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Submitted and Defended by:
Rania Tellab

Title

The Impact of Interactive Classroom Tasks on EFL Pupils' Speaking Production

Case Study of fourth Year Learners at Bachir Ben Nacer Middle School Biskra

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Board of Examiners

Pr.Chelli Saliha	**MCA**	**Biskra**	**Chair**
Mrs.Messaibi Bousbaa	**MCA**	**Biskra**	**Examiner**
Samira			
Mr. Amraoui Khaled	**MAA**	**Biskra**	**Supervisor**

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Declaration

I hereby declare that the study entitled "Exploring the Impact of Interactive Classroom Tasks on EFL Pupils' Speaking Production: Case Study of fourth Year Learners at Bachir Ben Nacer Middle School Biskra" submitted for the degree of master at the university Mohamed Kheider Biskra is my genuine work and has not been submitted previously for any other degree or qualification at this university or any other institution.

I also declare that sources and data gathered included are my own work and have been cited and acknowledged accordingly. Views, data, and works of others are fully referenced in accordance with academic standards of university of Mohamed Kheider. Also I declare that the guidelines and standards set by the university of Biskra were respected in conducting my research and writing this work.

Dedication

As well as everything that I do, I would be honored to dedicate this work to Allah, the most beneficent and the most merciful, who gave me strength and knowledge.

To my parents, who gave me the morals and instruments that have guided me on this journey to this point. For all of the chances my mother and father have given me, I will always be grateful.

To my husband, who has been a constant source of support and encouragement during the challenges of graduate school and life.

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Abstract

Teaching English as a foreign language to middle school pupils has always witnessed innovation and development. Improving pupils speaking skill has been a challenge to many teachers. Many methods and approaches have been used to address this issue including Task based Language Teaching. Therefore, the study explores the impact of interactive classroom tasks on EFL pupils' speaking production. It tackles show interactive classroom tasks influence the speaking skill of middle school pupils. The researcher used a descriptive method to investigate the research problem, and data was gathered through an instrument. The study employed a questionnaire for middle school teachers. It was addressed to twenty teachers as a study sample. The study has found that implementing interactive tasks significantly enhances pupils' speaking proficiency. Speaking tasks are challenging for teachers since pupils frequently suffer from fear, lack of vocabulary, and pronunciation concerns. Despite these limitations, interactive classroom activities increase students' confidence, promote learning, and allow for more oral expression. Although the advantages are evident, the study has revealed that teachers employ interactive exercises to a restricted extent. The results suggest that educators and curriculum developers should emphasize Task-Based Language Teaching (TBLT) to enhance language learning results and establish more prosperous classroom settings.

Key words: Interactive Classroom Tasks, English Language, Middle School, Task Based Approach

Table of Contents

List of Tables

List of Figures

List of Abbreviations

EFL   English as Foreign Language

FL   Foreign Language

MS   Middle School

TBLT   Task Based Language Teaching

SL   Second Language

General Introduction

1. **Background of the study**

The English language has grown in popularity and demand in the latest years. Teaching English language as foreign language is the process of showing or assisting learners to acquire language aspects. Teaching language may refer to giving instruction and guiding them in the study of language by providing them with the necessary knowledge. Studying a language entails equipping oneself with enough knowledge about language aspects and skills. Speaking is one of the skills that EFL learners strive acquire during their journey to learn English. Speaking as skill gives the speaker the advantage to express himself and reflect opinions, thoughts, and feelings in a given language.

In middle school, learners study English as novice learners and face issues with different aspects of English language. One of the challenges that students face in their educational path is speaking English. In the classroom, spoken language is primarily used for exercises where the teacher intends to accomplish specific goals, such as raising students' awareness or having them practice linguistic elements of the language, in addition to acquiring valuable abilities in English. Pupils and learners study the English language through strategies and tasks given by the teacher. Tutors use different approaches and methods to engage pupils in the lesson. They also seek to provide an appropriate atmosphere that increases their chance of adaptation to the English language learning process. One of the creative approaches educators use to involve learners is interactive classroom tasks. These tasks are presented to encourage participation and collaboration and to enhance a dynamic classroom environment..

2. Statement of the problem

Learning English as foreign language is one the crucial phases that students go through in their educational journey. Language teachers use different strategies and methods to ensure the appropriate learning of English language. However, students encounter different challenges in language skills. One of the skills that present difficulty in learning is speaking. Interactive classroom tasks present one of the new methods of teaching that helps the process of learning and replaces old methods of teaching. These tasks have the potential to improve students' speaking productivity in English as a Foreign Language education. Although interactive tasks have the potential to increase student productivity, their effectiveness and understanding are disadvantaged by difficulties that impede the efficiency of transmitting tasks. These concerns and challenges impact the process of developing students' speaking skills.

3. Significance of the study

The study provides a support to middle schools' EFL teachers. It tackles the significant lessons in English Language Curriculum with the attention directed to both teachers and learners. Moreover, teachers who include games in their classrooms reach their learning objective easily. Learners who are engaged with the provided material will be able to acquire the language more accurately, effectively, and confidently.

4. Research questions

In order to contextualize our research problem a set of question are proposed:

- What are the challenges facing 4th year middle school pupils when speaking English?

- How do classroom interactive tasks help pupils improve their speaking production ?

5. Research hypothesis

- It is hypothesized that middle school pupils face different challenges when speaking English.

- It is hypothesized that classroom interactive tasks will improve pupils speaking production

6. Aims of the study

The research aims at:

- Finding out the challenges that hinder the speaking productivity of learners.

- Finding out if classroom interactive tasks help to improve learners speaking skill .

7. Research methods

The study has used a descriptive approach. This strategy was chosen due to the nature of the data tools method that was set up. The study is based on a questionnaire, which has been submitted to twenty middle school teachers of English language to collect their opinions about the implementation of interactive classroom activities in EFL classroom.

8. Rational of the study

The study is essential since it contributes to the improvement of teaching methods. Investigating the impact of interactive tasks on speaking ability helps in many ways. Furthermore, it might offer instructors with more knowledge, leading to the development of more engaging and useful language learning experiences. Discovering the challenges that hinder the speaking production for pupils can provide an in depth look to the issue. Moreover, this may help meeting young learners' specific needs in addition to tailoring the curriculum based on the issues they encounter with speaking. Nevertheless, this research may provide valuable and significant data to the scientific field. In addition, it could assist teachers with a

more thorough understanding of effective language learning approaches.

9. Delimitation of the study

The research can encounter delimitations that hinder the objectives set. First, this research focuses on a limited number as sample size, which may make the generalization of the findings hard. Furthermore, focusing on certain level is delimitation to the validity of the outcomes as well as their transferability to a larger audience. Concentrating on certain interactive tasks may limit the discovery of other potentially useful techniques. In addition, resource constraints, such as time; or access to specific technology, may have an influence on the study's implementation. It also can improve a person's chances in professional and personal life.

Chapter One:

Literature Review

Introduction

A variety of approaches has helped shaping the field of language education. Language learning has long been the focus of scholarly researches. Task based language teaching (TBLT) is a dynamic technique that recently gained popularity. It emphasizes the integration of language skills through meaningful activities. The first section of the chapter focuses on comprehending the fundamentals of task based language instruction. This investigation presents language instruction in the broader and narrower sense. It highlights major ideas that stress the effectiveness of task-based approaches.   Moreover, the study identifies classroom interactive activities and focus on the critical function that tasks play in supporting foreign language learning.

The research aims at understanding language teaching in general as well as the complex interaction between tasks and English. The research discusses the value of interactive tasks in the classroom. A thorough examination is conducted, revealing the function of these tasks and their influence on EFL education. Language instruction is a wide field that encompasses many strategies and methods. Each distinct component adds to the complex nature of linguistic proficiency. The objective in conducting this investigation is to gain a thorough understanding of task-based language teaching, which will serve as the foundation for the other aspects of our study.

The primary focus of the chapter's second section shifts to speaking abilities as a crucial element of language learning. Speaking is a skill that includes many different aspects, such as fluency and pronunciation as well as cohesive concept expression. This section attempts to analyze speaking abilities by breaking them down into their constituent parts, investigating various spoken language forms, and revealing the enormous importance of speaking in the context of language acquisition. This section aims to give readers a more clear understanding of

the complex nature of speaking abilities. This enhances gaining insightful understanding of their place in the larger context of EFL instruction.

This chapter presents a layout for a thorough investigation of the key elements and successful approaches that influence the current state of language education. the study focuses on task-based language instruction in relation with speaking abilities. This section explores the linguistic subtleties and pedagogical layers that characterize the dynamic relationship between speaking skills, interactive activities, and tasks in the context of EFL learning

Section One: Classroom Interactive Tasks

1.1 Task based language teaching

The emergence of Task based language teaching is closely related to "Bangalore Project" that was initiated by Prabhu in 1979. Task-based language teaching involves the utilization of specific types of activities in the classroom. These activities emphasize on significance of the way tasks are carried and the given roles in the content. This method was adopted in order to explore new ways of teaching techniques. Task-based language instruction aimed at enhancing spoken contexts while focusing on competence and communication (Sánchez, 2009).

Task-based language teaching is a teaching method that stresses the value of utilizing students' interactive potential. In contrast to structural techniques, it highlights the value of employing learners' innate capacity for language teaching as they interact with language as a tool for meaning making. It Displays language as a subject that should be deliberately and methodically taught (Ellis et al., 2020). According to Richards and Rodgers (2001) task Based Language Teaching is a strategy based on the use of tasks as a central element in designing and learning in language teaching..

Some language scholars, such as Long and Crookes (1993), who focused on creating instructional applications of second language teaching theory, have provided additional support for the function of tasks. An interest in assignments is as possible foundational elements for second language learning. Language instruction saw tremendous improvement in the mid-1980s

when tasks were used as instruments in Second Language teaching research(Richards & Rodgers, 2001).

1.2 Definition of Task

A task is a quick preparation and "a more intricate work plan that demands spontaneous interaction. Breen (1989) described a task as a planned strategy for offering chances to support the skills and knowledge required for learning a new language and using it in conversation. Tasks are meant to help pupils participate in meaningful activities; they are focused on objectives and meaning-centered. Language implies communication, and communication only takes place in situations where there is the chance to share sincere and insightful ideas (Bonces & -Bonces, 2010).According to Nuan (1989), a task is defined as a classroom activity that requires students to comprehend, manipulate, produce, or interact in the target language with a primary focus on understanding rather than form. David Nuan presented two types of tasks he referred to the first one as real world or target tasks, and the second one as pedagogical tasks.

1.2.1   Target Tasks

Nuan (2004) noted that target tasks represent the use of language in the world further than the classroom. He based his definition on Long's (1989) notion of target tasks to say that target tasks refer to the way individuals would express themselves in the streets if they were asked about what they were doing. It could be said that target tasks refer to linguistic outcomes in task-based language teaching(Nunan, 2004).

1.2.2   Pedagogical tasks

Nuan notes that tasks become pedagogical in nature when they transform from real world to classroom. Furthermore, he says that:

a pedagogical task is a piece of classroom work that involves learners in

comprehending, manipulating, producing or interacting in the target language while their

attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.(Nuan, 2004, p. 04).

His definition emphasizes grammar's diverse role in conveying meaning, as well as its crucial role in building the relationship between form and significance within a language. It emphasizes how grammar serves as an interface through which speakers generate a variety of communicative situations, enabling for effective communication among language users. Students use grammar as a strong tool for expressing ideas, conveying emotions, and engaging in sophisticated conversations in a variety of social and cultural contexts.

Nunan (1989) recommends a wide range of instructional activities, including jigsaw puzzles, information-gap exercises, decision-making exercises, and opinion-exchange exercises. Jigsaw activities ask students to combine various pieces of information to produce a story or other comprehensive piece of knowledge. Similarly, students use information-gap assignments to find meaning by combining data from two or more sources.

Similarly, in assignments involving problem-solving, students employ language to derive a single solution from a given set of data. In contrast, students who are tasked with making decisions seek to identify multiple answers to a problem and select one through compromise and discussion. In exchange assignments, students engage in discourse and idea sharing, even in cases where a consensus may not be reached. Students' communicative abilities in a foreign or second language are enhanced by these assignments(Daar, 2020).

1.2.3   Task phases

Willis (1996) suggests that teachers organize their lessons around a task into three stages: the language emphasis, the task cycle, and the pre-task phase. Only an imaginative person can efficiently plan, carry out, and assess the pupils' linguistic task work.

1.2.3.1. The Pre -Task phase

The teacher helps the students acquire new terminology and structures, and he connects the subject to their past knowledge. Then he provides instruction to the procedure and task results of the subsequent stage, and gives them a few finished example tasks(Bhandari, 2020).

1.2.3.2. Task phase

The learners negotiate meaning and discuss it. While the teacher supports their learning, the students create the report in groups, in pairs, or alone. They take advantage of their past understanding and different perspectives to finish the assignment. During this phase, they are urged to concentrate more on fluency than correctness in the target language. Here, the instructor supports the growth of the learners' imaginations and creativity. To create at last a report, the students participate in meaningful and communicative activities. When these Students present their work to the class as a whole, and the teacher assesses and gives comments so that, in the post-task phase, they will complete the assignments with greater significance in terms of both form and content (Bhandari, 2020).

1.2.3.3. Language focus phase

After that, the instructor shifts to a language focus, emphasizing practice and analysis. He examines challenging forms and draw learners' attention to them. He performs memory tests and drills, as well as the forms that were reviewed throughout the analysis, during the practice phase. In order to boost confidence, the teacher encourages students to increase their linguistic accuracy and practice again(Bhandari, 2020).

1.3 The role of task based language teaching

The emergence TBLT presented a movement in language learning and teaching. It highlighted learners' needs in EFL learning, which demands more than knowing the language. It necessitates the need to develop the capacity to use it correctly in order to achieve communicative purposes. Educators' aim to encourage genuine communication, or the exchange of meanings rather than forms, is a major factor in this emphasis (Bonces & -Bonces, 2010).

Language teaching researchers highly valued and acknowledged the functions and values of task-based language instruction. It helped in creating learner-centered classrooms and language learning contexts, providing students with opportunities for communication and interaction. Furthermore, it assisted in improving students' capacity to use the target language and resolve communicative difficulties. Moreover, Task-based learning attempts to give students the chance to become fluent in speaking and writing by using instructional tasks that encourage natural, functional, and practical language use for essential objectives(Hişmanoğlu & Hişmanoğlu, 2011).

Task-based learning, or task-based language teaching, is a realistic and natural way to teach languages that keeps students interested and motivated. It entails repeatedly finishing tasks, each of which represents a concrete step toward proficiency. Additionally, this method fosters a continuous relationship with the language, enhancing communication abilities and providing freedom in goal setting (Blagrove, 2021).

1.4 Classroom interactive tasks

Omar et al. (2020) stress that Classroom Interactive Tasks represent a set of methods and activities used to help engaging learners and encouraging them to speak more. Although the way of teaching can be modified, the ultimate purpose should be to improve the students' speaking skills. For this reason, interactive language learning activities support students in learning and using the language as much as they can within interactive classrooms. In order to make the most

of the available classroom space, the setting allows students to move around without becoming stuck in one spot. Furthermore, it is stated that students get the chance to speak openly and honestly with their peers while also considering their sentiments and emotions . Due to the interactive language learning tasks, a variety of activities, including role-playing, creative drama, problem solving, discussion, and group projects, can be carried out.

Teachers expect full attention from the learners during the lecture. However, often students express disinterest during a learning process. Eventually this leads to unsuccefull presentation of the lesson and the failure of learning objectives. Therefore, teachers attempt to change their teaching methods to engage learners and encourage them to active involvement in the learning process. Communicative language teaching is one of the approaches that supports real communicative learning condition (Nurcahyo, 2019).

 This method fosters implementing techniques into the teaching process. Teachers can swiftly determine whether their students have mastered the content by using assessment techniques, which gives them practice with the material. Additionally, these tests encourage interaction, which helps students go from passive to attentive and involved learning. Even though they seem enjoyable, these approaches frequently facilitate student learning more than lectures do (Nurtika, 2018).

A list of efficient teaching techniques is given to students in the literature. Picture Prompt, Why Do You Think That, Think Break, Cliffhanger Lecturing, Choral Response, Word Cloud Guessing, Instructor Storytelling, Grab a Volunteer, and Socratic Questioning are a few of these. The Picture Prompt asks pupils to identify and describe an image without providing any context. While Think Break gives students time to consider the topic before explaining, Why Do You Think That pushes them to express what they are thinking. Students can compare their class notes, fill up any gaps, and create group questions by updating their notes. Topics covered in Cliffhanger Lecturing are designed to conclude three-quarters of the way through, with a quarter of the time reserved for the following module or topic. Students learn new vocabulary words

Using Vocal Response exercises (Yee, 2020).

1.5 Interactive classroom activities in EFL learning

Amato (1996) notes that in the context of learning English as foreign language, many learners have been encountering difficulties in studying English specifically in their communicative competence. EFL learners suffer from lack of confidence in speaking English. Moreover, lessons are mostly focused on developing reading and grammar rather than speaking skills. Lack of pedagogical capacities and shortage of time to practice listening and speaking skills negatively influenced the progress of students English and academics results. Consequently, educators created new approaches to foster active learning and enhance participation in EFL classrooms.

The use of interactive games and activities is a great way for pupils to learn languages because it requires them to use both productive and receptive abilities while defending oneself in order to negotiate and persuade others and attain the desired outcome. Moreover, it is important for language instructors to encourage students to participate in task-oriented activities that encourage creativity and games that enhance their expressive abilities (Saricoban&Metin, 2000). Activities including interactive communication games are crucial for improving oral and listening skills as well as for learning and expanding vocabulary intake and output. Some interactive communication games encourage teamwork and foster conversation to solve problems, while others serve various functions like providing instructions or posing questions (Amato, 1996).

1.6 Aspects of Classroom Interaction

Classroom interaction is represented through two aspects. They are negotiation of meaning and feedback.

1.6.1   Negotiation of meaning

Seddiki (2022) says that this stage involves pupils (speakers) collaborating and exchanging ideas and opinions. They make an effort to speak more clearly and avoid misunderstandings. Furthermore, it is amid this phase that interlocutors negotiate and comprehend meaning. In order to create a clear output, speakers in a classroom engage in meaning negotiation by conceiving each other through the process of requesting for further explanation (a comprehensible input).

1.6.2   Feedback

Feedback refers to the process of addressing problems, including correction and repair. .Additionally, it is regarded as one of the crucial components of interaction that might enhance the acquisition of a foreign language. Moreover, it Assesses learners' performance success. Effective engagement is crucial for improving foreign language learning skills(Mackey,2007).

1.7 Impact of interactive activities on Students' Foreign Language learning

Interactive language learning tasks improve students' English language speaking performance. These tasks help creating a good learning environment and raise self-confidence and motivation for learners. Consequently, interactive tasks help overcoming problems related with communication in language classrooms(Omar et al., 2020).   It is possible to enhance communication skills, creative thinking, and problem-solving abilities by utilizing interactive learning strategies that require speaking engagement. These tools support the growth of inter language communication skills among pupils, information sharing, and the identification of creative solutions in English-language classrooms.

Both direct and indirect teaching techniques, such as memory, cognition, and compensating techniques, are used in interactive education. Meta cognitive, affective, and communicative-social techniques are examples of indirect methods. In addition to enhancing English language knowledge, interactive learning helps to improve direct classroom communications and raise pupils' capacities (Wagner et al., 2022).

Interaction has significant role in language learning, as it has several advantages, particularly for those learning a foreign language. In the classroom and beyond, interaction plays a major role. Teachers and students should address interaction as a basic teaching and learning technique for language skills, particularly speaking (Seddiki, 2022).

Section Two: speaking skill

2.1. Definition of speaking skill

Speaking is second stage where the students show their capacity to express themselves orally and appropriately. It denotes the correct use of pronunciation, grammar, and vocabulary in oral communication (Torky, 2005). Bygate (1987) defines speaking as producing auditory signals in order to generate different verbal utterances and meaningful responses to a receiver. Moreover, speaking is seen as a two-way transmission of ideas, facts, or feelings. This perceives spoken texts as the result of collaboration between two or more individuals in a shared time and a shared physical environment. Proponents of this concept argue that instead of training learners

to construct well-formed sentences and then applying them in discourse, it is more effective to encourage learners to participate in spoken discourse from the start. This allows them to acquire smaller units of language over time(Nunan, 1989).

According to Kayi (2006), speaking is essential for both learning and teaching a second language. Because speaking is synonymous with communication, if we fail to communicate clearly, our children will not grasp what he or she has said. Additionally, effective communication in the classroom requires speaking. Teachers must communicate with their students as their words impact their academic performance. Kayi also stresses that it is essential that language teachers' pay great attention to teaching speaking. Rather than making students to purely memorize words. Providing an amusing atmosphere where productive communication takes place is preferred (Kayi, 2006).

2.2. Elements of speaking skills

2.3.1   Grammar

Usually grammar is linked with the written language. However, a lot of spectrum in spoken language require grammar use such as utilizing correct tenses and understanding the contexts where they are used in order to structure coherent sentences when speaking. Nevertheless, it aids at conveying information to the listener appropriately (Torky, 2005). Grammar describes the rules that shape a language's sentence arrangement. Grammar refers to the study of sentence structure and word forms. Mastering grammar can lead to proficiency in language communication. Language takes forms and structures by the manner it was represented. It is concerned with analyzing sentences and describing the rules that govern the formation of sentences (Thornbury, 2003).

2.3.2   Vocabulary

Ihsan (2020) notes that Speaking skills develop through the use of variety of vocabulary during oral communications. Vocabulary is necessary to describe and communicate ideas and thoughts correctly. Vocabulary achievement means understanding words and resuming conversations and building meaning. Moreover, it has significant role in speaking English skill. Different range of vocabularies enhances fluency and avoids confusion.

2.3.3   Pronunciation

According to Hornby (1993), pronunciation refers to how a language is spoken and how words are pronounced. Studying English requires learning how to enunciate the language's words. Yates (2002) defines pronunciation as the process of generating sounds to convey meaning. It involves paying attention to specific language sounds (segments) and other characteristics of speech. Furthermore, the level of individual sound includes intonation, phrasing, and emphasis. Pronunciation refers to how a word is pronounced (Budiyanti, 2017).

Learning how to utter words properly is another crucial aspect of speaking ability. We learn how to pronounce words by listening to others around us, such as our parents, friends, and

teachers. Pronunciation varies by country, even by city. A lot of this stems from phonemic awareness. Understanding spoken language requires comprehension of its little elements. English can differ significantly from other languages. ESL students' home languages may not include some phonemes, and children's minds are accustomed to categorizing phonemes in their first language, which can lead to confusion. Language games, songs, and poems can help develop rhythm and repetition skills in English. Phonics introduces students to the correlation between verbal sounds and written language grammatical elements (Lowe, 2022).

2.3.4   Fluency

Fluency in spoken English develops organically as children progress through school and practice speaking skills daily. Reading frequently and aloud can enhance children's fluency by introducing new vocabulary and reinforcing spoken language skills. Fluency is the capacity to hear and comprehend words right immediately. They can read and correctly pronounce written words. Encourage pupils to read texts aloud. You might also ask your kids to read aloud in front of the class. This boosts confidence and improves their ability to communicate effectively. Improved English fluency leads to more engaging and informative discussions among students.Speaking skills are essential for communicating with others and expressing our thoughts(Iswara et al., 2012).

2.3. Importance of speaking skill

Speaking abilities are regarded as crucial and necessary for job search in the age of globalization. Individuals who master these talents may explain ideas, communicate their purpose, and influence others. Speaking skills, regardless of occupation, are essential for active communication and knowledge development. Students, in particularly, should develop and improve their speaking skills, as they are essential for everyday activities such as conversing, expressing viewpoints, and presenting presentations. Thornbury's (2005: 1) comments that "speaking as a part of daily life that we take for granted,". As a result, speaking is essential for

everyday conversation, establishing social relationships, and even finding work (Guettal, 2008).

2.4. Factors Influencing Speaking Proficiency

Several factors hinder speaking proficiency for learners. Moreover, self-confidence, fear, and low motivation can all impede the development of speaking skills. However, individuals with strong motivation and low fear demonstrated better verbal communication. Based on a research it suggests that educators understand their students' interests and emotions, build self-confidence, and select effective instructional ways. Positive encouragement and establishing a good rapport with students are also recommended. In addition, pupils should be given an adequate time to develop their speaking skills(Ghafar&Raheem, 2023).

In educational settings, pupils frequently confront speaking obstacles such as hesitation, a lack of topical expertise, limited involvement, and the usage of their mother tongue. Inhibition can lead to a fear of making mistakes and facing criticism, whereas poor engagement can leave pupils with little chance to express themselves. This could be due to the teacher choosing improper topics or knowing too much about them. In huge classes, some students dominate the discussion, while others say little or nothing. Furthermore, some students may speak their mother tongue as a natural habit to explain to their classmates.Addressing these concerns can help pupils improve their speaking skills in the classroom (Leong &Masoumeh, 2017).

2.5. Teaching Strategies for Developing Speaking Skills

Teaching is the process by which teachers convey knowledge, skills, and understanding to pupils of all levels of education. Strategies are essential for accomplishing certain goals, and teachers must balance them to match the needs of their students. Methods, techniques, sources, grouping, and success measurement are some of the several teaching strategies. Cooperative learning is a teaching technique that divides classroom activities into academic and social learning experiences, promoting positive reciprocity among students. Modeling tactics explain how teachers want their students to learn and achieve their goals, making students more engaged in the learning process and more secure in their practice. Both tactics assist students gain

knowledge and become more conscious of their role in the learning process (Mulyanti, Nadrun, &Waris, 2021).

Discussion Groups are activities in which students collaborate to achieve shared goals, with a concentration on English speaking. The direct technique is often employed in foreign language instruction, in which students' converse in the target language. Demonstrations assist learners transfer theory to practice by emulating others, boosting self-confidence, and providing targeted questions and answers. Cognitive techniques include students' actions during the learning process, such as speaking cognitive tactics, which entail expressing what they do and think when speaking. Practice and exercise (drilling) entails reviewing previously taught things in order to enhance comprehension and speed. Communication techniques assist pupils in mastering language and improving their speaking abilities. Question-answer relationships (QAR) assist students in understanding various types of questions and developing their critical thinking skills. Role-playing is an activity that involves performing a role (Leong &Masoumeh, 2017).

2.6. Teaching English in middle school

Goodwyn (2005) states that teaching English is vitally important of all school subjects. English is considered a crucial subject as it is the most consistently controversial and debated subject. Gasmi(2020) states that the goal of teaching English as a foreign language in Algeria's middle and secondary schools is to provide students with the necessary information and abilities to access English-language documentation, in addition to Employing a desired language for communication purposes.

In Algeria's educational system, teaching English in middle schools serves multiple functions. First, it aims to help students improve their communicative skills in English. Furthermore, it supportsdeveloping interactive abilities with peers and other English speakers. Teaching English also helps students socialize, which promotes healthy development. Mastering the English language enables students exchange ideas and articulates their visions(Ministère De L'EducationNationale, 2016).

Encouraging beginners to speak is usually not too difficult. Simple exercises and repeated sentences and dialogues are essential. However, instructors want students to develop their English proficiency rather than simply filling in the spaces or reading words from their textbook. Concentrating on the delivery of the message across learners' vocabulary and grammar knowledge are still limited at this point in their education, but it does not imply they cannot communicate. Teacher should provide pupils real-life settings (introducing themselves, going shopping) and let them to role-play using verbal and nonverbal communication, with an emphasis on communicating and delivering a message rather than correctness. This allows them to make extensive use of visual aids. They might be astonished at how much they can say with just a few words(Poodlladmin, 2022).

Middle school educators are responsible for providing children with a solid foundation in English by teaching them vocabulary, punctuation, and writing structure. They also educate students how to write essays, conduct research, and communicate clearly. Teachers also work on strengthening students' listening and speaking abilities, understanding, and media literacy. They also expose students to ancient and modern literature, which inspires and broadens their minds. Middle school is frequently the first time pupils learn in blocks of time, thus teachers may have to teach many classes per day, with students of varied ability levels and grades(Mieliwocki, 2022)

2.7. Conclusion

The chapter at hand systematically establishes the theoretical foundation for the research by providing a strong conceptual framework. Its main objective is to introduce fundamental concepts and explore into the complex web of correlations between the variables that are being investigated. The second segment focuses on providing a complete review of speaking in the context of language acquisition. Speaking is not a stand-alone skill; rather, it is closely linked to other essential language abilities, functioning as a concrete embodiment of the proficient use of language tools learned over the learning process. Furthermore, the study goes deeper into the various components of the speaking skill, highlighting on its nuanced complexities and emphasizing its critical role in the larger context of language learning.

This investigation is not limited to the technical components of pronunciation and grammar, but also encompasses the dynamic and participatory nature of effective communication. The chapter thus lays the basis for a thorough knowledge of English learning in middle schools, providing insights into how young students traverse the complicated process of language acquisition. It demonstrates the different solutions and obstacles that arise throughout this developmental stage, highlighting the importance of speaking proficiency as a cornerstone in the larger landscape of language education for youth.

Chapter Two:

Results analysis and interpretation

Chapter Two: Research Design and Procedures

3.1   Introduction

The second chapter presents the study's practical component. Its purpose is to accomplish the study's goals and test the hypothesis. It mainly comprises research methods and instruments for gathering information about the use of interactive classroom activities and how they affect students' ability to speak. The study research instrument includes a teacher-focused questionnaire. The chapter's second section discusses the data analysis, conclusions, and recommendations

3.2   Research design

The study has used a descriptive approach. It employed a questionnaire, which is specifically designed to obtain more data and validate the investigation's hypothesis..

3.3   Population and sampling of the study

A questionnaire distributed through the platform of Google forms. Twenty middle school teachers selected from various local schools answered the questionnaire as part of a survey carried out for this study. These instructors were selected randomly in order to explore different teaching language methods and whether teachers employ task based approaches in their teaching techniques. In addition, the aim is to discover if they include interactive exercises in their curriculum teaching.

3.4   Research tools

The research used a qualitative method to gather data: a questionnaire was chosen to both validate and measure the credibility of the study.

3.5.1 Teachers questionnaire

According to Oppenheim (1992), a questionnaire is a structured way to collect information by giving participants written questions to answer. He states that questionnaires are organized ways to get information from people or groups about many aspects, such as their views, opinions, habits, and demographics. Oppenheim stresses how important it is to carefully plan questionnaires to make sure that the data collected is clear, understandable, and reliable. He discusses a lot about how important surveys are as a flexible and widely used method for doing empirical research and gathering data in market research and social science settings. The teachers' questionnaire was made as an important part of this study to find out how the teachers felt about using interactive tasks as a teaching tool in the English as a Foreign Language (EFL) classroom. There are 15 different types of questions on the paper, such as yes/no, closed-ended, and open-ended questions. There are three parts to the form. Each question is meant to get specific information that will assist the study to reach the goals set.

3.1   Analysis of the questionnaire:

> ➢ **Section One: General Information**
1. **Gender**

Table 1

Gender

Gender	Number	Percentage
Female	19	95
Male	01	5

Figure 1

Gender
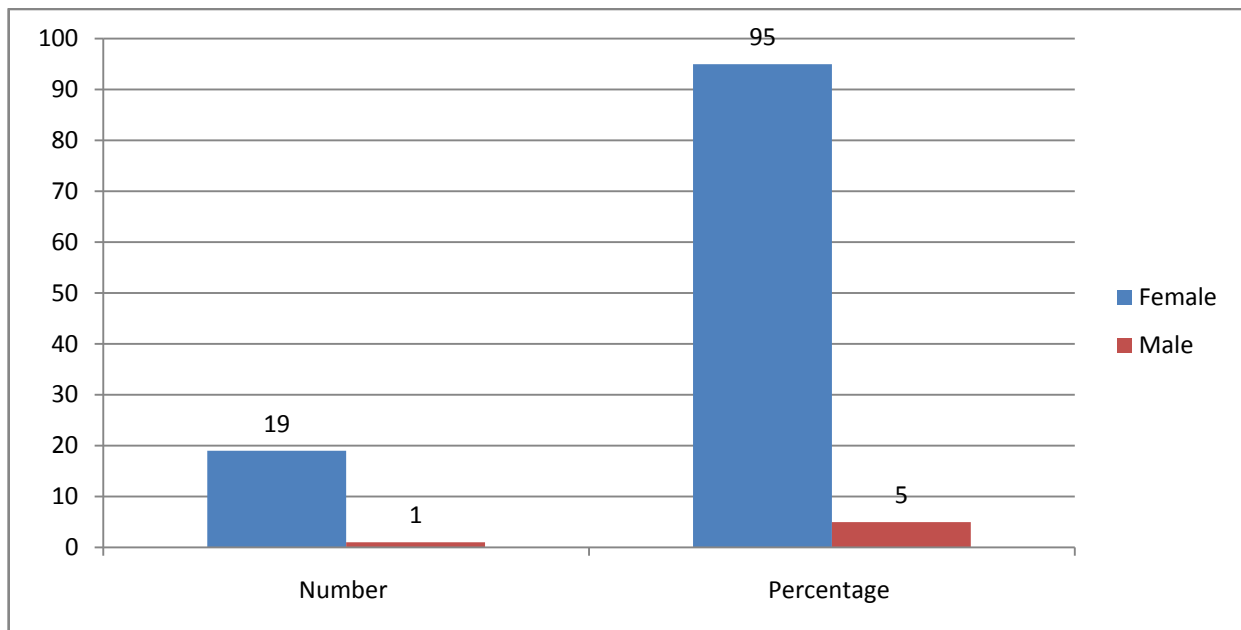
Based on the results, most English language teachers working in middle schools are women. The research was conducted using a sample size of twenty teachers. Nineteen female respondents, with only one male participant, were included. The data indicate a significant difference in gender representation among the randomly selected teachers in the sample, with the majority being female. The sample comprises 95% female teachers and only 5% male teachers.

2. How long have you been teaching?

Table 2

Years of Teaching English

Years	Response	Percentage
2 years	14	70%
3 years	01	05%
4 to 5 years	01	05%
6 years	01	05%
8 years	01	05%
10 years	02	10%

Figure 2

Years of Teaching English
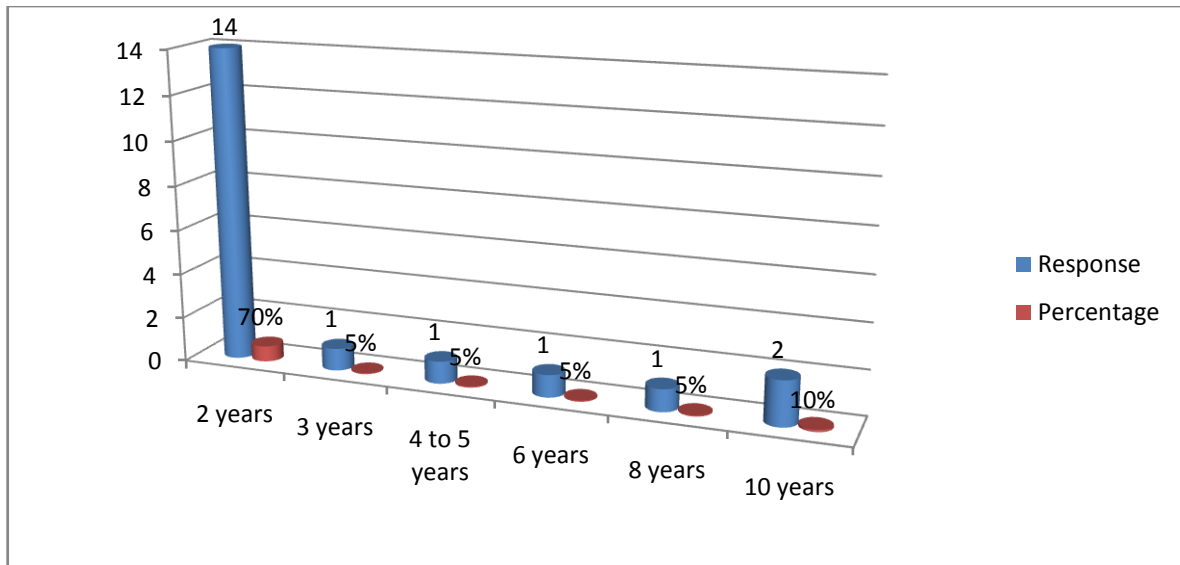
Seventy percent of the teachers said they had been teaching English for two years.this suggests that the majority of the participants are newly employed teachers. This proposes that they are teacher still in their early phases of their teaching careers. Only 5–10% of the sample contains the remaining groups, which include three years, 4–5 years, six years, eight years, and ten years. This suggests that teachers with longer experience are not common in the teaching profession in this sample. The data suggest that most of the teachers who participated in the study have minimal teaching experience, with 70% having taught English for up to two years.

This shows that most of the English teachers are   comprised by beginners, which may impact the

methods and style of instruction used in class. The scarcity of experienced teachers emphasizes

the importance of specialized assistance and professional development programs to help

beginner teachers overcome the challenges of their jobs. It also emphasizes the need to support

teachers at all stages of their careers, as the variety of teaching experiences adds unique

perspectives and specialized expertise to the educational system.

3. **Which level do you teach?**

Table 3

The Levels of Teaching

Levels	Responses	Percentage
First year	05	25%
Second year	02	10%
Third year	04	20%
Fourth year	09	45%

Figure 3

The Levels of Teaching
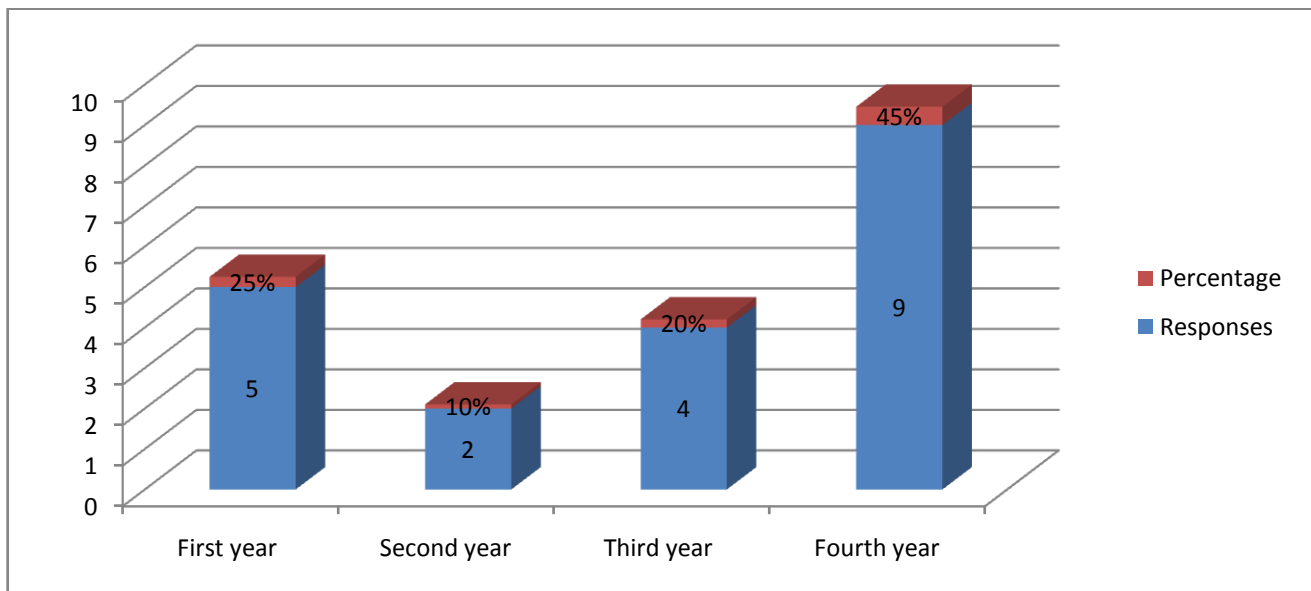
The data demonstrates that the most significant proportion of questioned teachers 9

teachers (45%) reported teaching at the fourth-year level, followed by five teachers teaching

first-year (25%), four others teach third-year (20%), and two teach second-year (10%) teaching

levels. The distribution indicates a majority of teachers teach the fourth-year middle school level.

The results of instructors at the fourth-year level may be due to factors such as curriculum focus, student demographics, or teacher ability at this stage of middle school education. The relatively low presence of teachers at the second-year level may indicate teachers are more likely to choose teaching fourth year rather than teaching the earlier years of middle school. Moreover, conducting additional studies to investigate the factors that impact the implementations of teachers across various levels of middle school teaching could make significant perceptions into instructional practices and strategies customized for distinct phases of middle school education.

➢ **Section Two: speaking Challenges**

4. **Have you stumbled upon any difficulties or barriers in implementing speaking activities in the classroom?**

Table 4

Difficulties in Implementing Speaking Activities in the Classroom

Response	Number	Percentage
Yes	18	90%
No	02	10%

Figure 4

Difficulties in Implementing Speaking Activities in the Classroom
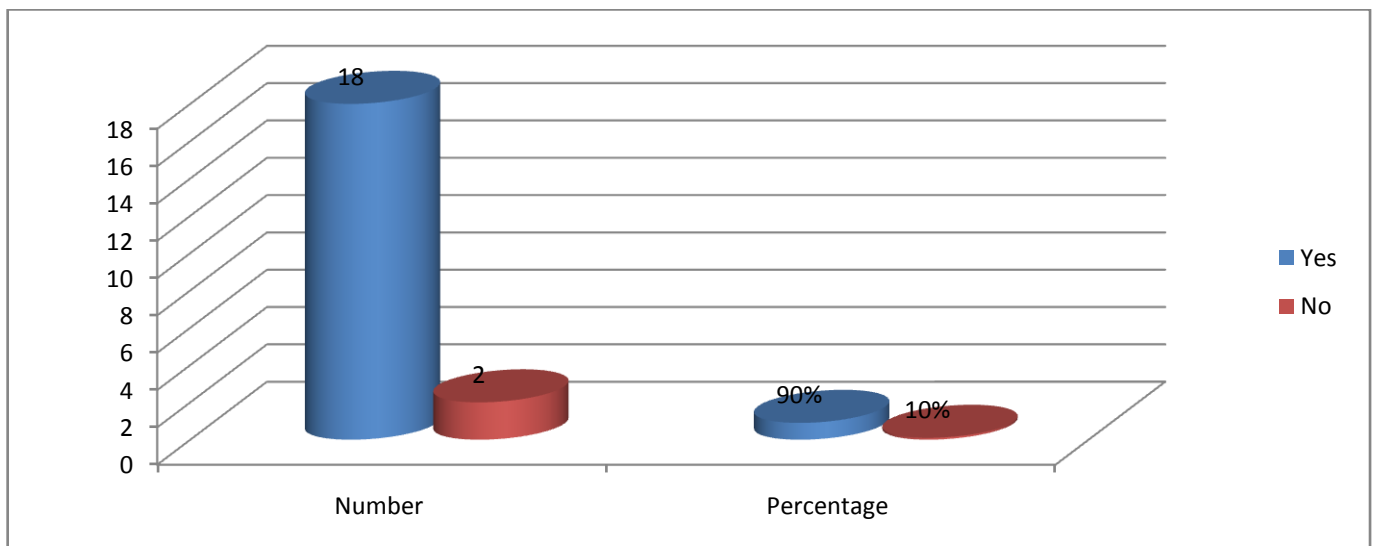
The data indicates that 90% of the questioned participants which equals 18 teachers reported facing challenges or obstacles when implementing speaking activities in the classroom. In contrast, only 10% of teachers which equals 2 stated that they did not encounter any issues. Integrating speaking activities in the classroom presents significant challenges for instructors, as reported by 90%. The factors that may be included are time limitations, limited resources, difficulties in classroom management, student motivation, and insufficient teacher training. Specific classrooms may lack task-based teaching methods, but teachers who have had training in task-based techniques or have access to resources may possess the necessary expertise and tools to develop speaking activities that are more effective. Overcoming these challenges can improve language teaching and promote the development of speaking skill for language learners. Furthermore, the minority of instructors (10%) who did not report facing challenges may indicate differences in classroom environments, teaching methods, or degrees of teacher expertise that impact the execution of oral communication assignments. Teachers who have had training in task-based teaching approaches or have access to tools and assistance for implementing interactive tasks may be more proficient in overcoming barriers and facilitating productive speaking activities in the classroom.

5. What challenges do you face when teaching pupils to speak English?

Table 5

Challenges when teaching pupils to speak English

Options	Response	Percentage
Nervousness and fear of making mistakes	05	25%
Lack of vocabulary	06	30%
Low motivation and participation	04	20%
Pronunciation and overuse of mother tongue	05	25%

Figure 5

Challenges when teaching pupils to speak English
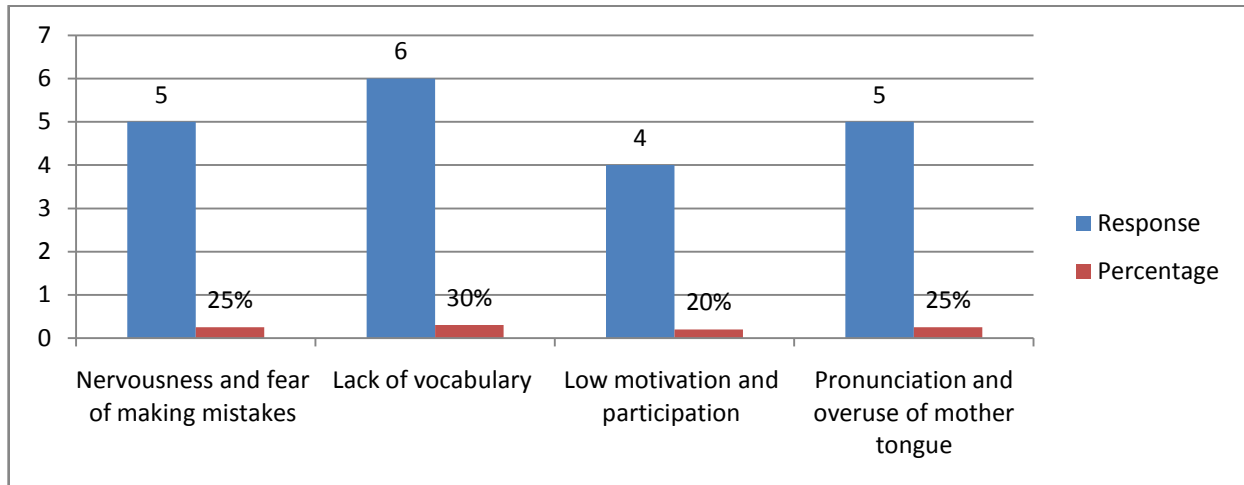
Lack of vocabulary (30%): Six teachers responded that students' lack of words was the problem they observed repeatedly. These finding shows how hard it is for many students to find the right words to say what they want, which can make it very hard for them to join meaningful conversations and speaking exercises. 25% of the five teachers sampled said that students' anxieties and fear of making mistakes made it hard for them to participate in speaking activities. These results show that students often cannot do oral communication activities because they are nervous or do not feel confident in their abilities. Two-fifths of the five teachers who responded said students had trouble with speech and used their mother tongue too much. This finding shows how hard it is for students to say English words clearly and how often they switch back to their native language, which can slow down their English learning progress. Four teachers, or 20%, said low motivation and interest were big problems. This means that students may not be interested in or motivated to do speaking activities, which could be because they are not being taught excitingly or because the activities are not related to the student's needs and interests.

6. In your opinion, why can't fourth year pupils speak English?

The teachers' comments show that the students' limited vocabulary is caused by several issues, making it hard for them to speak English well. Many teachers think that neither the fourth-year program nor the previous ones emphasize improving students' speaking and listening skills. Most participants think that fourth-year students have trouble speaking English because they do not have the confidence or vocabulary to make sentences that make sense. There are not enough speaking activities like conversations and role plays for students to practice and express themselves on topics connected to their classes and outside of class. In addition, the teachers say that students need more help from the start because they do not know enough about language skills like grammar and vocabulary.

Subsequently, students are less excited and motivated to learn. Furthermore, students do not use English much daily, making them less excited and confident when speaking English. They often feel nervous when they talk because they do not know how to use language well enough. Because of this, they rely on slang from movies, which is inappropriate for school settings. The problem is made worse by not engaging students enough in the language, knowledge gaps that have grown over the years, and sometimes a natural lack of interest in the language. Students put more value on science subjects than English, and they speak their native language more than English. They also seem less interested in English. They cannot improve their language skills because they do not get to practice them daily and do not have enough tools or motivation. Overall, the answers show that to overcome these problems, there needs to be a greater focus on improving vocabulary and more in-depth, enjoyable speaking activities.

7. How do you overcome these challenges?

Table 6

Overcoming challenges

Options	Response	Percentage
Creating friendly atmosphere for learners	04	20%
Encouraging pupils through games and role plays	10	50%
Motivating pupils to speak through brainstorming and interviews	04	20%
Giving positive feed back	02	10%

Figure 6

Overcoming Challenges
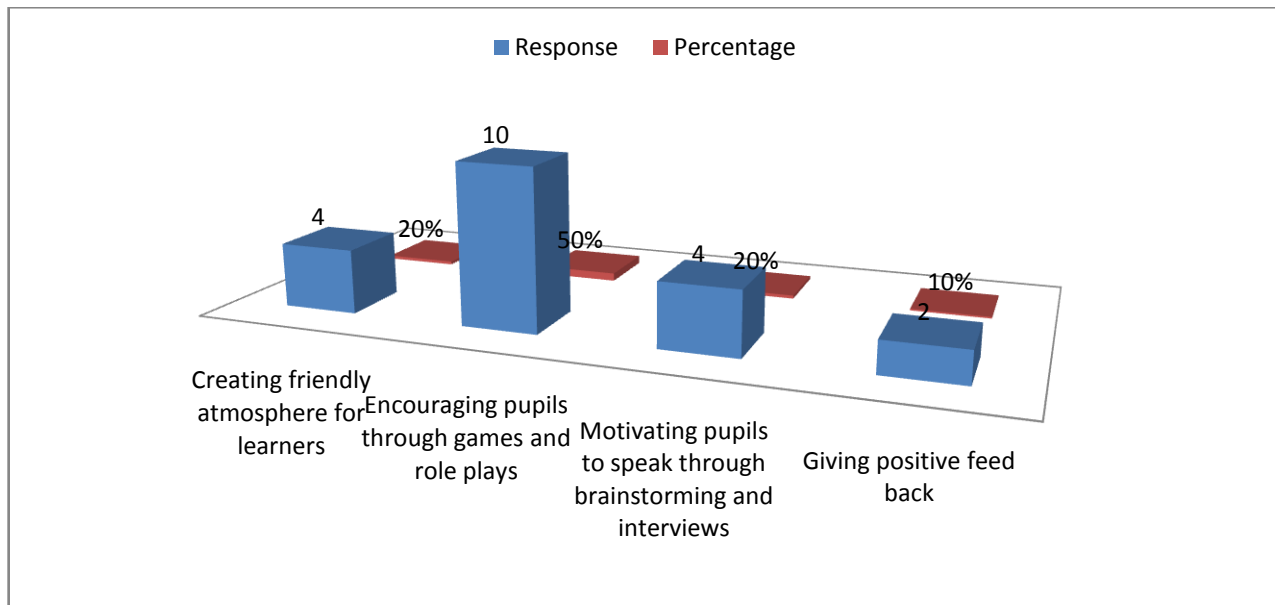
The results show that teachers deal with problems in teaching students how to speak in a variety of ways. According to ten teachers, the most common way to get students interested is to use games and role plays, which was said by 50% of the respondents. These results suggest that teachers put a lot of value on tasks that are both interactive and interesting for improving students' speaking skills. These kinds of methods make the learning environment nice, which can

lower students' fears and get them more involved. Four teachers (20%) said it was important to make the classroom a nice place to learn and to get students excited about learning through discussion and interviews. These strategies show how to make a safe and interesting classroom environment where students feel comfortable practicing their speaking skills and are motivated to take part in class activities.

The final result was that only 10% of those who answered two teachers said they used positive comments as a way to help students who were having trouble with speaking. Giving students positive feedback increases their confidence and encourages them to take part in spoken tasks. To sum up, the teachers' answers show how important it is to use interactive, supportive, and driven methods to deal with problems when teaching speaking skills. Games, role plays, brainstorming sessions, interviews, and positive feedback are some of the ways that teachers can make the learning setting more effective and interesting. These ways help students improve their speaking skills.

8. **In your opinion, what are the best approaches to teach speaking skills?**

Table 7

The best approaches to teach speaking skills

Options	Response	Percentage
Communication based teaching approaches	16	80%
Context based teaching approaches	02	10%
Task based teaching approaches	02	10%
Competency based teaching approach	00	00

Figure 7

The best approaches to teach speaking skills
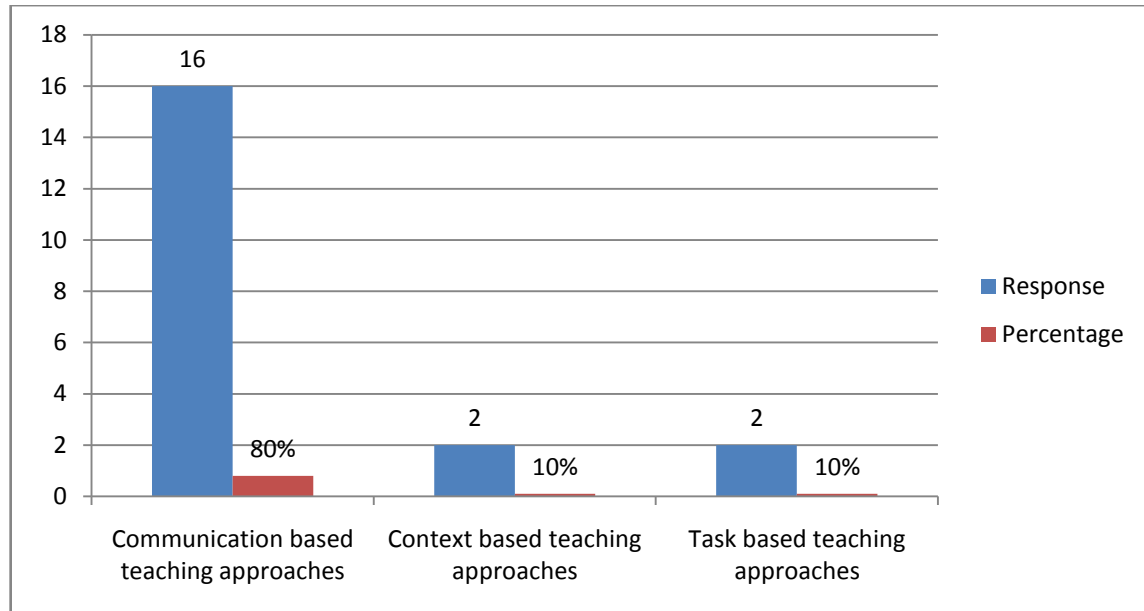
The results show that 80% of those who answered, which is about sixteen teachers, think that communication-based instructional approaches are the best for improving speaking skills. This finding shows how important it is to put an emphasis on communicative and interactive tasks that acquire students to have meaningful language conversations. Communication-based methods usually include talks, debates, conversations, and other hands-on activities that help people learn how to talk to each other in real life.

However, only four teachers, or 20% of the subjects, chose context-based methods. Two teachers chose task-based methods, and the other two teachers chose context-based methods. Context-based strategies put language teaching first by focusing on relevant situations. This makes learning more meaningful and relevant for students, which improves the process. Task-based approaches to education use focused jobs or projects to teach language skills. This way, students can learn by using what they've learned. Communication-focused teaching methods are popular, which suggests that teachers put a lot of emphasis on methods that get students to talk and use language in interesting ways. Most people agree that these strategies are the best ways to

help students improve their speech skills, confidence, and ability to function in real life. To sum

up, the study shows that most teachers agree that communication-based teaching methods help

students improve their speaking skills. In addition, teachers know that using context-based and

task-based methods could be helpful. Teachers can make a thorough and adaptable learning

space that meets the needs of all language learners by using a variety of methods.

> **Section Three: Classroom interactive Tasks**
9. **Are you familiar with Task based approach?**

Table 8

Familiarity with task based approach

Options	Response	Percentage
Yes	14	70%
No	06	30%

Figure 8

Familiarity with task based approach
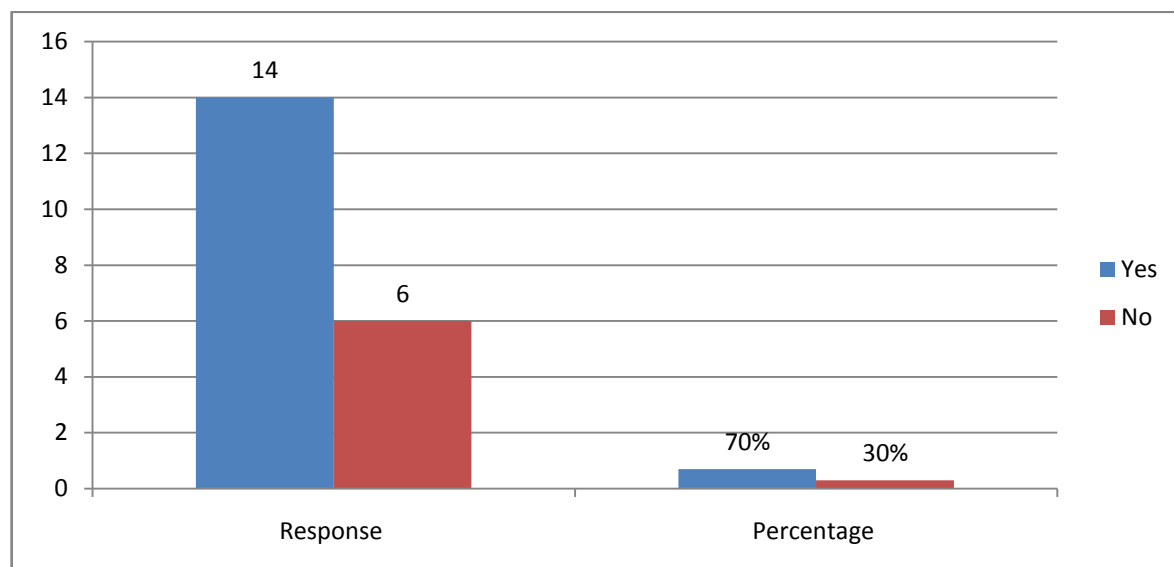
Seventy percent of those who answered, which equals fourteen teachers, are familiar with the task-based

teaching method. This means that most teachers know something about this method, which focuses on

using specific tasks to help students learn a language. Task-based methods involve students in valuable

tasks requiring them to use their real-life language skills. This makes learning more fun and exciting for

them. Conversely, the task-based approach was unknown to six teachers (30% of those who answered).

This large percentage shows that some teachers do not know enough about or have enough training in this

practical way of teaching. The lack of knowledge could be caused by several factors, such as limited opportunities for professional growth, limited exposure to alternative teaching methods, or a heavy focus on traditional methods in their teaching or practice.

10. If yes, have you ever applied it in your classroom?

Table 9

Tasks Application in the Classroom

Options	Response	Percentage
Yes	13	65%
No	07	35%

Figure 9

Tasks Application in the Classroom
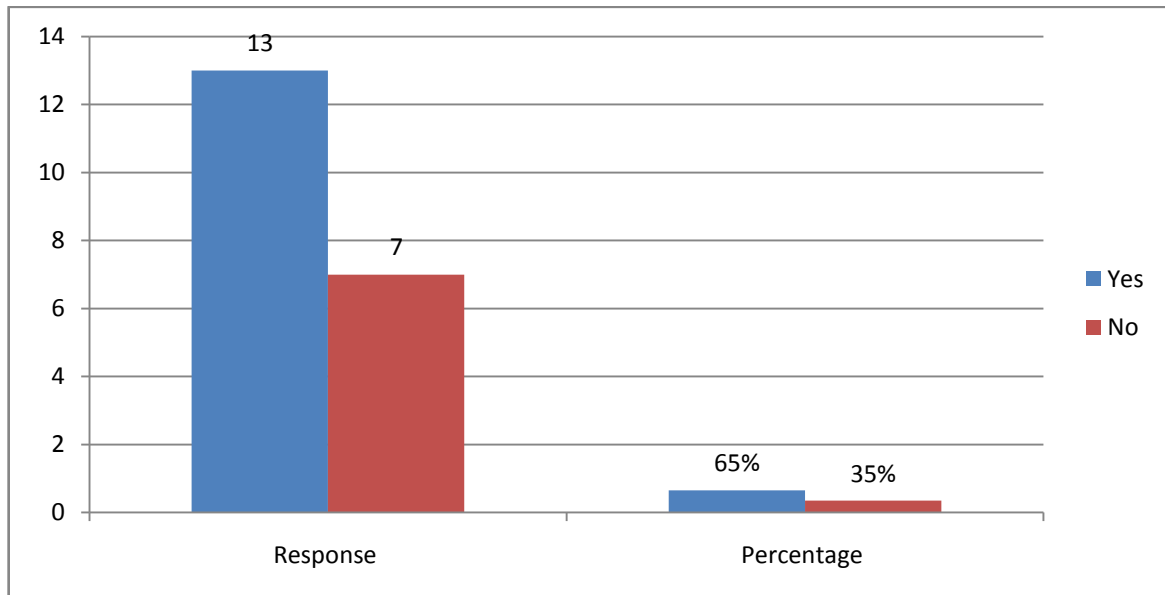
The results show that thirteen teachers, or 65% of the sample, have implemented the task-based approach in their classrooms. This indicates that most of those aware of this strategy are including it into their teaching methodologies. This implementation shows comprehension of the advantages of task-based learning in promoting student involvement and applying language skills through relevant tasks and activities. However, despite being familiar with it, 35% of the respondents, precisely seven teachers, still need to implement the task-based approach in their classrooms. This difference comes from many factors, including a lack of confidence in employing the strategy, inadequate resources, institutional limitations, or a preference for

alternative teaching methodologies. It also suggests a need for more training or assistance to aid

teachers in efficiently applying theoretical knowledge to practical situations.

11. Have you ever used classroom interactive tasks when teaching speaking Skills?

Table 10

The use of interactive classroom tasks when teaching speaking skills

Options	Response	Percentage
Yes	14	70%
No	06	30%

Figure 10

The use of interactive tasks when teaching speaking skills
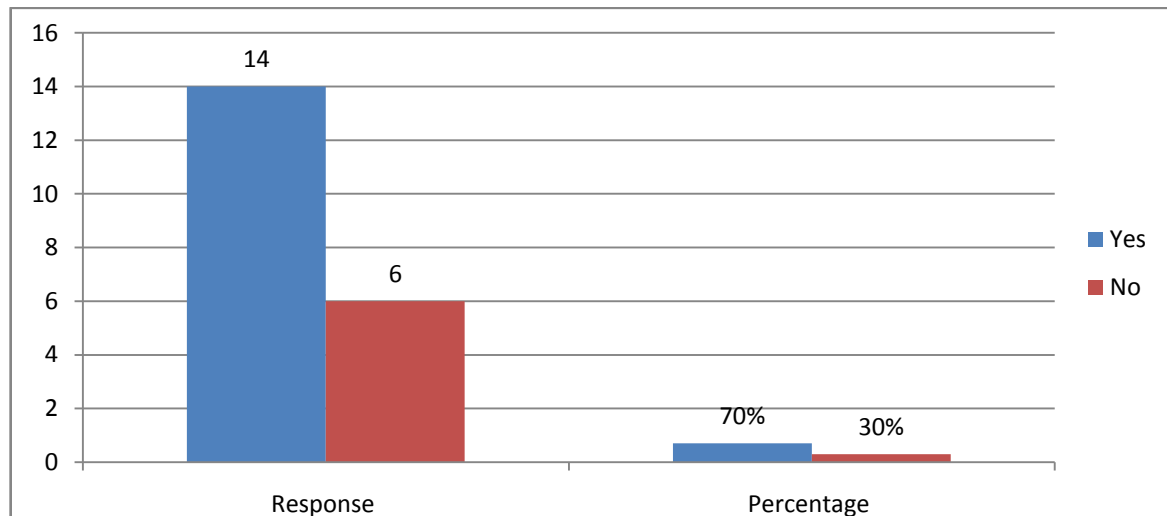
The results show that most teachers (70%) use interactive activities in the classroom to

help students improve their speaking skills. This shows that they really understand how

important interactive tasks are for helping students improve their speaking skills. However, 30%

of the teachers haven't used interactive tasks yet. This means that these teachers might benefit

from professional development and support to help them use more interactive teaching methods

in their classes.

12. Which interactive tasks do you use in the classroom?

Table 11

Types of Interactive tasks used

Interactive Task	Number of Responses	Percentage
Role-plays	6	30%
Brainstorming	4	20%
Presentations	4	20%
Discussions	6	30%
Others : Games	1	5%

Figure 11

Types of Interactive tasks used
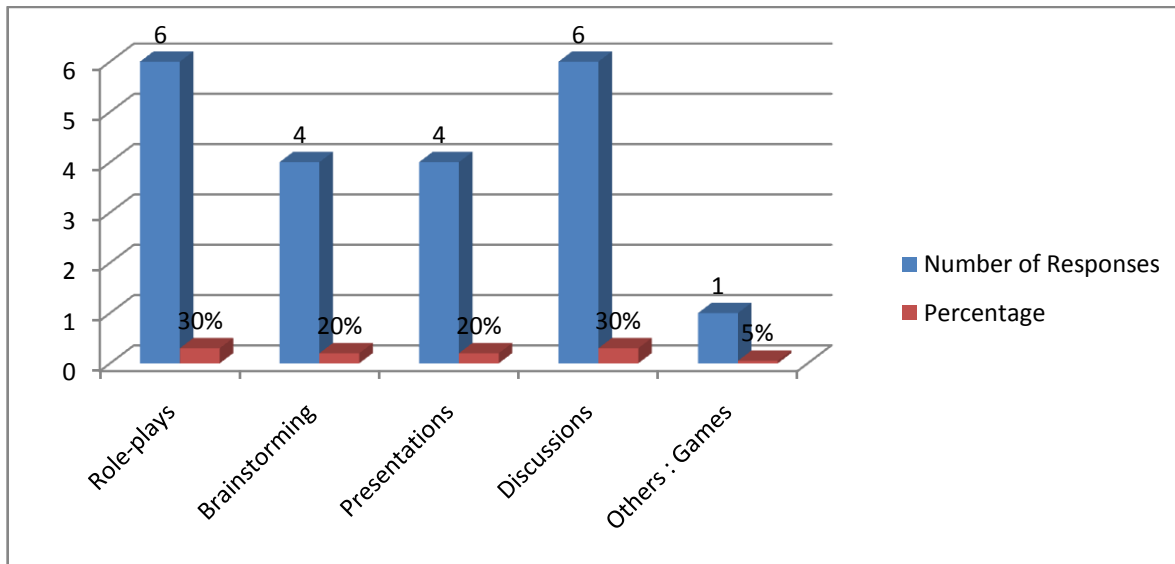
The study found that six teachers preferred role-playing and six others chose debates as the most popular engaging activities in the classroom. Thirty percent of teachers responded, and thirty percent of those teachers used both types of activities. This means that these activities are well known for putting students in real-life communication situations that help them get better at speaking and thinking critically. Out of the total replies, four teachers chose brainstorming and

four said presentations are also popular. These answers make up 20% of all responses. It works

well to get students involved and help them organize and clearly state their opinions through

these exercises.

Only 5% of teachers use games in the classroom, which means they are used less often.

Games can be a fun and enjoyable way to practice language skills, but the fact that they aren't

used much could mean that teachers would rather do more planned interactive tasks or that they

don't have enough time or resources. Teachers are committed to using a variety of fun teaching

methods to improve their students' speaking and interaction skills in the classroom, as shown by

the wide range of interactive tasks they use.

13. How often do you incorporate interactive classroom tasks in your lessons?

Table 12

Frequency of Incorporating of interactive tasks in the classroom

Frequency	Responses	Percentage
Always	**05**	**25%**
Sometimes	**15**	**75%**

Figure 12

Frequency of Incorporating of interactive tasks in the classroom
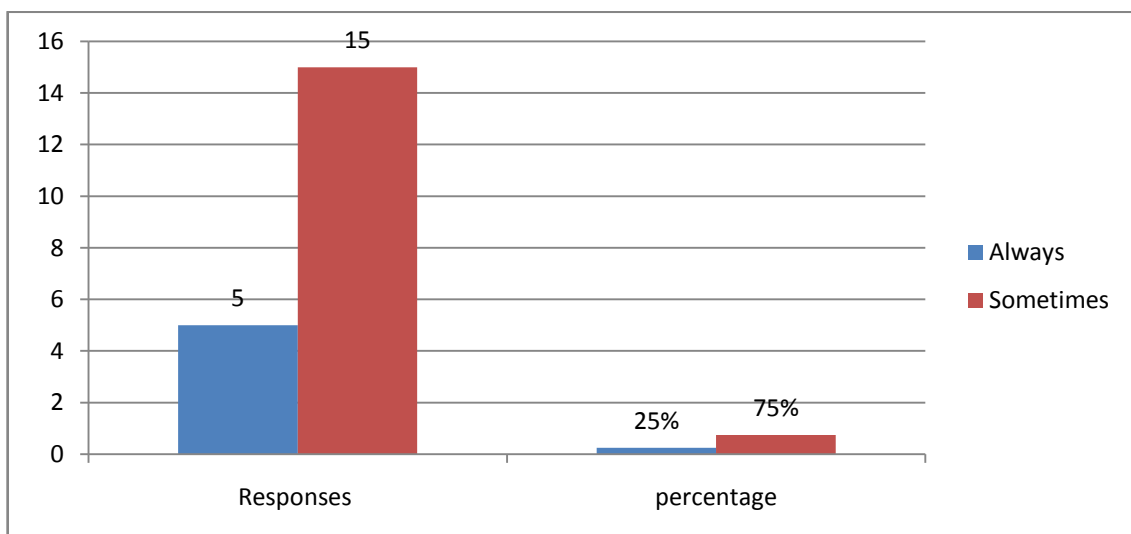
Fifteen teachers, or 75% of those who answered, say they "sometimes" use interactive classroom tasks in their classes, while five teachers, or 25% of those who answered, say they "always" do so. This shows that even though most teachers know how important interactive tasks are, they might not use them all the time. Time limits, standards from the curriculum, or changing lesson goals are some of the reasons that could be given. A strong commitment to getting students involved in active learning is shown by the fact that a quarter of teachers always use engaging tasks. It also suggests that these teachers may have found good ways to regularly include these types of tasks. In more classes, increasing the number of interactive tasks could get students more involved and help them learn more..

14. How do classroom Interactive tasks help improve pupils speaking skill?

Table 13

Benefits of Interactive Tasks

Interactive tasks	Response	Percentage
Gain confidence	07	35%
Receive feedback	01	05%
Learn from their peers	06	30%
The ability to express ideas coherently and effectively	06	30%

Figure 13

Benefits of Interactive Tasks
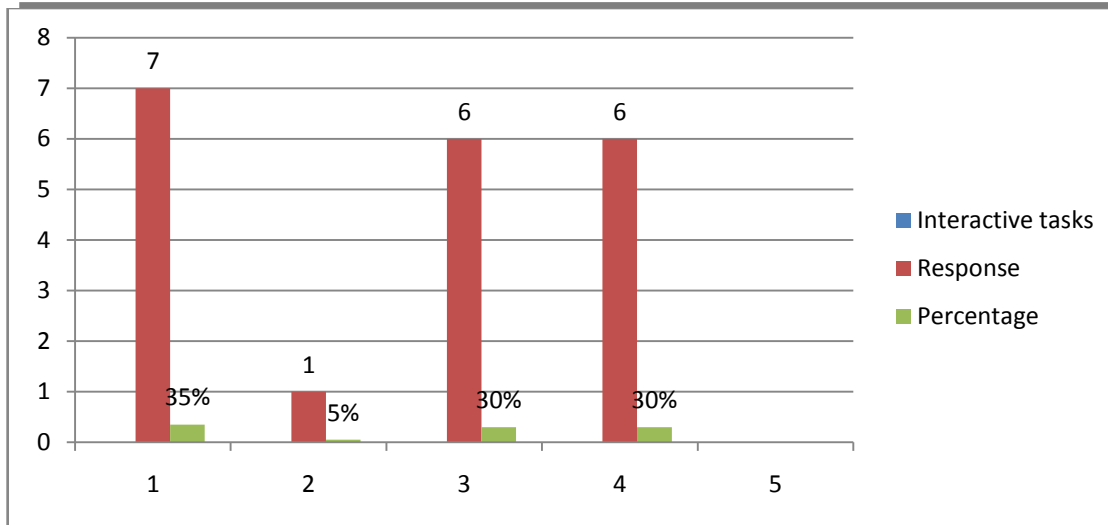
Based on the data, seven teachers (35% of those who answered) chose Build Confidence. The benefit that is most often mentioned is that interactive activities help students feel better about themselves. Role playing, chats, and lectures give students a safe way to practice speaking in public, which makes them feel better about their language skills and less nervous. Six teachers, or 30%, selected the option Learn from Their Peers. Peer learning is increased by interactive tasks that make students see and learn from each other's language use, methods, and mistakes. Working together to learn can help improve language skills and give students a chance to see things from different points of view. Six teachers (30%) said they could give good, logical reasons for their views. Students improve at communicating clearly and logically by doing these tasks. Students can organize their thoughts better and speak more clearly when they regularly take part in structured activities like debates, presentations, and discussions. One teacher's input is enough (5%). Even though it's not spoke about as much, receiving opinions is a very important benefit. Teachers and colleagues can give students constructive comments on interactive tasks, which can help them improve their speaking skills.

15. Could you suggest the best ways to implement classroom interactive tasks to improve speaking skill?

The most effective approaches to applying classroom interactive assignments to develop speaking abilities include several methods designed to engage students and make learning pleasurable. The 4-3-1 method involves students preparing a topic and related terminology before gradually shortening their presentations with different partners, which is highly effective. Ensuring enjoyable and physically stimulating activities, such as debates separated into teams for various arguing roles, can increase participation. Educational activities are perfect for middle school students since they boost classroom energy and encourage active engagement. Activities such as Scattergories, scrambled words, and composing missing song lyrics can make learning more participatory and pleasurable. Debates on contentious issues in the curriculum require students to articulate their viewpoints and support their arguments. Pair and group activities, talks about intriguing themes, and role-playing in real-life circumstances all help to improve speaking skills. Games, dialogues, and even singing can assist in alleviating shyness and anxiety, while peer correction and positive feedback promote continual growth. Overall, choosing exciting and interest-aligned activities, offering adequate practice opportunities, and employing a variety of interactive assignments can help students improve their speaking skills.

Discussion of the findings

Middle school students face challenges and difficulties speaking English in the classroom. Therefore, improving their speaking skills is necessary. Many teachers agree that interactive tasks are suitable methods to improve these skills. The research used teachers' questionnaires. Therefore,   it is necessary to discuss the practices and attitudes of middle school teachers, through the different parts of the questionnaire,

The questionnaire answers provide insights into middle school teachers' use of interactive tasks to help students improve their speaking skills and their views about them. Most teachers (70%) use collaborative tasks in their lessons, showing they know the value of these methods. However, 30% of them still need to do these tasks, which show they need more help and training. 75% of teachers use interactive tasks sometimes, but only 25% use them consistently. This difference suggests that teachers need help incorporating these tasks regularly, even though they know their importance. Time limitations, the program's needs, and classroom management problems are all factors.

90% of teachers say they need help setting up speaking tasks. The main problems that were found were students being anxious and afraid of making mistakes (25%), not having enough knowledge (30%), not being motivated or involved enough (20%), having trouble pronouncing words (20%), and using the mother tongue too much (25%). These problems show how hard it is to teach speaking skills and how important it is to use specific methods to deal with them. Interactive tasks have many benefits that teachers know about. For example, they boost students' confidence (35%), help them learn from each other (30%), and make it easier for them to explain their ideas clearly and logically (30%). However, only 5% said that feedback was a benefit. This suggests that even though feedback is essential, it may not be as widely included in interactive tasks as other benefits.

(80%) would instead use communication-based methods than context-based (10%) or task-based (10%) methods. This choice shows that teachers think practicing direct conversation

is the best way to improve speaking. There is, however, room to look into and use other ways to make a more complete and balanced teaching plan. Only 65% of teachers have used the task-based method in their classrooms, even though 70% know it. This gap shows that teachers know about task-based learning but might be unable to use it effectively because they need the proper training, tools, or confidence. Role-playing (30%) and debates (30%) are the most common interactive jobs. Brainstorming (20%) and presentations (20%) is the next most common. Games are used less often (5%). This distribution shows a preference for tasks that need direct verbal contact and simulations of real life, which are essential for improving speaking skills.

To deal with the difficulties of teaching speaking skills, teachers do several things, such as making the classroom a friendly place (20%), encouraging participation through games and role-plays (50%), motivating students through brainstorming and interviews (20%), and giving them positive feedback (10%). These strategies stress the importance of an exciting and helpful classroom setting to help students improve their speaking skills.

3.2   Conclusion

This chapter analyzes the data and the discussed the findings. The data is collected through a distinct study tool: teachers' questionnaire. In order to obtain reliable results, the gathered data is subjected to qualitative analysis. In this chapter, the researcher analyzed and discussed the different parts of the questionnaire aiming to answer the research questions thoroughly and comprehensively. The results are derived from the insights obtained through data analysis and aim to give realistic solutions to the observed challenges.

General Conclusion, Limitations of the study and Recommendations

1   General Conclusion

This research aims to examine the effectiveness of task-based language teaching approaches in the context of English language learning. In addition, the study aimed to investigate the impact of interactive classroom activities on improving students' speaking production . To accomplish our objective, we have initially introduced a theoretical framework comprising two primary components. The initial section of the chapter addresses fundamental principles of interactive classroom tasks, including definitions, the phases of task-based language teaching theory, and its relation with English language instruction strategies. The second section of the same chapter discusses the definition, categories, and function of speaking ability in relation to language learning.

In the second chapter of the research, the formulated hypotheses are examined and interpreted in light of the data collected via a questionnaire administered to instructors. Following a thorough examination, the outcomes have validated the provided hypotheses.

The study results show that middle school pupils face different challenges when trying to speak the English Language. Moreover, Teachers' responses emphasize the importance of using interactive classroom tasks in improving speaking production of middle school pupils. They have a positive attitude toward using interactive tasks to teach speaking abilities. However, there are significant problems and irregularities in implementation that must be addressed. Professional development and resource support can help bridge the gap for teachers who have yet to adopt interactive tasks while also increasing the effectiveness of those who have. Emphasizing the benefits of interactive tasks, addressing common problems, and encouraging varied and regular usage of various methods can all help students develop their speaking skills and overall language competency.

. In conclusion, this study shows that interactive classroom tasks are an excellent strategy for improving speaking abilities in middle school EFL learners. The findings of this study can

help to shape future research and guide the implementation of interactive tasks in class in language learning.

1.1   Limitations of the study

As researchers, we certainly face specific limitations that obstruct that the progress of our investigation. The primary concern is time constraints. They did not allow a thorough investigation of the research problem. In addition, there has been a lack of access to certain sources, such as books and articles that are not freely available. Additionally, there were difficulties in obtaining references for certain elements of the theoretical chapter. However these obstacles did not discourage us to maintain our dedication to our research and used severe effort in overcoming these challenges. It is acknowledged that these challenges are common in scientific inquiry, and measures have been implemented to rectify them in subsequent investigations.

1.2   Recommendations

Given the significance of interactive classroom tasks in English language we recommend the following measure:

- Schools and educational institutions should support the usage of interactive tasks such as role-plays, debates, and presentations. These activities have been demonstrated to significantly improve students' speaking skills by giving them opportunities to communicate in real-world situations.

- Continually plan workshops and training on interactive teaching strategies and task-based language teaching. Teachers less experienced with these methods will benefit by gaining competence and confidence in their ability to use them successfully.

- Create focused ways to deal with typical issues such as poor student motivation, a lack of vocabulary, and pronunciation issues. For instance, including pronunciation drills and vocabulary-building exercises in the curriculum can assist students in overcoming these

challenges.

- Create an environment in the classroom where taking chances and lowering speaking anxiety are encouraged. Encouragement, helpful criticism, and a welcoming, inclusive atmosphere can all make students feel more at ease and eager to engage in speaking exercises.

- Present relevant and interesting material to pique students' interest. When the topics are related to their experiences and way of life, they are more likely to participate fully in speaking assignments.

- Ensure all the tools and supplies needed for interactive tasks are in the classroom. This includes having access to language labs, instructional aids, and other resources that can improve student learning.

- Conduct exams regularly to track students' advancement in speaking abilities. Giving students timely and targeted feedback can assist them in tracking their progress over time and identifying areas for growth.

- Encourage peer-to-peer learning so that students can benefit from one another's knowledge. Interaction and mutual support between participants in pair and group activities, peer feedback sessions, and cooperative projects can improve speaking abilities.

- Use online resources, language study applications, and other tech tools to give yourself more practice and exposure to English. These can provide learners with exciting opportunities to practice speaking outside the classroom.

- Consider changing the curriculum to emphasize speaking abilities more. Speaking practice can become a crucial part of language learning by including more speaking-focused exercises and evaluations.

By implementing these recommendations, teachers and educational institutions can create a more productive and encouraging environment for students to improve their speaking

abilities, which will eventually improve their language competency and self-assurance when

speaking English.

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Appendices

Appendices

Appendix01: The teachers 'questionnaire

I.   Section one : General information

1) Gender :

□ Male

□ Female

2) How long have you been teaching?

……………………………………………………………………………

3) What level do you teach?

□First year

□Second year

□Third year

□Fourth year

II.   Section Two: speaking Challenges

4) Have you stumbled upon any difficulties or barriers in implementing speaking activities in the classroom?

□Yes

□ No

5) What challenges do you face when teaching pupils to speak English

□Nervousness and fear of making mistakes

□Lack of vocabulary

□Low motivation and participation

□Pronunciation and overuse of mother tongue

Others………………………………………………………………………

6) In your opinion, why can't fourth year pupils speak English

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………………………………

7) How do you overcome these challenges?

□creating friendly atmosphere for learners

□ Encouraging pupils through games and role-plays

□giving positive feedback

□motivating pupils to speak through brainstorming and interviews

Others……

………………………………………………………………………..

8) In your opinion, what are the best approaches to teach speaking skills?

□ Communication based teaching approaches

□ Deductive grammar teaching approaches

□ Context based teaching approaches

□competency based teaching approaches

□Task based teaching approaches

Section Three: Classroom interactive Tasks

9) Are you familiar with Task based approach

□Yes

□No

Others ……………………………………………………….

10) If yes, have you ever applied it in your classroom?

□yes

□No

Others...

11) Have you ever used classroom interactive tasks when teaching speaking Skills?

□Yes

□No

Others…………………………………………………………………………………………………

……………………………………………………..

12) Which interactive tasks do you use in the classroom?

□Role-plays

□Brainstorming

□Presentations

□Discussions

Others ……………………………..

13) How often do you incorporate interactive classroom tasks in your lessons?

□ Always

□ Sometimes

□ Rarely

□ Never

14) How do classroom Interactive tasks help improve pupils speaking skill?

□ Gain confidence

□Receive feedback

□learn from their peers

□The ability to express ideas coherently and effectively

Others…………………………………………………………………………

………………………………………………………………………………..

15) Could you suggest the best ways to implement classroom interactive   tasks to improve

speaking skill ?

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الملخص

لقد شهد تدريس اللغة الإنجليزية كلغة أجنبية لتلاميذ المدارس المتوسطة دائمًا الابتكار والتطور. لقد كان تحسين مهارة التحدث لدى التلاميذ تحديًا للعديد من المعلمين. تم استخدام العديد من الأساليب والأساليب لمعالجة هذه المشكلة بما في ذلك تدريس اللغة على أساس المهام. ولذلك، تستكشف الدراسة تأثير مهام الفصول الدراسية التفاعلية على إنتاج التحدث لدى تلاميذ اللغة الإنجليزية كلغة أجنبية. وهو يبحث في كيفية تأثير مهام الفصول الدراسية التفاعلية على مهارة التحدث لدى تلاميذ المدارس المتوسطة. استخدم الباحث المنهج الوصفي لدراسة مشكلة البحث، وتم جمع البيانات من خلال استبيان لمعلمي المرحلة المتوسطة. ، تم توجيه الاستبيان إلى عشرين معلماً ومعلمة كعينة للدراسة. وقد وجدت الدراسة أن تنفيذ المهام التفاعلية يعزز بشكل كبير مهارة التحدث لدى التلاميذ. أشارت النتائج أيضًا إلى أن استخدام الأنشطة التفاعلية ضمن إطار تدريس اللغة القائم على المهام يمكن أن يعزز طلاقة التحدث ودقة تلاميذ المدارس المتوسطة. تشكل مهام التحدث تحديًا للمعلمين نظرًا لأن التلاميذ يعانون في كثير من الأحيان من الخوف ونقص المفردات ومخاوف النطق. وعلى الرغم من هذه القيود، فإن الأنشطة التفاعلية في الفصول الدراسية تزيد من ثقة الطلاب، وتعزز التعلم، وتسمح بمزيد من التعبير الشفهي. وعلى الرغم من أن المزايا واضحة، فقد كشفت الدراسة أن المعلمين يستخدمون التمارين التفاعلية إلى حد محدود. تشير النتائج إلى أنه يجب على المعلمين ومطوري المناهج التركيز على تدريس اللغة على أساس المهام (TBLT) لتعزيز نتائج تعلم اللغة وإنشاء إعدادات أكثر ازدهارًا للفصول الدراسية.

الكلمات المفتاحية: المهام الصفية التفاعلية، اللغة الإنجليزية، المدرسة المتوسطة، المنهج القائم على المهام.