the effectiveness of the scaffolding method on students' speaking achievement. The research utilized classroom action research over two cycles, employing test sheets and observation sheets for data collection, which were analyzed using descriptive statistics. The findings revealed that the scaffolding method effectively improved students' speaking achievement and skills. The study concluded that the scaffolding method is a beneficial approach for teaching speaking in the classroom, recommending its implementation by lecturers to enhance students' speaking abilities.

2.5.2. The Questioning Technique

The questioning technique is widely utilized in most classrooms to facilitate Communicative Interaction (CI). In classrooms, questioning by both teachers and students accounts for a substantial portion of daily interactions. In fact, across all grade levels, approximately 70% of the average school day is occupied by questioning activities (Daly et al., 1994, as cited in El-Koumy, 1997, p.3).

Koumy (1997) claimed that students often lack extensive knowledge of the target language, and their ability to absorb and retain new words, structures, and concepts is restricted. Therefore, teachers should employ questioning strategies that foster active

student participation in classroom interactions, rather than allowing students to remain passive and disengaged (p.4).

Arini and Wahyudin (2022) conducted a study to examine the perceptions of 24 freshmen English Education students regarding the use of questioning techniques to enhance their speaking skills at the tertiary level. The findings clearly indicate that the students had a positive attitude towards the implementation of questioning techniques in improving their speaking ability. The students perceived that they experienced improvements, particularly in fluency, accuracy, comprehension, vocabulary, and pronunciation. Furthermore, the questioning technique encouraged students to be more active and engaged in learning activities. Additionally, it helped boost students' self-confidence. In summary, the study implies that the more questioning techniques are utilized, the better the students' spoken ability may become.

Wahyudi (2017) in his study aimed to enhance students' speaking skills through the use of Questioning techniques and to identify the factors influencing changes in students' speaking proficiency. Conducted as classroom action research in two cycles, the participants were freshmen from the English Education Department. The results indicated that the Questioning Technique had a positive impact on students' speaking abilities, particularly in accent, grammar, vocabulary, fluency, and comprehension, with the most significant improvement observed in speaking fluency. Additionally, the technique boosted students' self-confidence and participation in the classroom. In summary, increased utilization of the questioning technique correlated with enhanced speaking abilities among students.

2.5.3. The Cooperative Learning Technique

The cooperative learning technique involves a set of instructional activities where students work together in groups or pairs, as described by El-Koumy (1997, p.7). In

essence, cooperative learning involves grouping learners together to foster social relationships among them, thereby enhancing the learning process.

These methods promote interaction among students, encouraging active participation in classroom activities and assignments. According to Harmer (2001) group and pair work enhances each student's speaking opportunities, enabling them to interact and collaborate independently, rather than relying solely on the teacher's constant direction. This approach fosters students' independence and autonomy (116).

M. Al-Tamimi and Attamimi (2014) examined the effectiveness of cooperative learning (CL) in enhancing the speaking skills and attitudes of Yemeni students in English language classrooms. The researchers used a quasi-experimental design involving 60 undergraduates from Hadhramout University, collecting data at multiple points before and after the experiment. The study found significant improvements in students' speaking skills and attitudes after the introduction of CL techniques.

Namaziandost et al. (2019) tried to investigate the impact of cooperative learning (CL) on improving Iranian intermediate EFL learners' oral proficiency motivations toward learning English. To fulfil this objective, 90 participants were selected and divided into two equal groups; one experimental and one control group. Then, the sample's speaking skills were first examined through an English oral test prior to and after some cooperative learning instructional activities were provided. The results indicated a significant improvement in the learners' speaking skills after utilizing cooperative learning techniques.

2.6. The Importance of Classroom Interaction

The importance of speech as a fundamental aspect of communication cannot be overlooked, regardless of whether it is considered the primary mode of interaction. Therefore, the success of students in language acquisition predominantly hinges on their proficiency in effectively communicating in the language. Ellis (2003) claimed that the

ultimate objective of learning is to master the target language by using it fluently, accurately, and effectively in real-life situations, proficiency in speaking the language smoothly, naturally, intelligibly, accurately, and fluently is seen as the key indicator of language competence. Foreign language learners prioritize speaking as the most essential skill to acquire, evaluating their advancement based on their success in verbal communication (p.103).

Johnson (1995) viewed the classroom as a distinctive communication environment where structured patterns of communicative behaviour are actively shaped through negotiation between teachers and students. He highlights that when second language learners enter the classroom, they are immersed in a communicative setting where the teacher typically establishes the norms of participation (p. 33). Nunan (1989) also asserted that interaction plays a crucial role in fostering learners' development of advanced cognitive skills such as interpreting, analyzing, and manipulating information. Additionally, many educators believe that the primary objective of interaction is to encourage learners to engage in conversation and sustain their participation, serving as a platform to enhance critical thinking and apply information meaningfully.

According to Hall and Verplaetse (2000), classroom interaction is a valuable practice that promotes the advancement of essential skills like speaking and listening, enabling learners to develop the ability to think critically and express their opinions within their peer group. In essence, classroom interaction supports students in cultivating advanced cognitive abilities such as interpreting, analyzing, and manipulating information. Ellis and Fotos (1999) highlight the significance of interaction in enhancing language acquisition. Interaction helps learners communicate more effectively with peers, exposing them to the target language. It also provides opportunities for students to share ideas, practice what they've learned, and reinforce their knowledge. Furthermore, interaction

encourages peer support by correcting errors, fostering a collaborative environment. Additionally, it exposes learners to diverse perspectives, broadening their understanding. Interaction also allows learners to correct themselves, solidifying their language grasp. Finally, it enables learners to take on a teaching role, deepening their engagement and ownership of the learning process. Through these benefits, interaction emerges as a powerful tool for language acquisition, facilitating communication, practice, collaboration, and personal growth.

2.7. The Role of Classroom Interaction in Improving Students' Speaking Skills

Interaction is a crucial component in the development of second and foreign languages. It is vital in the teaching and learning process because it enables learners to think creatively through sharing ideas, knowledge, and opinions with the teacher or peers. Classroom interaction also fosters learners' speaking skills and encourages them to address their knowledge gaps by repeating and clarifying information. According to Hedge (2000), interaction provides learners with appropriate and accurate language input. It allows them to receive feedback from the teacher or their peers, which in turn encourages them to enhance their linguistic knowledge. Hedge (2000) further stated that interaction compels learners to produce accurate language. Additionally, classroom interaction plays a vital role in the language learning process as it gives learners the opportunity to communicate in the target language. This interaction enables learners to derive meaning from classroom activities, which is heavily dependent on the relationship between the teacher and students. Pourhossein (2014) in his study demonstrated that classroom interaction is an effective teaching method for improving students' speaking abilities. The study involves 12 intermediate-level students from the Reshad Language Institution, divided into two groups: an experimental group and a control group. The study aims to investigate the impact of classroom interaction on enhancing learners' speaking skills. the results show the

significance of classroom interaction as a pedagogical strategy for improving speaking skills.

Conclusion

To conclude, classroom interaction is of paramount importance in the context of foreign language learning. For effective interaction to occur in the EFL classroom, active participation from both students and teachers is essential to facilitate a reciprocal exchange of ideas and information. Teachers can employ various techniques to promote interaction among learners. It is considered an engaging aspect of the teaching and learning process, as it leads to the development of language proficiency. In addition to language skills, learners also acquire crucial interactional skills such as initiating conversations, responding appropriately, and closing discussions.

Classroom interaction enables learners to understand and express themselves more effectively. Moreover, student participation is highly recommended for fostering classroom interaction, as it allows learners to share their ideas, insights, and experiences. Most importantly, interaction within EFL classes can significantly improve students' oral fluency and proficiency. Consequently, it is essential for EFL teachers to assume different roles and adapt various methods and techniques to encourage students to enhance their speaking skills. By creating an interactive classroom environment, teachers can facilitate language learning and help students develop their communicative competence.

CHAPTER THREE

FIELD WORK

Introduction

To practically examine the theoretical concepts discussed in preceding sections and gain a clear understanding of the link between classroom interaction and speaking proficiency among EFL students at the University of Biskra, the researcher conducted interviews with teachers and distributed questionnaires to students. Given that teachers and students are pivotal factors in the classroom setting, their insights are crucial for testing the proposed hypotheses. Therefore, the primary method employed to gather perspectives from teachers and students was through conducting interviews with teachers and administering questionnaires to students. The use of those data collection tools aligns with the research objectives, enabling to comprehend the behaviors of teachers and students in the context of classroom interactions. The teacher interviews aimed to explore their viewpoints on utilizing interaction as a pedagogical tool to enhance students' speaking abilities. Conversely, the student questionnaires sought to ascertain the significance learners attribute to classroom interactions in developing their speaking skills through engagement with peers and instructors. Throughout this process, researcher encountered various constraints and have provided recommendations for future research endeavours.

3.1. Teachers' Interview

3.1.1 Aim of Teachers' Interview

To determine if the oral expression teachers at the University of Biskra are using classroom interaction as a teaching method to enhance students' speaking abilities, it is crucial to gather the teachers' perspectives on this strategy. Researcher conducted interviews with teachers to gain insights into their opinions and attitudes regarding classroom interaction and its effectiveness in improving EFL students' speaking skills.

3.1.2. The Sample

This interview involves six teachers from the English department at the University of Biskra who teach the oral expression module. These teachers were selected randomly from the pool of oral expression instructors at the university. The rationale behind this selection was that teachers of oral expression are deemed more instrumental in aiding our research compared to instructors of other modules, as they play a crucial role in teaching students how to speak and enhance their interactive and communicative abilities.

3.1.3. Description of Teachers' Interview

The interview with the oral expression teachers consists of 10 open-ended questions, where the interviewees were asked to provide answers along with explanations and specifications. The first question aimed to determine the teachers' experience in teaching the oral expression module by inquiring about the number of years they have been teaching it. The second question was designed to assess whether the teachers provide their students with opportunities to speak, interact, and participate in the classroom. The interviewees were then asked about their approach to dealing with students and motivating them to speak. Drawing on their experience, the teachers were questioned about the difficulties students may face and the activities they commonly rely on during an oral expression course. The next question focused on the teachers' opinions regarding the relationship between speaking and listening skills. Furthermore, the interviewees were asked about the type of interaction they predominantly apply, whether teacher-student or student-student, and which type their learners prefer. The subsequent question aimed to gather the teachers' views on the role of classroom interaction in developing students' oral proficiency and reducing their speaking mistakes. Finally, the teachers were asked whether they provide their students with feedback, the type of feedback (explicit or implicit), and the reason behind choosing a specific type.

3.1.4. Analysis of Teachers' Interview

item1/ how long have you been teaching oral expression

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6
five years	seven years	five years	two years	four years	four years

Table 1: Teachers' experience in teaching oral expression

The collective average experience of the teachers ranges from two to seven years. Two teachers (33.33%) indicated a five-year tenure in teaching oral expression, while another two teachers (33.33%) stated a four-year experience. One teacher (16.67%) reported seven years of teaching oral expression, and the remaining respondent (16.67%) mentioned a two-year teaching background.

Based on the feedback from teachers, it can be inferred that the majority of educators have extensive experience teaching the oral expression course, with teaching durations ranging from 4 to 7 years. This suggests they possess significant expertise in student engagement and fostering classroom interaction. In contrast, one teacher has only taught oral expression for two years, indicating comparatively less experience in this specific area of instruction.

Item2: do you provide opportunities for students to practice speaking in class? What are they?

Teacher1: “Undoubtedly, fostering in-class opportunities for oral communication practice is paramount; however, the effectiveness of such strategies hinges on factors like available instructional time and student enrollment. I give them opportunities to speak like presenting and sharing a regular part of class activity to ensure every student's voice is heard”.

Teacher 2: “Of course I do, students' speaking time exceeds the teacher's speaking time. This is a desirable outcome, as it fosters a classroom environment rich in opportunities for students to hone their oral communication skills. I provide them with a lot of opportunities to speak as discussions, posing questions, and presentations”.

Teacher 3: “Indeed, as it is an oral expression session, we have a responsibility to provide students with opportunities to articulate their thoughts, pose questions, respond to inquiries, and receive constructive feedback”.

Teacher 4: “Of course, I provide students with ample opportunities to practice their speaking skills. This includes assigning oral presentations, conducting class discussions”.

Teacher 5: “Yes, it is a speaking session, therefore, active participation in speaking is required”.

Teacher 6: “Absolutely, since this is a session dedicated to speaking practice, it is our responsibility to encourage students to actively participate by expressing themselves and providing them with opportunities to speak, such as discussions, oral presentations, asking questions, and other opportunities”.

Based on the responses received, it is evident that all teachers are committed to creating opportunities for their students to practice speaking in the classroom, aiming to enhance their interactive and communication skills. With a student-centered approach, teachers actively engage with their students to promote classroom interaction. While one teacher considers factors like class duration and student numbers when providing speaking opportunities, another stresses the importance of allocating ample time for student speaking. However., the remaining three teachers asserted that since this is an oral expression session, it is imperative that we provide our students with opportunities and encouragement to actively participate in speaking activities.

item3/ How do you encourage your students to actively speak and participate during your oral expression lessons?

Teacher 1: “I subtly guide them to set goals and develop a clear understanding of their learning needs by motivating them to engage in extensive English practice”.

Teacher 2: “I allow students to choose topics that align with their interests, ensure

equitable and considerate treatment of all students, actively engage them through questioning, and provide opportunities for each student to contribute by calling on them”.

Teacher 3: “I engage them with inquiries, maintain fairness in treatment, and aim to boost their self-assurance by emphasizing the significance of practice and reassuring them that errors are part of the learning process, not indicative of failure”.

Teacher 4: “By allowing them to choose topics aligned with their interests, and offering extra points, even if minimal (0.25)”.

Teacher 5: “By attempting to foster a setting that empowers students to freely and comfortably share their ideas, in tandem with choosing engaging discussion topics.

Teacher 6: By offering students the freedom to select topics and infusing an element of enjoyment into the classroom”.

Motivation plays a crucial role in the learning process, enabling students to engage actively and excel in the classroom, ultimately aiding in the enhancement of their speaking abilities. Many educators emphasize the significance of motivating students through various strategies, such as "posing questions, prompting them to set goals and engage in extensive target language practice, allowing them to select topics aligned with their interests, fostering an environment where they feel at ease and empowered to express themselves, treating all students fairly and with kindness, offering additional incentives like extra marks, and incorporating enjoyable elements into classroom activities.

item4/ In your teaching experience, what common speaking challenges do students encounter in oral expression courses?

Teacher 1: “Pronunciation and selecting the right words in the proper context”

Teacher 2: “Limited lexical repertoire”

Teacher 3: “First-year students often face challenges such as fear of failure and anxiety when presenting in front of classmates, lack of self-confidence, limited vocabulary

knowledge, and interference from their first language (L1) when attempting to communicate in their second language (L2). These obstacles can hinder their progress and performance in oral expression courses”.

Teacher 4: “Insufficient lexical knowledge, shyness, inhibition, and apprehension

Teacher 5: “Grammatical mistakes, fluency challenges, and difficulty in employing the right words in the suitable context”

Teacher 6: “Inadequate vocabulary and fluency, mistakes in grammar, pronunciation difficulties, as well as feelings of shyness and fear”.

All the teachers we interviewed recognized that students consistently encounter significant challenges in an OE course. These difficulties encompass psychological issues like fear, shyness, and anxiety, along with deficiencies in vocabulary, pronunciation, and grammar. Additionally, students struggle with selecting the right words for specific contexts and experience interference from their native language in the target language.

item5/ What types of speaking activities do you typically use in your classes? Can you explain the reasoning behind the activities you choose?

Teacher 1: “I employ various types, tailored to the session's goals and the desired outcomes within the classroom. Personally, I find that engaging in presentations, discussion and debate is the most effective approach for enhancing students' speaking abilities”.

Teacher 2: “I utilize presentations role-playing because they encourage students to engage in discussions, practice their skills, and demonstrate their acquired knowledge and abilities”.

Teacher 3: “In my teaching practice, I often incorporate role-play and interactive sessions. Role-play serves to cultivate social skills and provides students with opportunities to practice verbal and non-verbal communication. Interactive sessions are designed to encourage students to communicate information and share knowledge effectively”.

Teacher 4: “I employ topic discussions, conversations and presentations because they actively engage students in discussing, practicing, and participating in the lesson”.

Teacher 5: “To enhance students' speaking abilities, I utilize a combination of discussion-based activities, presentations, role-playing exercises, and class tasks that actively involve them in the learning process”.

Teacher 6: “I typically aim to diversify my teaching methods, ensuring an eclectic approach when instructing oral expression. However, the activities that students most commonly engage with are: discussion and debate, presentations because they encourage students to engage in discussions, practice their skills”.

According to the teachers' responses, the majority of them agreed that presentations, discussion and debate should be the primary speaking activities used during OE sessions. Discussion and debate were considered the best options because they allow students to interact and express themselves. In addition to discussion and debate, many teachers also utilize presentations, as this activity requires students to prepare what they will say and actively contribute. While all the teachers mentioned presentations discussion and debate as the main activities, three interviewees specifically noted the use of role-play, which helps students improve their communicative skills. However, one teacher stated that they occasionally rely on interactive sessions, which are designed to encourage students to communicate information and share knowledge effectively.

item6/ Do you think that someone who is skilled at listening is also naturally skilled at speaking? Why?

Teacher 1: “It is not always the case, as there are students who excel in speaking yet lack proficiency in listening”.

Teacher 2: “Indeed, if you do not engage in listening to English, you will struggle to speak it proficiently”.

Teacher 3: “Undoubtedly, being a proficient listener correlates with being a skilled speaker”.

Teacher 4: “To a certain degree, as there are students who learn English by watching Western TV channels, movies, and dialogues, which allows them to imitate native speakers”.

Teacher 5: “It is not a definite rule; there are instances where individuals are proficient speakers but face challenges in listening”.

Teacher 6: “In most cases, yes, because proficient listeners focus on and absorb all the nuances and aspects of the language they are learning”.

Teachers vary in their opinions. As a result, our interviewees were divided in their views. Four of them (66.66%) believed that proficient speakers are also adept listeners, while the remaining two teachers (33.33%) argued that this is not universally true, as some students excel in speaking but struggle with listening skills. This discrepancy may be attributed to differences in students' abilities; while some can effectively mimic what they hear, others may face challenges in doing so.

item7/ What type of interaction tasks/activities do you typically use in your classes?

Which type do you find the learners enjoy the most?

Teacher 1: “I engage in teacher-student interaction while maintaining a guiding role, avoiding student-student interaction to prevent disruptions among peers. Conversely, students prefer student-student interaction as it allows for open discussion”.

Teacher 2: “I believe that learner-learner interaction is crucial as students tend to be passive, shy, stressed, and hesitant to make mistakes when the teacher is speaking. However, when they engage with each other, they foster a sense of competition, which is beneficial for their learning. As a result, they find enjoyment in learner-learner interaction”.

Teacher 3: “I utilize teacher-learner interaction as it is more appropriate, considering that

learners are still in the process of learning and require guidance from their teacher. On the other hand, students prefer interacting with each other as they feel more comfortable and less inhibited”.

Teacher 4: “I employ both teacher-student and student-student interaction, but occasionally, learners demonstrate a greater preference for interacting with their peers rather than with the teacher”.

Teacher 5: “I implement student-student interaction, which is favoured by the students.

Teacher 6: “I predominantly utilize student-student interaction. They find enjoyment in both forms of interaction, as even when I encourage them to focus on each other, they maintain their attention on me. I consistently remain the focal point of their attention, never being disregarded”.

Three teachers (50%) from the group we interviewed stated that they primarily apply student-student interaction because it fosters a sense of competition among learners, which is beneficial for their learning. Two teachers (33.33%) mentioned that they utilize teacher-student interaction as it is more suitable, considering that learners are still developing and require guidance from their teacher. The remaining teacher (16.67%) claimed to apply both types of interaction, as interacting with each other allows students to gain more input and learn from one another. Five out of the six teachers (83.33%) asserted that students prefer interacting with their peers more. This is because peer connection and interaction are more influential than teacher intervention, and sometimes students can understand each other easily and grasp concepts better than when explained by their teacher. However, one teacher (16.67%) claimed that students enjoy both types of interaction.

item8/Do you believe that the interactions that take place in the classroom can help learners improve their oral communication skills? If so, can you explain how?

Teacher 1: “Undoubtedly, involving students in discussions will make them more engaged and comfortable expressing themselves. As a result, the more they practice speaking, the more their speaking skills will improve”.

Teacher 2: “Indeed, encouraging students to participate in discussions will enhance their oral proficiency, as they will gain from sharing knowledge and ideas with one another”.

Teacher 3: “Certainly, classroom interaction aids students in enhancing their oral proficiency as they gather information from various sources”.

Teacher 4: “Absolutely, because learners will become accustomed to the concept of interaction. I firmly believe in the notion of "learning by practice". Therefore, the more learners engage in and practice using the language within the classroom setting, the more they will develop their oral proficiency”.

Teacher 5: “Yes, classroom interaction enhances learners' fluency because they learn from their mistakes during the process”.

Teacher 6: “Indeed, as they engage in more interaction and speaking, they increase their language practice”.

All the teachers we interviewed unanimously agreed that encouraging students to interact in the classroom will aid in developing their speaking proficiency. This is because the more they speak, the more they acquire new vocabulary, improve their pronunciation, and enhance their overall speaking ability.

item9/Based on your experience, do you think frequent classroom interaction can help students reduce their speaking mistakes? how?

Teacher 1: “Certainly, the more you encourage your students to speak, the more comfortable they will feel engaging in discussions. In my opinion, this will significantly help them develop their speaking ability, and gradually, their mistakes will diminish. As the saying goes practice makes perfect”

Teacher 2: “Indeed, regular interaction minimizes their mistakes, particularly when I provide corrections. This ensures that they do not repeat these errors in the future, allowing them to learn from their mistakes”

Teacher 3: “Of course, prompting students to engage in speaking helps diminish their errors, serving as a pathway to success”.

Teacher 4: “Certainly, students glean valuable lessons from their mistakes when the teacher provides corrections during their performance”.

Teacher 5: “Of course, through interaction, they utilize language, employ grammatical structures, practice asking and answering questions, and enhance their self-assurance”.

Teacher 6: “Indeed, while beneficial, it is insufficient; they must also practice outside the classroom to minimize errors and improve their speaking skills”.

Most teachers' feedback indicates that classroom interaction can assist students in reducing speaking errors. Engaging students in oral activities with their teachers can enhance their speaking skills through corrections, allowing them to learn from their mistakes. One teacher noted that while beneficial, it is not adequate; students should also practice outside the classroom to reduce errors and enhance their speaking abilities.

item10/ Do you offer feedback to your students? If so, what kind of feedback do you provide? Can you explain the reasoning behind your approach?

Teacher 1: “Yes of course, I prefer to offer feedback indirectly to avoid embarrassing students in front of their peers. I achieve this by using phrases such as "okay," "does anyone else have something to contribute," "thank you," "any other thoughts," and similar expressions”.

Teacher 2: “Yes, I deliver feedback to my students subtly. I wait for the student to complete their statement before highlighting their mistake to prevent any embarrassment”.

Teacher 3: “Of course, feedback is essential, and I provide my students with feedback in

both implicit and explicit forms, depending on the topic and situation at hand”.

Teacher 4: “No, I do not provide students with feedback to avoid discouraging them”.

Teacher 5: “Certainly, in a subtle manner, I guide their attention to identify mistakes after they finish speaking to keep them engaged. I allow them the opportunity to correct their errors, offering help if needed. If they are unable to correct themselves, I step in to assist, aiming to help them remember their mistakes. Using encouraging language, I strive to maintain their self-confidence and motivation, ensuring they do not perceive themselves as failures”.

Teacher 6: “Yes of course, I aim to draw their focus to their errors. For instance, after the session, I might point out, "You still seem to struggle with the present perfect tense and the pragmatic elements of your language." This indirect approach encourages them to self-correct”.

The majority, 66.67% (four teachers out of six), prefer to use implicit feedback to avoid embarrassing their students in front of their peers, one teacher, 16.67% (one teacher out of six), adopts a balanced approach by using both implicit and explicit feedback methods, On the other hand, 16.67% (one teacher out of six) of the teachers refrain from giving feedback altogether to prevent discouraging their students

3.1.5. Discussion of Teachers' Interview Results

The analysis of the teachers' interview demonstrates a substantial alignment with the previously established hypotheses and conjectures, which propose that classroom interaction enhances the speaking proficiency of EFL (English as a Foreign Language) students. The first question posed aimed to determine the duration for which the teachers of Oral Expression had been teaching this module; four interviewees stated that they had been teaching it for 4-5 years. This question is indeed crucial for the assumption that the more experienced teachers are in teaching this module, the more insights they would

possess regarding strategies for engaging learners in classroom interaction and the negotiation of meaning process, as Levrants and Greba (2022) in their studies found that less experienced teachers indicated that they faced more difficulties compared to their more seasoned colleagues.

During classroom interaction, it is essential to allocate speaking time not only to the teacher but also to the students to improve their oral skills. As Nunan (1991) noted that teachers should be aware of the amount of time they spend talking in class, as excessive teacher talk can limit student participation and dialogue, making it essential to provide students with sufficient time to express themselves and engage actively in discussions (p.39). All participants concurred on providing ample opportunities for students to speak and practice the language, recognizing that practice leads to improvement.

Most teachers confirm the study of Ur (2000) who claimed that most students learning English as a foreign language face challenges with classroom activities despite their proficiency in language rules, as they mentioned in the interview that learners commonly encounter obstacles primarily linked to inhibition stemming from shyness, fear, and anxiety, as well as issues like limited vocabulary, grammatical errors, and interference from their first language. Regarding the sixth query, the majority of educators presumed that to motivate students to speak, they frequently employ discussions, debates, and presentations, creating an environment where students feel comfortable sharing knowledge and exchanging ideas, as Harmer (2000) emphasizes the critical need for teachers to create a supportive and motivating classroom atmosphere that encourages students to actively practice and develop their language abilities. Regarding the importance of listening skills in developing oral proficiency, as Harmer (2007) noted that Successful conversation requires both speaking and listening skill, these skills are inseparable because you need to listen to understand someone while you talk to them (p.265). the majority of respondents

affirmed that listening to a foreign language significantly enhances students' speaking abilities by aiding in vocabulary acquisition, expanding their lexicon, and refining pronunciation. However, two teachers diverged, noting that being a good listener does not necessarily equate to being a proficient speaker, as there are instances of skilled speakers who struggle with listening. Thus, it is apparent that extensive listening practice plays a pivotal role in advancing students' speaking proficiency.

When inquiring about students' preferred type of interaction, teachers reported that their students generally favor student-student interaction, as it allows them to feel at ease and comfortable when speaking. As Naegle (2002) promoted student-to-student interaction, as it benefits the learning process and helps maintain learners' active engagement and motivation. However, teachers acknowledged that they cannot entirely disregard their own role in the interaction process. As a result, teachers aim to assume the role of a prompter, with the intention of allocating the majority of the speaking time to the students themselves. According to Harmer (2001) teachers can facilitate continued conversation, keep students engaged in producing spoken language, and actively work to enhance their linguistic abilities by adopting the "prompter" role (p.275)

The findings from the teachers' responses to questions 8 and 9 unequivocally demonstrate that teachers of Oral Expression at the University of Biskra view Classroom Interaction (CI) as an effective means of enhancing students' speaking skills. CI prioritizes learners' language practice and helps reduce speaking errors. As Hedge (2000) stated that interaction exposes learners to proper and accurate language input. It enables them to receive feedback from their teacher or classmates, which then motivates them to improve their linguistic abilities. While mistakes are an integral part of the learning process, some students may be sensitive to correction. Most teachers believe that providing students with feedback encourages their participation in classroom activities, as it alleviates anxiety and

hesitation, as London (2003) highlighted the general importance of feedback, stating that it functions to direct, motivate, and recognize students.

3.2. Students' Questionnaire

3.2.1. Aim of Students' Questionnaire

The primary objective of this research is to examine the impact of classroom interaction on enhancing the speaking proficiency of EFL students. Given that learners are at the heart of the teaching and learning process, their perspectives and opinions hold immense significance in validating the hypothesis previously stated. The student questionnaire has been carefully crafted to gauge learners' awareness regarding the importance and value of interaction in improving their speaking skills through active engagement with both their teachers and peers.

3.2.2. The Sample

The student questionnaire was administered to a sample of seventy (70) students, selected from the total population of (391) first-year LMD students at the English Department of Mohammed Khider University of Biskra. The rationale behind choosing this specific sample lies in the recognition that first-year LMD students require substantial interaction with their teachers to ensure that by the time they graduate, their speaking skills have significantly improved. These students are expected to complete their studies in two years, and if they pursue teaching careers in the future, they will be well-equipped with the knowledge of the pivotal role that interaction plays in knowledge construction and speaking skill development.

3.2.3. Description of Students' Questionnaire

The questionnaire for students comprises 21 questions organized in a coherent manner and divided into three sections, each targeting distinct aspects. These sections include closed questions prompting students to select 'yes' or 'no' responses or choose the

correct answer from multiple options. Some questions also necessitate students to provide justifications for their answers.

Section one: The Student's Profile (Q1-Q2)

In this section of the questionnaire, students were asked to indicate their gender (Q1) and the reasons for choosing to study English (Q2). For these questions, students were instructed to place a tick in the appropriate box, and they were permitted to select more than one option if applicable.

Section Two: Speaking Skill (Q3-Q13)

This section focused on aspects related to the speaking skills of EFL students. In question (Q3), students were required to select the most crucial skill they aimed to enhance and provide a rationale. Question (Q4) prompted students to assess their proficiency level in English. Question (Q5) asked students to indicate their emotions when attending such classes. Subsequently, questions (Q6) and (Q7) required students to identify the challenges they encounter when speaking English and explain how they address these difficulties. Question (Q8) inquired whether teachers encourage students to speak, with a supporting explanation, while question (Q9) involved selecting the speaking activities frequently utilized by teachers. Question (Q10) focused on identifying the roles assumed by teachers in speaking tasks. Following this, questions (Q11), (Q12), and (Q13) delved into how teachers rectify students' errors, the type of feedback provided, and the preferred feedback type by students along with justifications.

Section Three: Classroom Interaction (Q14-Q21)

This section delves into various aspects related to classroom interaction. Question (Q14) explores the nature of the relationship between the teacher and students, whether it is positive or not. Question (Q15) inquiries about who dominates the classroom talk. Questions (Q16) and (Q17) aim to gather information about the frequency with which

teachers provide opportunities for students to interact with them and with each other. Question (Q18) asks respondents to indicate whether they interact because the teacher prompts them to do so or because they want to participate voluntarily. Question (Q19) requires students to select their preferred type of interaction, either teacher-student or student-student, and provide a justification. Question (Q20) seeks students' opinions on whether classroom interaction helps them reduce speaking mistakes. Finally, question (Q21) investigates students' perceived improvement in speaking ability as a result of classroom interaction.

3.2.4. Analysis of Students' Questionnaire

Section one: The Student's Profile

item1) Please specify whether you are:

- a) Male
- b) Female

Option	Number	Percentage
Male	10	14.28%
Female	60	85.71%
Total	70	100%

Table 2 : The students' gender

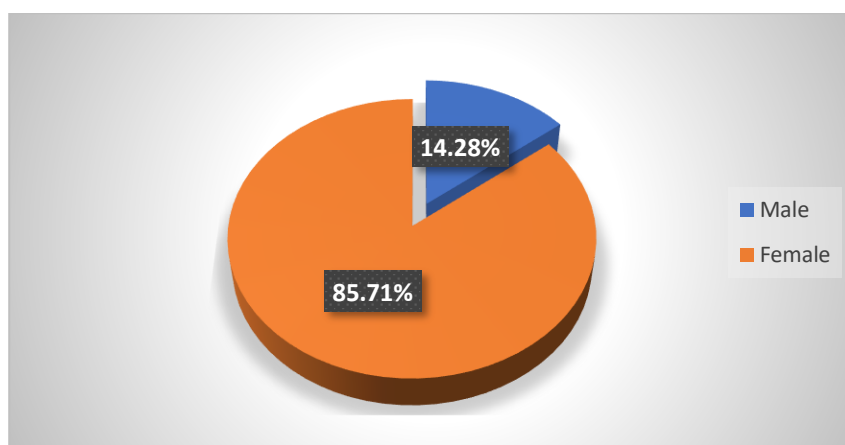


Figure 2: The students' gender

The data presented in the table and diagram demonstrate that the majority of the survey participants are women, accounting for 85.71% of the total. In contrast, men make

up only 14.28% of the sample size. These findings suggest that women tend to be more interested in and motivated to study languages compared to men.

item2) Why did you choose to learn English?

Option	Number	Percentage
-You find English valuable for interacting with others.	10	14.28%
-You believe English skills will benefit your professional aspirations	50	71.42%
-You enjoy using English for recreational activities reading or entertainment	10	14.28%
Total	70	100%

Table 3: The student's reasons for choosing English

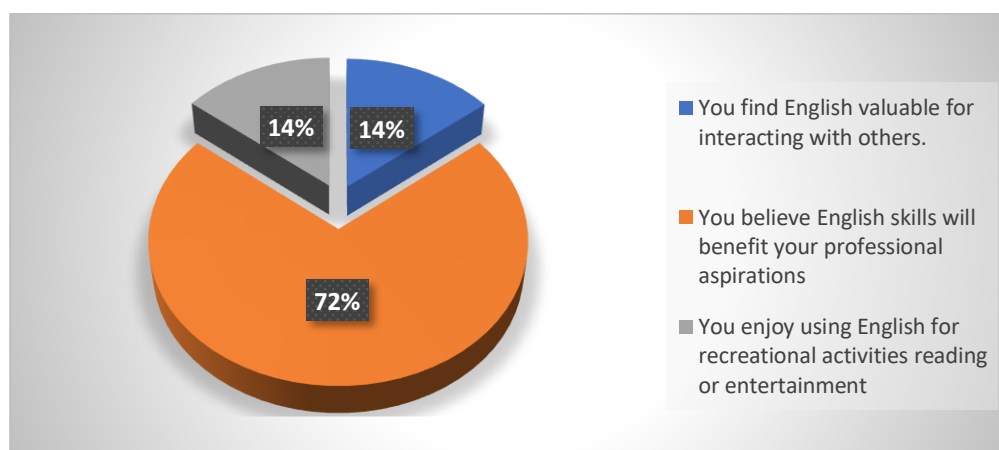


Figure 3: The student's reasons for choosing English

This question focuses on the factors that influence students' decisions to study English. The data collected from the table and chart indicates that the primary reason for most respondents is to enhance their career prospects, with 71.42% selecting this option. Another significant factor is the desire to improve communication skills, which accounts for 14.28% of the responses. A smaller percentage of 14% chose to study English for personal enjoyment and leisure activities.

Section two: Speaking skill

item3)According to you, which of the following core language plays the most crucial role in your ongoing advancement?

Option	Number	Percentage
Listening	9	12.85%
Speaking	38	54.28%
Reading	15	21.42%
Writing	8	11.42%
Total	70	100%

Table 4: The most important skill to be developed

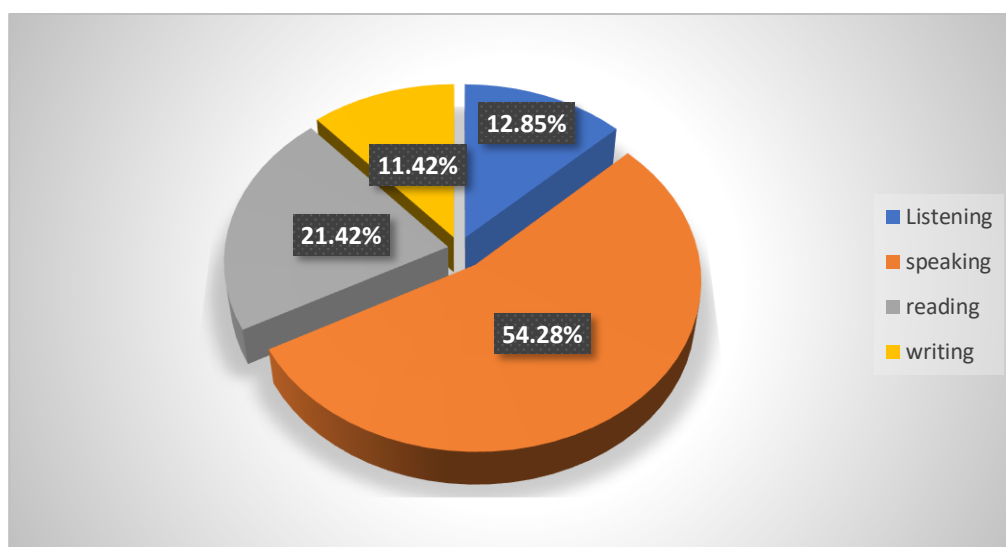


Figure 4: The most important skill to be developed

The findings indicate that speaking skills are prioritized by 54.28% of respondents, reflecting a strong emphasis on communication. Reading skills received 21.42% of the focus, as many believe that reading is crucial for vocabulary and language structure. 12.85% of students aim to enhance their listening abilities, while a percentage of 11.42% express a desire to improve their writing skills. It is evident that the majority of learners aspire to enhance their speaking proficiency above all other language skills.

-Justification:

Regarding the students who emphasized the importance of listening skills, their justifications were:

- Practicing extensive listening helps learners become better speakers (5students)
- Listening is challenging, so one must put in maximum effort to improve this skill (4 students)

As for the students who prioritized developing their speaking abilities, they provided the following

justifications:

- The capacity to speak is central to fully mastering a language (15 students)
- Speaking skills are essential for communication (5 students)
- They aspire to become teachers in the future (8 students)
- Desire to overcome challenges like hesitancy and difficulty expressing oneself fluently (8students).
- No explanation provided (2 students).

Regarding the reading skill, students explained their responses as follows:

- Building vocabulary (11 students).
- Gaining understanding of the target language (4 students).

Those who prioritized developing their writing skills mentioned their intention to enhance this ability because:

- They struggle with creating precise, logical, and understandable language structures (3 students).
- They feel the need to dedicate more effort towards improving this skill (2 students).
- No specific justifications for their focus on writing (3 students).

item4) How would you categorize your current proficiency in English?

Option	Number	Percentage
Very good	5	7.14%
Good	22	31.42%
Average	40	57.14%
Poor	3	4.28%
Total	70	100%

Table 5: The students' level in English

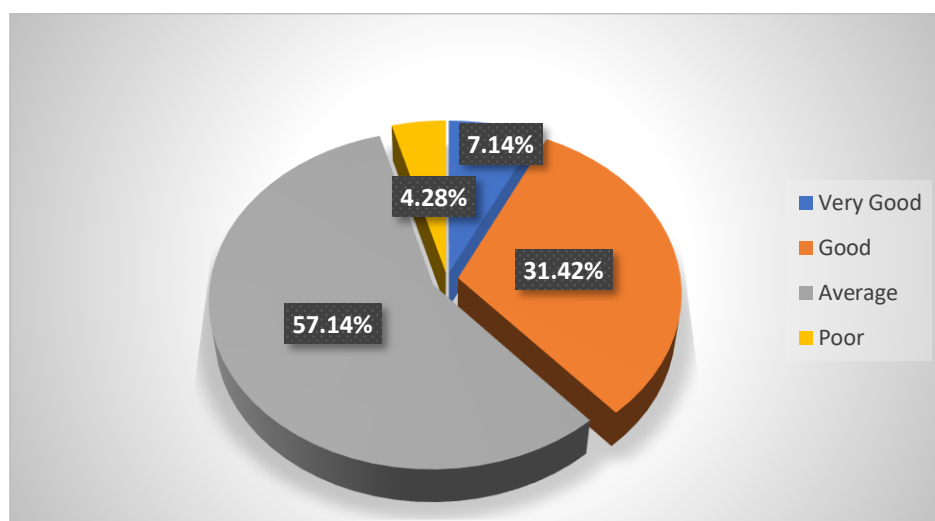


Figure 5: The students' level in English

The data presented in the diagram reveals that the largest portion of respondents, at 57.14%, consider their English proficiency to be "average." A significant percentage, 31.42%, describe their English skills as "good." A smaller group, 7.14%, rate their English as "very good," while 4.28% of the respondents believe their English level is "poor."

item5) How would you describe your feelings when you are attending OE session? Are you:

Option	Number	Percentage
Confident and comfortable speaking freely	47	67.14%
Shy and worried about what others think	19	27.14%
Bored and not interested in the discussion	4	5.71%
Total	70	100%

Table 6: The student's feelings when attending OE sessions

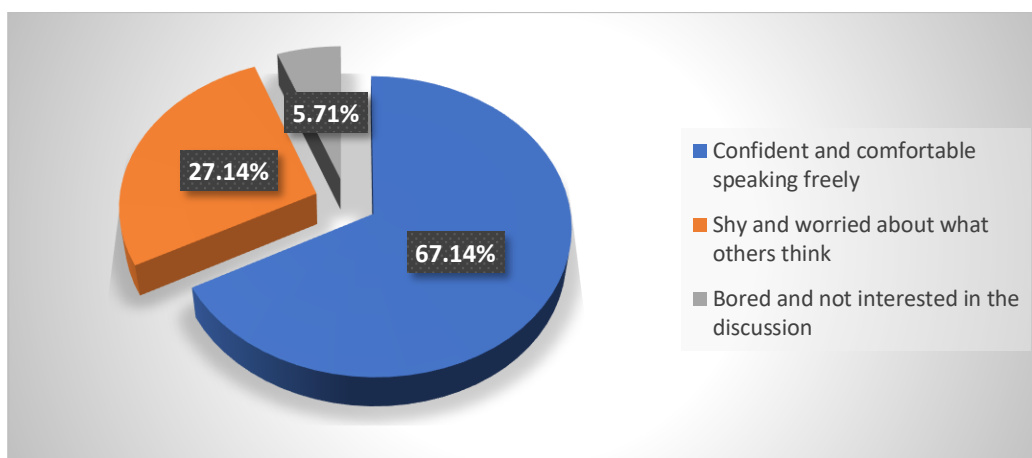


Figure 6: The student's feelings when attending OE sessions

The data shows that most of the students 67.14% feel self-assured and at ease when speaking and engaging in classroom discussions. However, 27.14% of the students admitted to having difficulties speaking due to shyness and apprehension. The remaining 5.71% revealed that they sometimes feel disinterested and bored by the content being presented.

item6)What specific challenges do you experience during English speaking activities?

Option	Number	Percentage
Hesitant or shy to speak up	25	35.71 %
Stuck for words or unable to find what you want to say	17	24.28%
you are not participating as much as you would	13	18.57%
More comfortable expressing yourself in your native language	15	21.42%
Total	70	100%

Table 7: The student's speaking difficulties

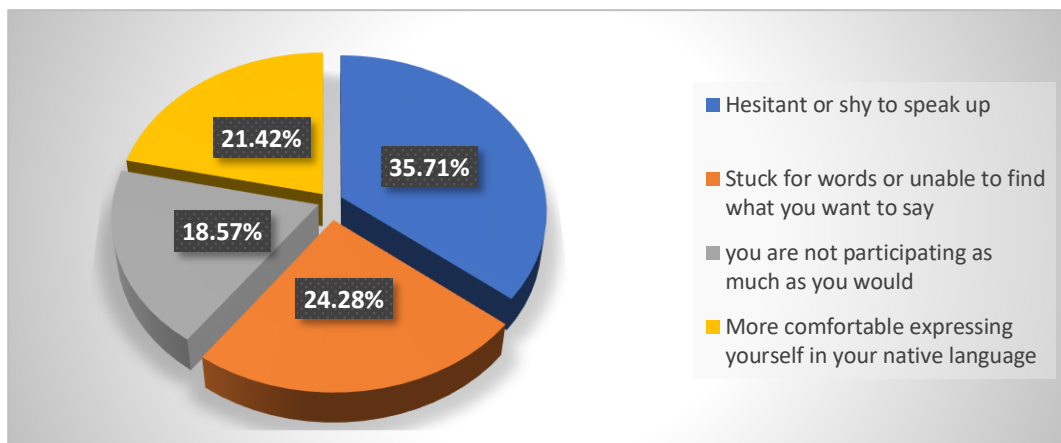


Figure 7: The student's speaking difficulties

According to the information provided in the table, a significant portion of students (35.71%) struggle with inhibition when it comes to speaking English. Additionally, 24.28% of the students claim that the primary challenge they encounter during speaking activities is a lack of ideas or content to express. Furthermore, 18.57% of the respondents admitted to having low or inconsistent participation levels. The remaining 21.42% of students selected the last option, which indicates their tendency to resort to using their native language.

item7) How do you address these difficulties?

Option	Number	Percentage
Listening to English songs	32	45.71%
Watching English movies	16	22.85%
Engaging in English practice both inside and outside the classroom setting	22	31.42%
Total	70	100%

Table 8: strategies of learners to overcome their speaking difficulties

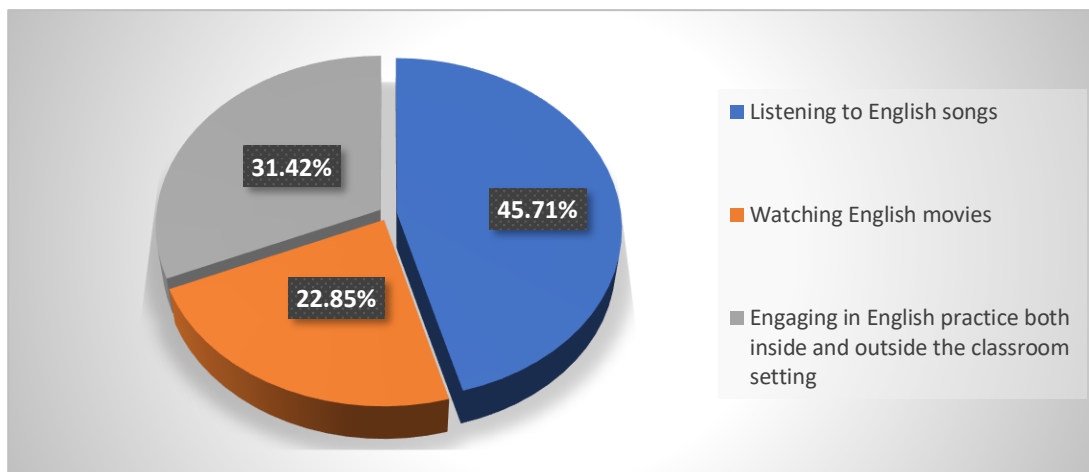


Figure 8: strategies of learners to overcome their speaking difficulties

In an effort to overcome their speaking difficulties, 45.71% of the respondents indicated that they listen to English songs as a strategy, 22.85% of the students reported that they watch English movies. Additionally, the remaining 31.42% of students believe that consistently practicing English both within the classroom setting and in their daily lives can help them improve their speaking abilities and overcome the challenges they face.

item8) Does your teacher encourage you to actively engage in class discussions?

Option	Number	Percentage
Yes	58	82.85%
No	12	17.14%
Total	70	100%

Table 9: Encouragement of teacher to speak

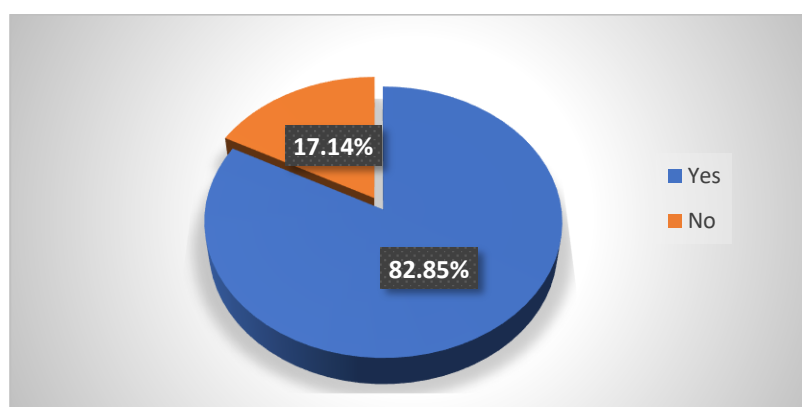


Figure 9: Encouragement of teacher to speak

Encouraging students to participate actively in the lesson is a way of engaging them

and promoting their involvement. The majority of the participants, representing 82.85% of the sample, stated that their teachers motivate them to speak up during English classes. In contrast, only 17.14% of the respondents indicated that their teachers do not encourage them to actively participate in speaking activities in the classroom. Respondents who responded affirmatively provided insights into the methods employed by their teachers to promote speaking in the classroom. These strategies include: Providing opportunities for and encouraging students to speak, initiating debates and discussions through inclusive questioning, establishing a positive and engaging atmosphere that encourages students to express themselves freely and calling on students by name to participate.

item9) What speaking exercises does your teacher use most often?

Option	Number	Percentage
Presentations	35	50%
Role-playing exercises	3	4.28%
Speaking games	9	12.85%
Discussions or debates	23	32.85%
Total	70	100%

Table 10: Speaking activities

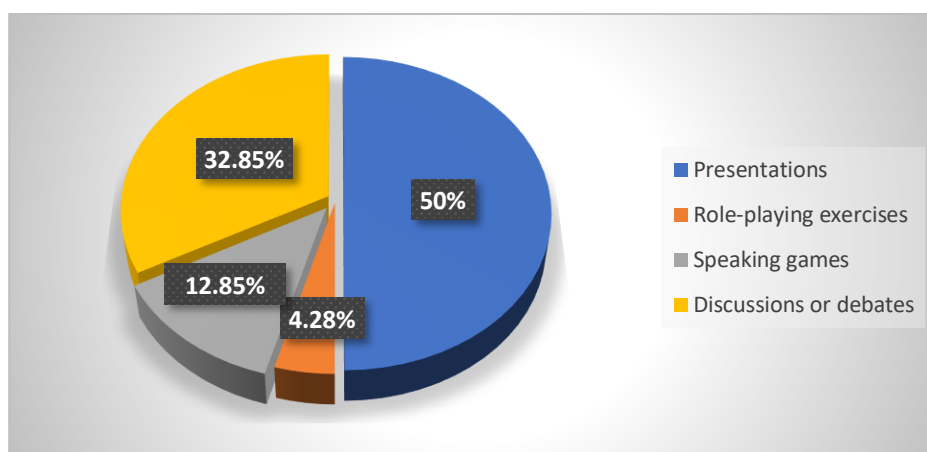


Figure 10: Speaking activities

The diagram results reveal that 50% of the students acknowledged that their teachers mainly employ "presentations" to promote speaking in the classroom. Furthermore, a smaller percentage, 4.28%, of the respondents opted for role-playing exercises, while

12.85% chose "speaking games" as an additional technique. A notable percentage of 32.85% favored discussion and debate as a prevalent teaching method utilized by their teachers.

item10)What responsibilities does your teacher perform in the speaking tasks?

Option	Number	Percentage
Prompter	32	45.71%
Participant	28	40%
Feedback Provider	10	14.28%
Total	70	100%

Table 11: The role of the teacher

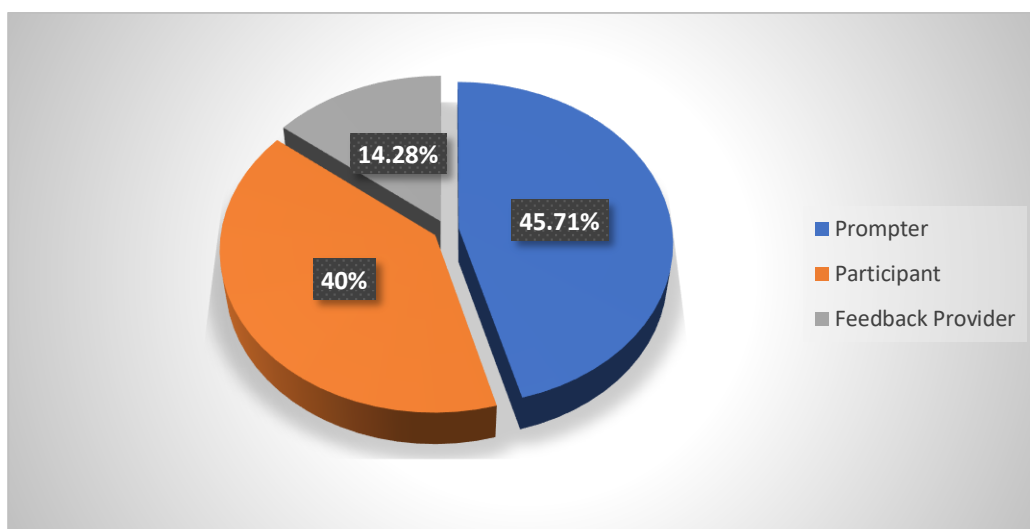


Figure 11: The role of the teacher

Teachers often find themselves taking on various roles in the classroom to achieve their teaching objectives. According to the students' responses, teachers primarily assume the role of a "prompter" 45.71%, guiding and encouraging students to speak. Additionally, 40% of the respondents indicated that teachers often participate alongside students, engaging in discussions and activities. However, only 14.28% of the students mentioned that teachers play the role of a "feedback provider", offering constructive comments and

suggestions to improve their speaking skills.

item11) When you make speaking mistakes, does your teacher:

Option	Number	Percentage
Immediately interrupt and correct you	55	78.57%
Allow you to continue and then correct you	9	12.85%
Neither of the above	6	8.57%
Total	70	100%

Table 12: Teacher's way of correction

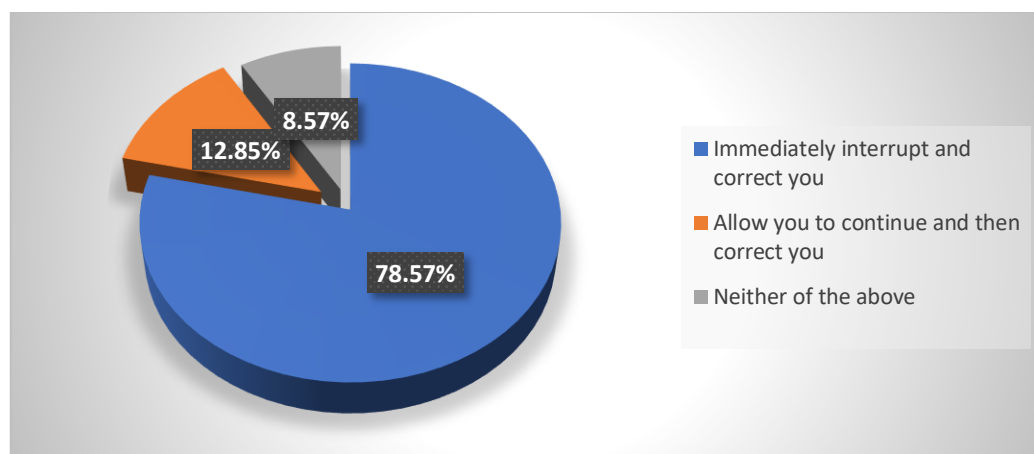


Figure 12: Teacher's way of correction

Given that error correction is considered highly advantageous, the majority of respondents 78.57% reported that their teachers interrupt them during activities to rectify any mistakes or errors they make. 12.85% of participants indicated that their educators prefer to address these issues at a later time, after the task has been completed. Meanwhile, a smaller proportion 8.57% of participants mentioned that their teachers employ alternative methods to correct their students' errors.

item12) Does your teacher offer you with feedback?

Option	Number	Percentage
Yes	59	84.28%
No	11	15.71%
Total	70	100%

Table 13: Feedback of the teacher

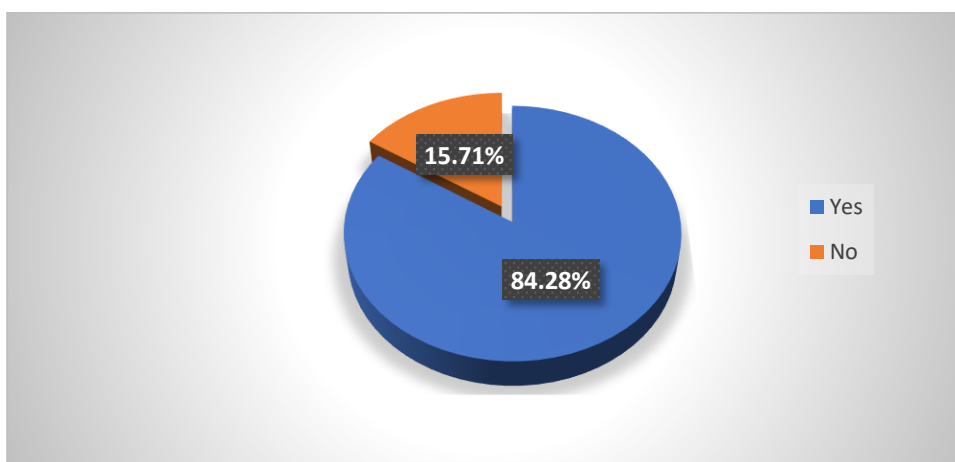


Figure 13: Feedback of the teacher

Offering students feedback is considered a crucial element in the learning journey. As a result, most of the participants (84.28%) affirmed that their teachers make a point of providing them with feedback. Conversely, a significant portion (15.71%) stated that their educators do not offer them any form of feedback.

item13) What kind of feedback do you prefer to receive from your teacher when you make a mistake while speaking?

Option	Number	Percentage
Direct	41	58.57%
Indirect	29	41.42%
Total	70	100%

Table 14: The type of feedback preferred by the student

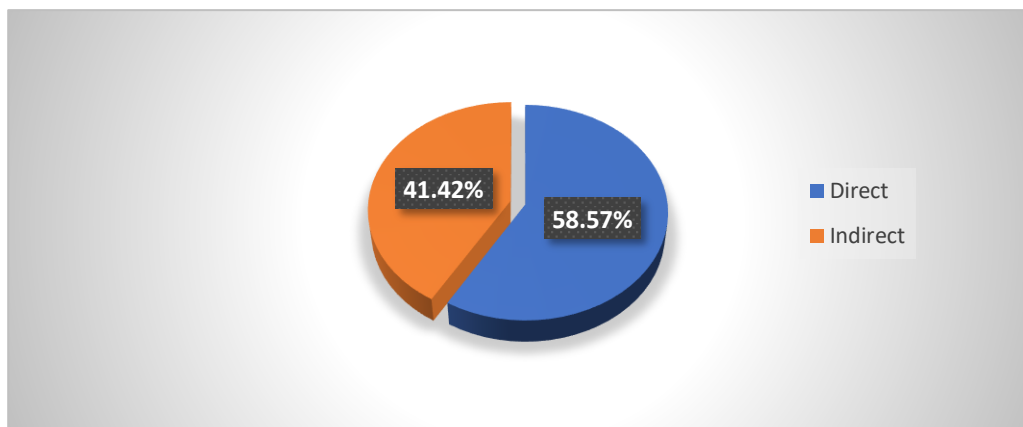


Figure 14: The type of feedback preferred by the student

The method by which teachers deliver feedback holds significant importance within the educational setting. Teacher feedback can be categorized into two distinct forms: explicit and implicit. A majority of the survey participants (58.57%) indicated a preference for explicit feedback, while (41.42%) opted for the implicit approach in feedback provision by teachers. Individuals who prefer explicit feedback justify their preference by stating that it provides them with encouragement and motivation. In contrast, those who opt for implicit feedback argue that it is better suited to their current skill level. Additionally, when teachers deliver negative feedback using an implicit approach, students feel less embarrassed or self-conscious in front of their peers compared to receiving explicit, public correction.

Section three: Classroom interaction

item14) How would you describe your relationship with your teacher?

Option	Number	Percentage
Positive and supportive	47	67.14%
No relationship	23	32.85%
Total	70	100%

Table 15: The student-teacher relationship

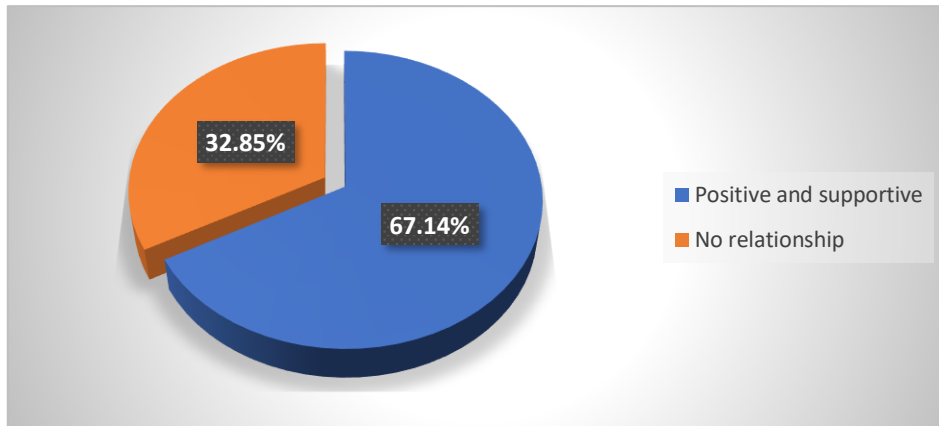


Figure 15: The student-teacher relationship

Establishing an environment that fosters student comfort and confidence in speaking begins with cultivating positive relationships between teachers and students. Consequently, a majority of respondents, comprising 67.14%, reported the existence of a constructive rapport between them and their teachers. However, the remaining 32.85% of students indicated the absence of a meaningful relationship with their instructors.

item15) Who tends to speak more in the classroom?

Option	Number	Percentage
The teacher	18	25.71%
The student	52	74.28%
Total	70	100%

Table 16: The extent of talk between students and teacher in the classroom

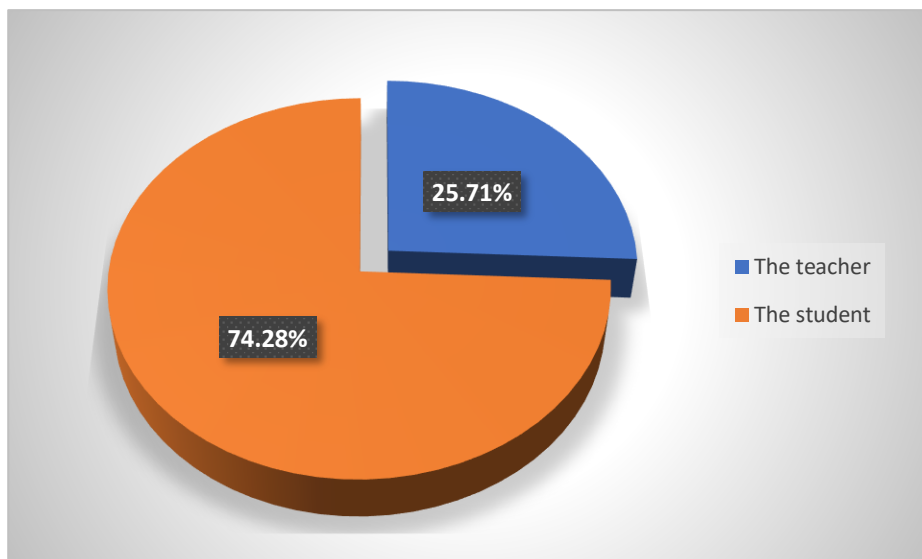


Figure 16: The extent of talk between students and teacher in the classroom

In terms of student responses, 52 participants with percentage of 74.28% selected the second option indicating that students are the primary speakers during the session. In contrast, 18 students (25.71%) indicated that the teacher takes the lead in the amount of speaking during the OE session.

item16) How frequently does your teacher provide you with opportunities to engage in interactions with him?

Option	Number	Percentage
Always	22	31.42%
Sometimes	28	40%
Rarely	18	25.71%
Never	2	2.85%
Total	70	100%

Table 17: The rate of interaction between teachers and

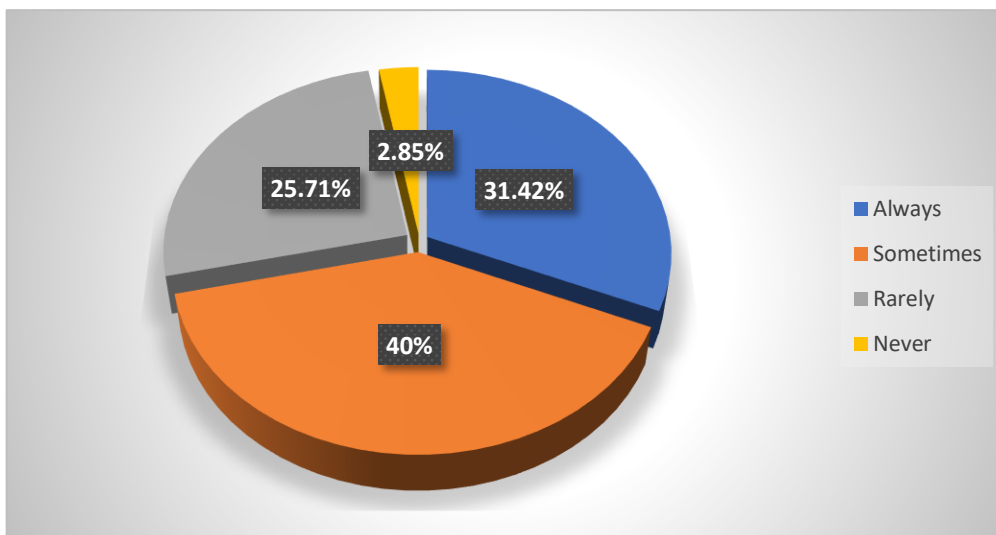


Figure 17: The rate of interaction between teachers and students

The data gathered from the table and the diagram shows that nearly a third (31.42%) of the students surveyed acknowledged they are consistently provided with the opportunity to interact and engage directly with their teacher. A slightly larger portion, comprising 40% of respondents, indicated that such opportunities arise only 'sometimes' during their interactions with the teacher. Over a quarter (25.71%) of the students, responded that they are 'rarely' given the chance to speak and participate in discussions with their teacher. Notably, a small percentage, specifically 2.85% of students, reported that their teacher never provides them with the opportunity to voice their thoughts, questions or opinions during the course of their interactions.

item17) How often do you interact and communicate with your classmates?

Option	Number	Percentage
Always	23	32.85%
Sometimes	34	48.57%
Rarely	11	15.71%
Never	2	2.85%
Total	70	100%

Table 18: The rate and prevalence of communication and cooperation between learners

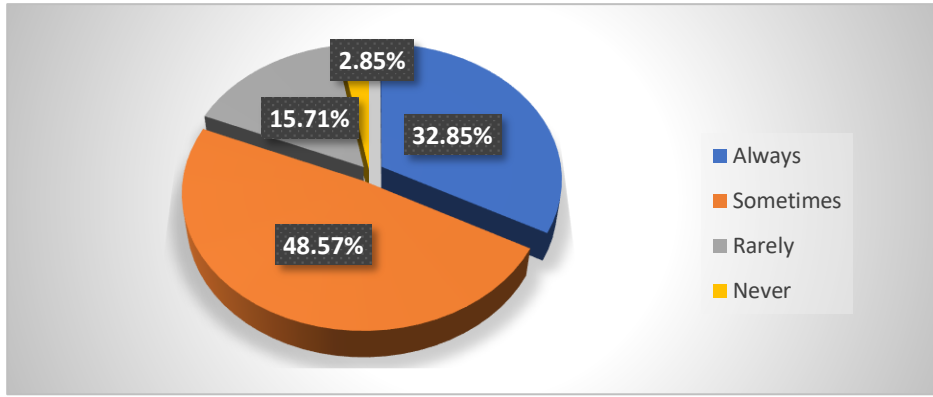


Figure 18: The rate and prevalence of communication and cooperation

A brief examination of the data presented in the table and diagram indicates that the majority of student responses said that they sometimes interact and communicate with their classmates with percentage of 48.57%. Additionally, 32.85% of the surveyed individuals reported always interacting with their peers, while 15.71% mentioned rarely engaging with classmates. Notably, only 2 students with percentage of 2.85% indicated that they never interact with their peers.

item18) During classroom interactions, do you:

Option	Number	Percentage
raise your hand to contribute	49	70%
The teacher calls on you to speak	21	30%
Total	70	100%

Table 19: The student's involvement in interaction.

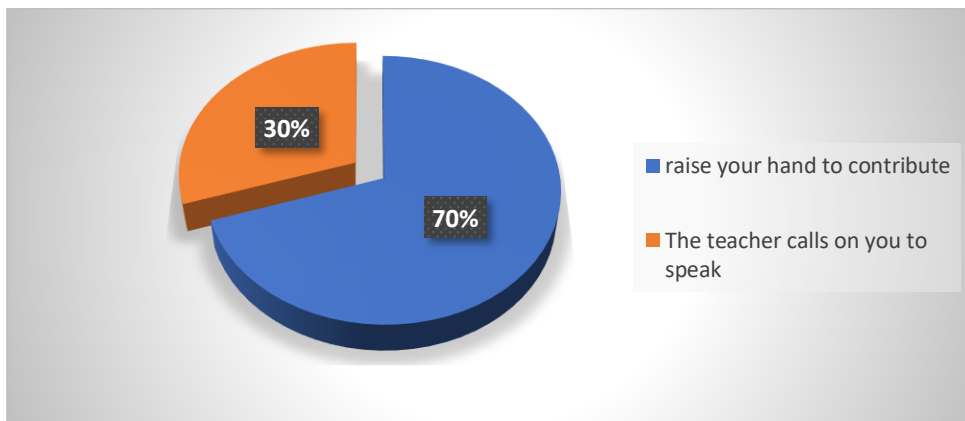


Figure 19: The student's involvement in interaction.

Based on the data presented, it is clear that a significant majority of respondents amounting to 70% prefer to actively participate in interactions on their own accord. In contrast, 30% of the participants indicated that it is the teacher who prompts them to contribute during interactive activities.

item19)What kind of interaction do you prefer?

Option	Number	Percentage
Student-student interaction	36	51.42%
Student-teacher interaction	34	48.57%
Total	70	100%

Table 20: The interaction type most prefer by the student

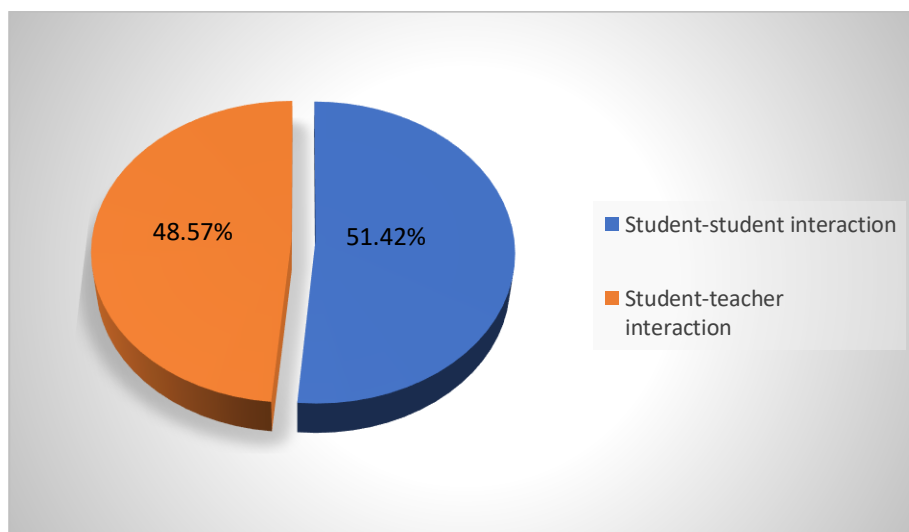


Figure 20: The interaction type most prefer by the student

The questionnaire results regarding this question showed that a substantial portion of the subjects, specifically 36 individuals representing 51.42% of the total, expressed a preference for student-student interaction. Conversely, 48.57% of the participants indicated that they derive more enjoyment from student-teacher interaction. Those who selected student-student interaction (S-S-I) as their preference explained that they feel at ease, uninhibited, and more comfortable exchanging ideas and conversing with their peers compared to interacting with their teachers. On the other hand, participants who opted for student-teacher interaction (S-T-I) expressed that they derive more enjoyment from

engaging with their instructors. They reasoned that teachers have a better understanding of their students, can correct their speaking errors, provide valuable feedback, and foster a welcoming environment conducive to knowledge exchange.

item20) Does the frequency of your interactions help reduce the number of speaking mistakes you make?

Option	Number	Percentage
Yes	62	88.57%
No	8	11.42%
Total	70	100%

Table 21: The role of regular interaction in reducing speaking mistakes

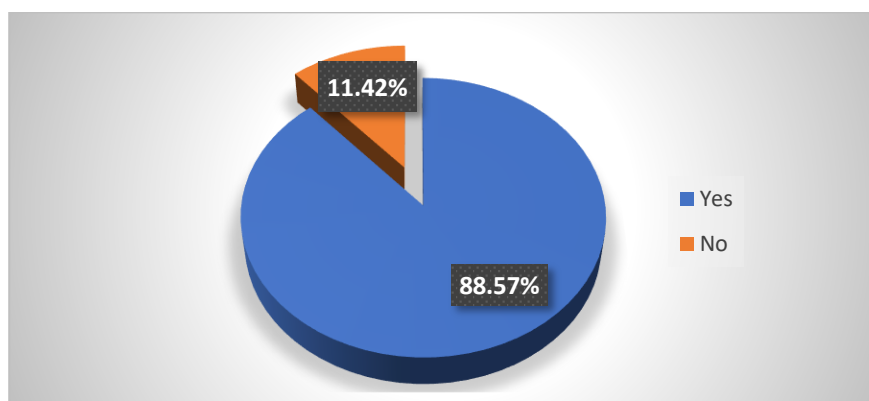


Figure 21: The role of regular interaction in reducing speaking mistakes

The questionnaire results reveal that a substantial 88.57% of participants who answered "yes" firmly believe that classroom interaction helps reduce speaking mistakes. However, a small minority of 11.42% responded "no", suggesting they do not find interactive activities in the classroom helpful in diminishing speaking mistakes. Those students who answered "yes" explained that increased classroom interaction leads to more frequent error correction by their teachers, allowing them to learn from their mistakes. However, participants who answered "no" stated that regular classroom interaction does not help reduce their speaking mistakes, potentially due to psychological factors or individual learning preferences.

item21) Based on your classroom interactions, how do you evaluate your progress in speaking skills?

Option	Number	Percentage
Highly effective	25	35.71%
Somewhat effective	43	61.42%
Requires improvement	2	2.85%
Requires significant improvement	0	0%
Total	70	100%

Table 22: The effectiveness of classroom interaction in enhancing and improving students' speaking skills

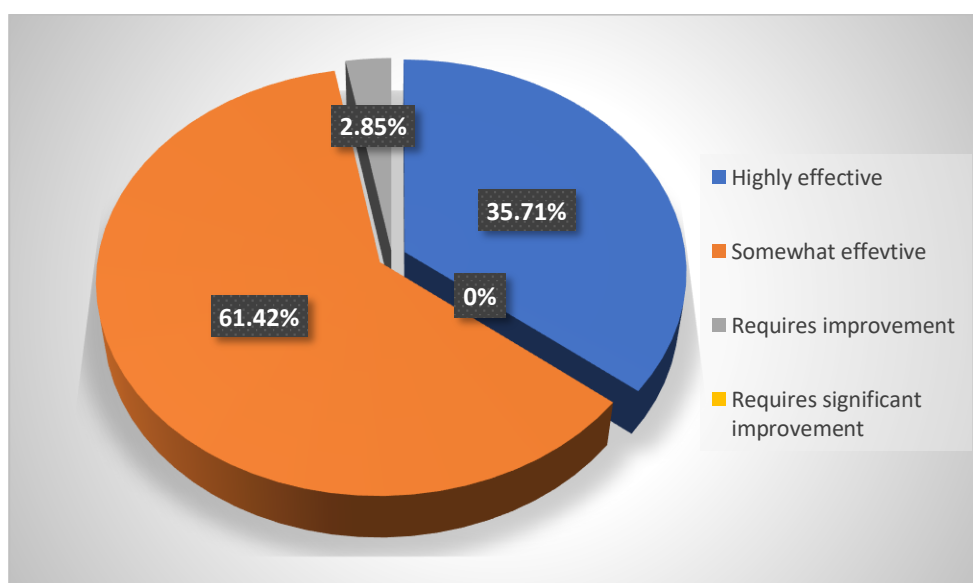


Figure 22: The effectiveness of classroom interaction in enhancing and improving students' speaking skills

The research hypothesis proposing that classroom interaction enhances learners' speaking skills is validated by the diagram's findings. A substantial majority of the target sample, comprising 61.42% who responded "Somewhat effective" and 35.71% who answered "Highly effective", attribute improvements in their speaking ability to classroom interaction. Only a negligible 2.85% answered "Requires improvement", and none (0%) selected "Requires significant improvement". These responses provide conclusive evidence that classroom interaction is a highly effective approach for developing and enhancing students' speaking proficiency.

3.2.5. Discussion on the Findings of the Student Questionnaire

The purpose of employing a questionnaire in this study was to assess whether the information provided by students accurately reflects the actual classroom context and ongoing events. Upon analyzing the respondents' answers, the researchers gained deeper insights into the students' perceptions and needs.

Initially, the student questionnaire commences with demographic information, showing a predominance of females (85.71%) over males (14.28%) in the selected sample. This gender distribution may stem from females' inclination towards studying foreign and second languages compared to males, who often opt for scientific fields or immediate employment rather than further studies. The second question focuses on the motivations behind students choosing English. The data reveals that a significant majority of respondents (71.42%) selected English for future career prospects indicating its relevance post-graduation for potential careers like teaching or translation and communication purposes (14.18%) for international travel and practical communication.

In the next section focused on students' speaking skills, respondents overwhelmingly identified speaking as the most crucial skill to develop, mentioned that the capacity to speak is central to fully mastering a language. Ur (2000) further asserted that speaking is the most critical skill among the four language modalities (listening, speaking, reading, and writing). People who proficient in a language are commonly referred to as "speakers," implying that speaking encompasses all other forms of linguistic knowledge. Numerous foreign language learners place a high priority on developing their speaking abilities (p. 120).

Given that more than half of the students (57.14%) rated their English proficiency as average (Q4), their current level is a key factor in examining this study, as working with students of varying abilities can yield different insights. Regarding students' emotional

state during Oral Expression (OE) sessions, the majority reported feeling at ease while communicating. This sense of comfort helps reduce their affective filter, encouraging learners to take more risks and engage in speaking. Question 6 aimed to identify the specific speaking difficulties students face during OE sessions, with most challenges being psychological in nature, such as inhibition and reluctance to participate-factors, as Ur (2000) noted that most English as a Foreign Language (EFL) learners face various challenges with classroom activities such as: inhibition, nothing to say, teachers should be mindful of. Despite these difficulties, learners acknowledged their efforts to overcome them by listening to English songs, watching movies and increasing their use of English both in and outside the classroom. Encouraging students to communicate verbally is essential for fostering motivation and enabling them to express their thoughts freely. The findings from question 8 demonstrate that teachers recognize the impact of their support in encouraging students to engage in speaking activities. In EFL classrooms, educators must organize a variety of activities to establish a stimulating environment. The majority of respondents indicated that the primary oral tasks facilitated by their instructors include presentations, discussions and debates, as Harmer (2000) asserted that incorporating communicative activities into the classroom environment can foster self-confidence, encourage public speaking, and enable teachers to better understand their students' needs (p.275). Additionally, the educational setting necessitates teachers to assume diverse roles to meet students' requirements. According to Harmer (2000) teachers should adapt to different roles depending on the activity, and avoid over-controlling the situation, which could stifle students' autonomy and creativity. Consequently, a significant portion of the participants noted that their teachers predominantly act as "prompters," emphasizing the importance of guiding students to identify and address errors independently, thereby promoting problem-solving skills, as Harmer (2001) noted that by acting as a prompter,

teachers guide students towards independent problem-solving, thereby cultivating resilience in overcoming communication obstacles.

In the process of learning a language, students navigate through various stages to achieve fluency in speaking. During this journey, they may encounter challenges such as making mistakes and experiencing hesitation. The survey responses suggest that teachers often intervene immediately to correct these errors. This approach indicates that educators prioritize correcting students promptly to prevent the repetition of mistakes, according to Harmer (2002) teachers should know the right moment to correct their students to avoid bothering them.

Regarding feedback, the majority of participants reported that their teachers provide feedback, recognizing its significance in assessing learners' progress and guiding them in the right direction. Additionally, feedback plays a crucial role in enhancing students' motivation, as Mackey (2007) also proposed that when learners participate in interactive feedback, they concentrate on correcting and refining their errors, thereby improving their speaking abilities (p. 30). Teachers' feedback can take two distinct forms: explicit or implicit. The majority of participants expressed a preference for explicit feedback. This preference suggests that explicit feedback is more encouraging for students and provides them with a clear understanding of the errors they have made.

The final section of the study emphasizes the significance of classroom interaction in enhancing students' speaking abilities. For teacher-student interaction to be effective, it is crucial that learners feel comfortable and at ease. A positive relationship between the teacher and students is essential for this. Interestingly, more than half of the respondents reported having a good existing relationship with their teachers. This suggests that educators are making concerted efforts to ensure their students are satisfied and content. A key aspect of classroom interaction is its focus on the learners, meaning that the amount of

talking by the teacher should be less than that of the students. The students' previous responses indicate that teachers are mindful of allowing students ample speaking time in the classroom as Harmer (1998) emphasized that "an effective teacher maximizes Student Talking Time and minimizes Teacher Talking Time".

Regarding questions 18 and 19, it is evident that teachers are adept at balancing both teacher-led interactions where students engage with the teacher and facilitating opportunities for students to interact with each other under the teacher's guidance. Most learners reported that during oral expression sessions, they themselves volunteer to participate. Furthermore, participants expressed a preference for student-student interaction, as it fosters a friendly environment conducive to exchanging ideas and knowledge. This type of interaction also helps learners feel at ease and comfortable. As Johnson (1995) recommended that student-to-student interaction in second language classrooms provides numerous advantages. This form of interaction encourages more natural and spontaneous language use, allows students to clarify meaning, decide when to contribute, and guide the conversation topic. Additionally, most students believe classroom interaction reduces their speaking mistakes, as teachers consistently provide corrective feedback, which aids their learning. In essence, classroom interaction is instrumental in enhancing students' oral proficiency.

In conclusion, According to Hedge (2000) interaction offers learners proper and accurate language input. This interaction enables them to receive feedback from the teacher or their peers, which motivates them to improve their linguistic knowledge. And as Pourhossein (2014) found in his study that classroom interaction is a highly effective teaching approach for enhancing students' speaking skills. Students in the final question of the questionnaire affirmed that classroom interaction significantly enhances their speaking

abilities. These findings provide compelling evidence supporting the effectiveness of classroom interaction as a valuable tool for cultivating and improving students' speaking skills.

3.4. Limitations of the Study

Inevitably, studies conducted in classroom settings may encounter specific constraints. These limitations revolve around crucial aspects: firstly, time plays a pivotal role in research, essential for a thorough investigation. Due to time constraints, we could do just a student's questionnaire and interview with teachers. We want to do classroom observation during oral expression sessions because it could have enriched data collection, conducting classroom observations to analyze teacher-student interactions would have been more practical. Secondly, the study was hindered by its focus on first-year LMD students in a case study. Additionally, the student questionnaire required participants to justify their responses, yet some lacked adequate explanations. Despite clear questions, some respondents provided insufficiently detailed answers. These limitations must be considered when interpreting findings and assessing the study's implications.

3.5. Recommendations

The study emphasizes the importance of classroom interaction in enhancing the speaking skills of EFL students. The findings suggest that this research could serve as a starting point for future studies exploring various aspects of interaction to improve oral, interactive, and communicative skills, ultimately aiming to enhance learners' oral proficiency and fluency. Drawing from teacher feedback and student responses, the study offers recommendations to benefit both educators and learners by increasing their understanding of the impact of pedagogical strategies on improving speaking abilities.

The study recommends that teachers:

- * Educators should select activities that inspire and motivate students to engage in conversations.
- * Teachers should create a relaxed environment to facilitate students' learning experience.
- * Educators should establish a friendly rapport with students to enhance their motivation for active participation.
- * Teachers should encourage students to practice speaking both in and out of the classroom to enhance fluency and expand vocabulary.
- * Educators should provide corrective feedback mindfully to avoid discouraging learners.
- * Praise and positive feedback are crucial in inspiring and incentivizing students to engage more actively in classroom activities.
- * Teachers should motivate students to speak and support them in enhancing their oral communication skills, rather than dominating the conversation.

For students, the study suggests:

- * Students should recognize the value of classroom interaction in enhancing their speaking abilities.
- * Learners should actively participate in speaking and interacting with teachers and peers to overcome psychological barriers.
- * Students should utilize listening as a strategy to expand vocabulary, strengthen grammatical knowledge, imitate native speakers, and improve pronunciation.
- * Learners should keep in mind that speaking is the most crucial skill to develop, reflecting their overall proficiency in learning a second or foreign language.
- * Learners need to engage in language practice activities and use the language in real-world situations outside the classroom setting to further enhance their oral communication skills.

Conclusion

In summary, this chapter delves into the dynamics of the teaching and learning process within a real classroom environment, focusing on students' speaking skills. It presents the field work of the study by outlining the research tools used to gather data for examining the previously mentioned hypothesis. The findings from teacher interviews and student questionnaires align closely with the belief that classroom interaction positively impacts students' speaking abilities. The examination of classroom interaction underscores its significance in enhancing the speaking skills of English as a Foreign Language (EFL) learners. Additionally, the responses from both teachers and students demonstrate their awareness and attitudes towards incorporating classroom interaction in oral expression classes. This awareness is linked to the creation of a relaxed learning environment through this pedagogical approach, which boosts student motivation, leading to increased awareness, creativity, and participation in the classroom. Consequently, this approach contributes to the improvement of students' fluency and oral proficiency.

General Conclusion

The primary objective of language learning is to effectively communicate through both spoken and written means. Classroom interaction plays a pivotal role in achieving this goal. Therefore, the current research seeks to emphasize the substantial impact of classroom interaction on enhancing the oral proficiency of English as a Foreign Language (EFL) students.

The central hypothesis of this research was based on the assumption that in order to improve students' oral skills, particularly their speaking ability, classroom interaction is highly recommended. This is because classroom interaction provides learners with valuable opportunities to practice the language and promote their oral communication within the classroom environment.

In order to test the earlier stated hypothesis, the investigation was conducted in the Department of English Languages at Mohamed Khider University of Biskra. A questionnaire was administered to first-year students, requiring them to respond to questions related to the research topic. Additionally, an interview was organized for teachers to collect data about their perceptions and attitudes towards the implementation of interaction in oral expression sessions.

The current study is structured into two primary parts: the theoretical component, which delves into the key variables of 'speaking' and 'classroom interaction' across two chapters, and the empirical part, which focuses on the analysis, interpretation, and discussion surrounding the gathered data. The initial chapter addresses significant aspects of speaking skills, encompassing their importance, variations, and constituent elements. Subsequently, the second chapter delves into the fundamental components and essential information regarding classroom interaction and its correlation with speaking proficiency. The third chapter is dedicated to scrutinizing the data derived from interviews with teachers

and questionnaire conducted among students.

Therefore, the results obtained validated and affirmed that integrating classroom interaction in EFL lessons significantly benefits students' speaking abilities. This approach offers learners valuable opportunities to hone their speaking skills within the classroom environment, enabling them to engage in meaningful exchanges, negotiate understanding, and receive constructive feedback.

In light of these findings, the essence of the entire study can be summarized in two key points. Firstly, contemporary teachers recognize the importance of students' active role in the teaching and learning processes. As a result, they actively encourage their students to speak up and provide them with ample opportunities for interaction within the classroom setting. Secondly, learners greatly value student-student interaction, as it allows them to freely practice the language and, in turn, develop their oral proficiency. This peer-to-peer interaction is highly valued by the learners, as it enables them to practice the language in a supportive environment.

The research findings warrant the proposal of several suggestions and recommendations that could prove useful for both teachers and learners in heightening their awareness about the necessity of utilizing classroom interaction as a tool for developing students' oral proficiency. Based on the research, it is advisable that learners be given more opportunities to practice their speaking skills, both within the classroom and outside of it, while also making a concerted effort to interact and overcome their speaking challenges. Furthermore, teachers should take on the roles of motivators and prompters in the classroom, by actively encouraging students to speak, providing them with ample practice opportunities, guiding them, and involving them in group work activities. These measures can contribute to enhancing learners' awareness of the importance of classroom interaction in improving their oral communication skills.

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Appendix A: Teachers' Interview

Interview of the teacher

Dear teacher,

The purpose of this interview is to investigate the significance of classroom interaction in facilitating the development of speaking skill in oral expression among students. Your participation in this interview, through your insightful responses to the following questions, will be instrumental in achieving the objectives of our research endeavour. We extend our sincere gratitude for your cooperation in advance.

Q1/ how long have you been teaching oral expression

Q2/ do you provide opportunities for students to practice speaking in class? What are they?

Q3/ How do you encourage your students to actively speak and participate during your oral expression lessons?

Q4/ In your teaching experience, what common speaking challenges do students encounter in oral expression courses?

Q5/ What types of speaking activities do you typically use in your classes? Can you explain the reasoning behind the activities you choose?

Q6/ Do you think that someone who is skilled at listening is also naturally skilled at speaking? Why?

Q7/ What type of interaction tasks/activities do you typically use in your classes? Which type do you find the learners enjoy the most?

Q8/ Do you believe that the interactions that take place in the classroom can help learners improve their oral communication skills? If so, can you explain how?

Q9/ Based on your experience, do you think frequent classroom interaction can help

students reduce their speaking mistakes? how?

Q10/ Do you offer feedback to your students? If so, what kind of feedback do you provide? Can you explain the reasoning behind your approach?

Appendix B: Student's Questionnaire

Questionnaire of student

We're conducting some research and your participation is very important to us. We have a few questions for you below. For most questions, you can simply choose the answer that best fits by placing a checkmark (✓) next to it. However, some questions might require a short explanation to clarify your choice. Feel free to write a sentence or two to explain your answer in these cases. It's even okay to choose more than one answer for some of the questions! Thank you so much for your help with our research!

1) Please specify whether you are:

- a) Male
- b) Female

2) Why did you choose to learn English?

- a) You find English valuable for interacting with others.
- b) You believe English skills will benefit your professional aspirations.
- c) You enjoy using English for recreational activities reading or entertainment.

_If your reasons fall outside these options, please specify

.....
.....

3) According to you, which of the following core language plays the most crucial role in your ongoing advancement?

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

-Please, justify your choice

.....
.....

4) How would you categorize your current proficiency in English?

- a) Very Good
- b) Good
- c) Average
- d) Poor

5)How would you describe your feelings? Are you:

- a) Confident and comfortable speaking freely?
- b) Shy and worried about what others think?
- c) Bored and not interested in the discussion?

6)What specific challenges do you experience during English speaking activities?

- a) Hesitant or shy to speak up?
- b) Stuck for words or unable to find what you want to say?
- c) you are not participating as much as you would like, or maybe even talking too much?
- d) More comfortable expressing yourself in your native language?

If others, please mention them

.....
.....

7)How do you address these difficulties?

.....
.....

8) Does your teacher encourage you to actively engage in class discussions?

Yes

No

If yes, then how?

9) What speaking exercises does your teacher use most often?

- a) Presentations
- b) Role-playing exercises
- c) Speaking games
- d) Discussions or debates?

10)What responsibilities does your teacher perform in the speaking tasks?

- a) Prompter (teacher encourages students to develop their own solutions)
- b) Participant
- c) Feedback Provider

11)When you make speaking mistakes, does your teacher:

- a) Immediately interrupt and correct you
- b) Allow you to continue and then correct you
- c) Neither of the above

12)Does your teacher offer you with feedback?

Yes

No

13)What kind of feedback do you prefer to receive from your teacher when you make a mistake while speaking?

- a) Direct
- b) Indirect

-Please, justify why ?

.....

14) How would you describe your relationship with your teacher?

- a) Positive and supportive
- b) No relationship

15) Who tends to speak more in the classroom?

- a) The teacher
- b) The students

16) How frequently does your teacher provide you with opportunities to engage in interactions with him?

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

17)How often do you interact and communicate with your classmates?

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

18)During classroom interactions, do you:

- a) raise your hand to contribute
- b) the teacher calls on you to speak

19)What kind of interaction do you prefer?

- a) student-student interaction
- b) student-teacher interaction

please justify.....

20) Does the frequency of your interactions help reduce the number of speaking mistakes you make?

- Yes
- No

-Please, justify your answer.....

21)Based on your classroom interactions, how do you evaluate your progress in speaking skills?

- a) Highly Effective
- b) Somewhat Effective
- c) Requires Improvement
- d) Requires Significant Improvement

Thank You



الملخص

لقد اكتسبت أهمية التفاعل في الفصول الدراسية للغة الثانية، ولا سيما تلك التي تركز على الإنجليزية كلغة أجنبية، شعبية كبيرة. بما أن الهدف الرئيسي من تعلم اللغة الأجنبية هو التواصل بها؛ فإن التفاعل داخل الفصل الدراسي يبرز كأداة حاسمة لتحقيق هذا الهدف. وفقاً للباحثين، يمكن للتفاعلات الجيدة التصميم داخل الفصل الدراسي أن تساعد الطلاب على بناء المعارف وتطوير القدرات بنشاط. تستكشف هذه الدراسة أهمية التفاعل داخل الفصل، شاملةً التفاعل بين المعلم والطالب والطالب مع زملائه، في تعزيز الإنتاج الشفوي للمتعلمين. بما أن التواصل الفعال هو الهدف الأساسي لتعلم اللغة الأجنبية، فإن هذا البحث يغوص في مفهوم مهارات التحدث وأهميتها في تعليم الإنجليزية. إنه يفحص العلاقة القائمة ما بين تعليم مهارات التحدث والتفاعل داخل الفصل الدراسي، مع التركيز على فعالية التفاعل داخل الفصل كاستراتيجية تعليمية في تطوير مهارات التحدث لدى المتعلمين. منهجياً، اختار الباحث اتباع نهج متعدد الأساليب لوصف وتحليل البيانات الكمية والنوعية، تم استخدام أداتين لجمع البيانات وهما مقابلة واستبيان لجمع البيانات اللازمة للإجابة على الأسئلة التي طرحها البحث. تم اختيار عينة عشوائية تتألف من 70 طالباً ليجيبوا على الاستبيان. علاوة على ذلك، أُجريت مقابلة مع ستة معلمين لمادة التعبير الشفوي للغة الإنجليزية بجامعة بسكرة. تحقق الدراسة من فرضية أن التفاعل داخل الفصل ضروري لتحسين مهارات التحدث حيث تشير النتائج إلى أن التفاعل داخل الفصل هو أداة قيمة لزيادة مشاركة المتعلمين والتغلب على صعوبات التحدث. استناداً إلى هذه النتائج يُقترح توصيات لمساعدة الطلاب والمعلمين على تحسين المهارات الشفوية.