Mohamed Kheider University
of Biskra Departement of English
Languages and Literature

MASTER THESIS

Letters and Foreign
Languages English
Sciences of the language

Submitted and Defended by:

SOLTANI Tourkia

The Contribution of Classroom Interactions in Enhancing EFL Learners' Communicative Competence

The Case of Second Year Students at Mohamed Kheider University of Biskra

---

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

Board of Examiners:

Dr. CHNINI Abdelhak	**Supervisor**
Mr. AMRAOUI Khaled	**Chairperson**
Mrs. BENCHAREF Sakina	**Examiner**

Academic Year: 2024-202

DECLARATION

I, Soltani Tourkia, do hereby declare that the work that I presented in this thesis, which is entitled "The contribution of classroom interaction in enhancing EFL learners' communicatve competence", is my own effert, and has not been submitted for any academic institution or university for any degree. This research was conducted and completed at Mohamed Khider University Biskra, Algeria.

Certified by: Miss. Soltani Tourkia

Master student, Section of English, Departement of English Languages and Literature

DEDICATION

A long academic journey filled with many difficulties and hardships,

has now come to an end. As I stand at the doorstep of my

Graduation, I say:

Praise to Allah always and forever. I would not have reached

this moment if not for Allah's guidance, His support, and His grace.

I dedicate this achievement, first and foremost, to myself, for never giving up, no matter what. I made this happen.

To my beloved father, you were my first teacher and my greatest supporter, instilling in me values that have shaped my character. Though life did not allow you to witness this day, your dreams for my future have inspired me to persevere. Each page of this work embodies a piece of you, your wisdom, your voice, and your unconditional love.

To my dear mother, who has been a guiding light, illuminating my path with her steadfast faith and fervent prayers, thank you for making the toughest moments manageable.Your support has been my solace, and may God protect you now and always.

To my cherished brothers and sisters, thank you for being always beside me, helping, inspiring, and supporting me all time.

Lastly, to my friends who shared both joyful and challenging moments with me, my heartfelt thanks for your companionship.

TOURKIA

Acknowledgements

Abstract

Students learning English as a foreign language often face challenges in achieving proficiency as speakers and effective communicators. While they may be able to learn and speak the language, mastering the nuances of effective communication is a crucial aspect they need to focus on. The interaction within the classroom has attracted the attention of numerous researchers who argue that classroom interaction plays a vital role in the process of teaching and learning foreign languages. It emphasizes the necessity of transitioning from traditional grammar-focused instruction to more interactive, learner-centered methodologies that encourage active language use and build student confidence. To gather evidence, we used a questionnaire as a collection data tool. The questionnaire was administered to second-year English students in Mohamed Kheider University. In addition to that, we conducted sessions of classroom observation with the same level to assess interactional dynamics and pedagogical strategies. The analysis focuses on factors such as learner motivation, teacher support, and the reduction of language anxiety. Findings reveal that interactive classrooms significantly enhance students' communicative competence by offering authentic opportunities to use English in purposeful exchanges. The results further highlight that when students are actively involved in their learning process through discussion, negotiation of meaning, and cooperative tasks, they become more confident and fluent speakers. Teachers also play a vital role by fostering a supportive environment that encourages risk-taking and minimizes fear of error. Thus, encourage meaningful interactions in the classroom to help students develop their communicative competence, fluency, and confidence in using the language spontaneously.

Keywords: Communicative competence, classroom interaction, EFL, language teaching methodology, learner motivation.

LIST OF ABBREVIATIONS

ALM: the Audiolingual Method

CC: Communicative Competence

CI: Classroom Interaction

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

GTM: Grammar-Translation Method

L2: Second Language

SLT: Situational Language Teaching

LIST OF TABLES

LIST OF FIGUERS

TABLE OF CONTENTS

General Introduction

Introduction

The process of learning a foreign language presents significant challenges that demand substantial effort and commitment. In English as a Foreign Language (EFL) education, the foremost objective has consistently been to enhance learners' communicative competence. This encompasses not only the mastery of grammatical rules but also the ability to utilize the language effectively in practical, everyday contexts. To support this goal, educators have increasingly embraced diverse teaching methodologies. Recently, there has been a notable shift toward prioritizing classroom interactions as a crucial strategy for improving students' communication skills. This evolution reflects a growing recognition that language learning should emphasize meaningful communication opportunities. Engaging activities, such as group discussions, role-plays, and task-based learning, allow students to articulate their thoughts, ideas, and opinions with confidence and fluency while moving beyond a mere focus on grammatical precision. Moreover, providing feedback and helping students refine their language use during these interactions is vital for improving language proficiency. This process not only aids students in understanding cultural differences but also fosters self-awareness, which is key to effective communication. It is essential to offer students ample opportunities to practice speaking, as improvement in this area relies on consistent practice and real-world application.

1. Problem Statement

The instruction of English as a foreign language (EFL) increasingly emphasizes communicative methods designed to enhance learners' abilities to use the language in real-world contexts. However, many classrooms still emphasize linguistic accuracy and grammar instruction over practical communication skills, resulting in learners who possess a solid understanding of grammar yet struggle to communicate effectively.

Furthermore, many students experience feelings of anxiety and disengagement, largely due to limited language proficiency and restrictive classroom environments. These factors can negatively affect their motivation and overall language development. The ongoing emphasis on accuracy, without adequately addressing students' emotional and cognitive needs, suggests that current instructional practices may not fully support the development of communicative competence.

2. Research Questions

Based on investigating the impact of classroom interaction on EFL learners'CC, this study will attempt to answer the following questions:

1) To what extent does classroom interaction enhance the communicative competence of EFL learners?

2) What role do affective factors (e.g., anxiety, motivation, self-confidence) play in mediating the relationship between classroom interaction and communicative competence?

3) What teaching methods can effectively create interactive learning environments that promote authentic communication among language learners?

3. Reseearch hypotheses

The research is based on two hypotheses which will be tested and verified:

H1: If classroom interactions focus on meaning rather than form, then EFL learners will become more competent in using language appropriately in different social contexts.

H2: if the teacher provides a supportive environment that reduces anxiety and boosts self-confidence, then learners will engage more effectively in classroom interactions, leading to enhanced communicative competence.

4. Aims of the study:

The current research objectives are as follows:

- To assess the effectiveness of classroom interactions in enhancing the communicative competence of learners of English as a Foreign Language (EFL).
- To examine how a traditional emphasis on linguistic accuracy may impede learners' communicative development and contribute to feelings of anxiety, boredom, and diminished motivation.
- To evaluate the impact of teacher support on student engagement.

5. Research Methodology

Regarding to the nature of the study, the researcher intends to employ a mixed-methods approach to collect and analyze data, which is conducted at the University of Biskra among second-year English students. The primary objective is to explore the impact of classroom interaction on enhancing the communicative competence of second-year EFL learners. To achieve this objective, both quantitative and qualitative methods were utilized. A student questionnaire was administered to 50 participants to gather insights into their perceptions regarding the role of classroom interaction in the development of their CC. Concurrently, the researcher conducted observations of a selected group of second-year students within their classroom setting. This observational study aims to provide a deeper understanding of classroom dynamics, specifically evaluating whether students and teachers acknowledge the significance of interaction as a fundamental pedagogical strategy for enhancing communicative competence.

6. Significance of the study:

Classroom interaction and communicative competence are two fundamental concepts that continue to attract the interest of researchers and educators in the field of English language teaching. As EFL classrooms increasingly move beyond traditional grammar-based instruction, there is a growing need to investigate how interactive learning environments contribute to students' ability to use the language effectively and confidently. This study is significant in that it seeks to explore how classroom interaction can serve as a powerful tool for enhancing the communicative competence of EFL learners. By doing so, the study will contribute to a deeper understanding of how language learning is shaped through real-time communication, negotiation of meaning, and social interaction within the classroom. Moreover, this research intends to highlight the role of classroom interaction in supporting learners' affective development, particularly in reducing language anxiety, fostering motivation, and building self-confidence. It will also emphasize the importance of teacher support in managing a communicative environment where learners feel safe to participate, make mistakes, and improve.

7. Provisonal structure of the dissertation

This dissertation is structured into three primary chapters, each serving a specific purpose. The first two chapters provide an in-depth exploration of the theoretical framework, rigorously examining the foundational concepts and principles essential to the study. The third chapter transitions to a focus on practical applications, demonstrating how these theoretical insights can be effectively implemented in real-world contexts.

Chapter one examines classroom interaction, including its definition, significance, techniques, and the role of the teacher, as well as key factors influencing interaction.

Chapter two addresses student communicative competence, offering an overview of the Communicative Language Teaching (CLT) approach. It discusses communicative competence and its various models, concluding with a discussion on Speaking within the Framework of Communicative Competence.

The final chapter presents the practical component, featuring an analysis of student questionnaires and classroom observations, along with a discussion of the research findings.

Chapter One:

Classroom Interaction

Introduction

Providing learners with opportunities to practice the target language through classroom interaction is essential to fostering language development. This chapter presents an overview of CI, emphasizing its significance in the learning process. It examines various types and techniques of interaction, the teacher's role in facilitating communication, and the key factors that influence the quality of classroom engagement

1.1. Definition of Classroom Interaction

Classroom interaction (CI) is a collaborative process involving both teachers and students as primary participants, significantly contributing to enhancing language proficiency. Through interaction, learners engage in discussions and collaborate with peers, which not only helps them improve their analytical skills but also strengthens their communicative competence. Wagner (1994) defined interaction as "reciprocal events that require at least two objects and two actions" (p. 8). This definition highlights that interaction is not a passive but a dynamic process involving continuous exchanges, where actions from one participant influence the other, establishing a reciprocal relationship. Brown (2001) similarly emphasized that "interaction is essentially the core of communication: it is the essence of what communication is" (p. 165), emphasizing the nature of communication itself. Within the context of language learning, interaction is particularly valuable because it allows learners to practice and improve their communicative competence through not only receiving information but also actively responding and sharing their own ideas. This process of exchanging information is fundamental to effective language acquisition, as it promotes comprehension, retention, and practical usage of the language being learned.

Robinson (2005) categorized classroom interaction into two types: non-verbal and verbal. Non-verbal interaction involves communication through physical actions, such as nodding,

raising hands, using gestures, or maintaining eye contact. Verbal interaction, on the other hand, includes both written and spoken forms of communication. Written interaction occurs when students express their ideas and thoughts in writing, such as in notes or assignments. Oral interaction, however, refers to students communicating through speech, such as asking and answering questions, making comments, and joining discussions (Tuan & Nhu, 2010).

1.2. The importance of Classroom Interaction

The classroom serves as an ideal environment for learners to practice language skills, take risks, and recognize their progress. Classroom interaction is widely regarded as an effective teaching method. According to Johnson (1995), when second language learners enter the classroom, they find themselves in a communicative space where the teacher establishes norms for participation. Thus, it is incumbent upon the educator to enhance students' capacities to utilize the language for diverse interactive purposes.

Allwright (1984) describes interaction as "the fundamental fact of classroom pedagogy…everything that happens in the classroom happens through the process of live person to person interaction" (156). He emphasizes that without interpersonal interaction, it cannot genuinely be claimed that a lesson has taken place. Rivers (1987) further elaborates on the significance of interaction in language learning, highlighting that through engagement with authentic materials or peer contributions during discussions, role-plays, collaborative problem-solving tasks, or dialogue journals, students have the opportunity to broaden their linguistic knowledge. Interaction enables learners to apply all acquired language skills—both formally taught and informally absorbed—effectively in real-life communication contexts.

According to Long (1996), interaction is crucial for second language development as it serves as the primary means through which learners engage with and regulate linguistic input.

Meaningful exchanges with more proficient speakers provide learners access to valuable language data that supports their acquisition process.

Moreover, interaction fosters a sense of group cohesion, allowing learners to experience shared emotions, such as joy or amusement, within the classroom community. It reinforces the notion of collective participation, where each student is involved in the same activity. Harmer (2001) notes that the emotional impact of shared classroom experiences is significantly heightened when a larger group is engaged; for instance, laughter among twenty students is more impactful than among just two, and the anticipation shared by forty learners creates a more dynamic atmosphere than that of a single pair. These communal dynamics not only enhance the emotional climate of the classroom but also facilitate language learning by providing opportunities for constructive feedback from both instructors and peers.

Furthermore, the effectiveness of classroom interaction is largely contingent upon the teaching methods employed. Instructional strategies that prioritize student engagement foster a stimulating and productive learning environment, thereby improving both language acquisition and overall educational outcomes.

1.3. Aspects of Classroom Interaction

The nature of interaction within the classroom significantly impacts the efficacy of language learning. Ellis and Foto (1999) assert that "interaction contributes to learning through the provision of negative evidence and through opportunities for modified output" (p. 9)

1.3.1. Teacher-talk

Teacher talk in a second language context is a pivotal element in shaping classroom interaction. Hall and Verplaetse (2000) emphasize that "teacher talk is considered crucial to its role in making the message comprehensible." Fillmore (1985) identifies several characteristics of

effective teacher talk, noting that educators should refrain from direct translation and instead aim to promote communication and comprehension through redundancy and repetition of messages. Furthermore, teachers should tailor their questions to the proficiency levels of their students and frequently incorporate patterns, notions, and grammatical structures (cited in Ellis, 2012, p. 118). Despite its significance, teacher talk in the English as a Foreign Language (EFL) classroom has been recognized as a challenging aspect of language instruction. Researchers have criticized the excessive dominance of teacher talk, recommending that instructors limit their speaking time. Lie (2009) posits that "too much teacher talking time deprives students of opportunities to speak." The emphasis should be placed on the quality of teacher talk rather than its quantity to enhance student engagement.

1.3.2. Student-talk

Learner-learner interaction constitutes a vital aspect of enhancing students' capabilities. Research consistently demonstrates that student learning is significantly improved through active participation in classroom dialogue. However, Brown (2000) noted that students' contributions are often restricted to predictable and rehearsed responses. This limitation may arise from insufficient oral language skills, fear of making mistakes, or other factors that hinder the development of spoken language. Furthermore, the potential for negative peer judgment or ridicule can dissuade students from engaging in discussions, ultimately curtailing their opportunities for growth. Dörnyei (2001) suggests that to foster active participation, educators should cultivate an environment that encourages students to express themselves freely without the fear of judgment. Additionally, teachers should focus on selective corrections rather than correcting every mistake, helping students understand that errors are a natural part of the learning process, even for educators.

1.3.3. Negotiation of Meaning

Negotiation of meaning represents a common communication strategy utilized in everyday interactions to clarify and enhance message comprehension. Pica (1987) defined this process as "an activity that occurs when a listener signals to the speaker that the speaker's message is not clear, and the speaker and listener work linguistically to resolve this impasse" (p. 200). Through negotiation, speakers collaborate to ensure effective communication and achieve various communicative objectives.

Richards and Schmidt (2002) elaborated on this concept, asserting that the negotiation of meaning occurs when speakers cooperate to address communication challenges, thereby providing learners with additional input and valuable feedback regarding their language use. This process facilitates language acquisition by making input more accessible, assisting learners in refining their output, and offering opportunities to engage with both the structural and semantic dimensions of a second language (L2). Moreover, Long (1996) posited that the negotiation of meaning, particularly in interactions involving native speakers or more proficient language users, significantly bolsters language acquisition. Through this process, learners become increasingly aware of gaps in their knowledge, enhance their speech, and cultivate more effective communication strategies (Hartono, 2017). By encouraging students to seek clarification, confirm their understanding, and self-correct, the negotiation of meaning promotes a deeper engagement with the target language.

1.4. Types of Classroom Interaction

In foreign language education, interaction is critical to effective communication within the classroom. This interaction can be categorized into two primary types: teacher-student interaction and student-student interaction.

1.4.1. Teacher-Student Interaction

Teacher-student interaction, as described by Rivers (1987), involves the authoritative role of educators in guiding students toward a deeper understanding of the subject matter. Effective teachers employ techniques such as asking probing questions, clarifying concepts, explaining grammar, correcting errors, and encouraging student contributions. This reciprocal relationship enables students to engage actively, enhancing their comprehension and sustaining interest in the learning process (Akhtar, Hussain, Afzal, & Gilani, 2019).

To provide a visual representation of the interactions that occur in this context, Scrivener (2005) offers a diagram:

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

T
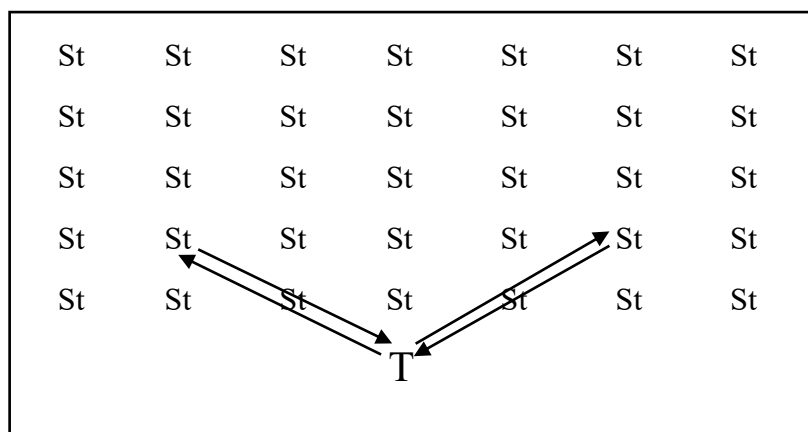
Figure 1: Interaction between teacher and students (Scrivener, 2005, p. 85)

Key:

T   Teacher.

St   Student.

↗   The teacher interacts with the student.

↙   The student interacts with the teacher.

To cultivate effective interactions between teachers and students, it is imperative to focus on three fundamental components of communication. First, adapting language to accommodate the diverse proficiency levels of students is essential, ensuring that discussions are both

accessible and meaningful. Second, the strategic planning of discourse is crucial; this entails carefully organizing conversations and instructional activities to enhance student engagement and optimize learning outcomes. Lastly, the modulation of voice and tone must be approached with intention, as a well-considered vocal approach can foster an environment of clarity, enthusiasm, and empathy, ultimately promoting effective communication and encouraging student participation. (Adaba, 2017).

1.4.2. Student-Student Interaction

Conversely, student-student interaction represents a critical facet of the educational experience, significantly impacting learning outcomes by fostering a collaborative atmosphere rooted in mutual acceptance and support. Johnson (1995) argues that interactions among students in foreign language classrooms cultivate opportunities for dynamic and spontaneous language utilization, permitting learners to engage in meaningful dialogues, select when to participate, manage conversational flow, and leverage their existing knowledge and communication skills.

Moreover, Naegle (2002) noted that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned" (p. 128). Students often find greater ease in engaging with peers compared to instructors, leading to a reduction in anxiety and an increase in participation, as they are less concerned with potential pronunciation errors. In contrast to teacher-student interactions, peer discussions typically emphasize the conveyance of meaning rather than strict linguistic accuracy, allowing students to experiment with language more freely in a less formal environment (Mackey, 2013).

To further illustrate the interactions among students, Scrivener (2005) provides the following diagram:
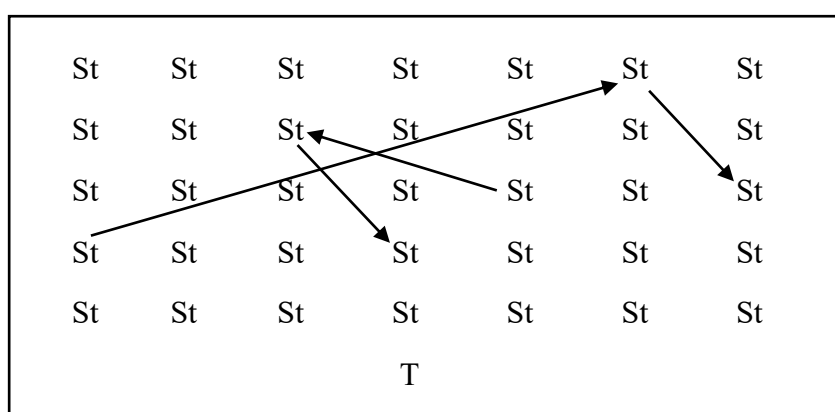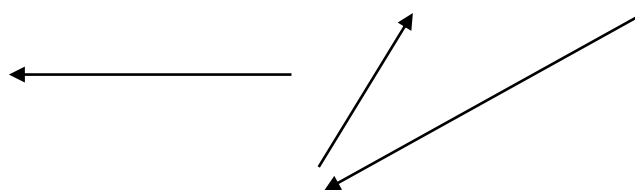
Figure 2: Interaction between students (Scrivener, 2005, p. 86)

Key:

St   student

T   teacher

 Student student interaction

1.5. Teacher Roles and Responsabilities

In the classroom, students often exhibit hesitance to engage in interactions without encouragement from their teachers. This lack of support can lead to feelings of uncertainty or discomfort, which can hinder participation. Teachers hold a multifaceted role in fostering effective classroom interaction. Harmer (2007) articulates several responsibilities that teachers must undertake to cultivate a dynamic and engaging learning environment:

➤ **Controller:** The teacher takes full responsibility for guiding the teaching and learning processes while regulating student participation and managing language use. Harmer (2007) describes teachers in this role as directing classroom activities, which may include taking attendance, giving instructions, and organizing drills, thereby establishing a teacher-centered environment that contrasts with student-led group work.

➤ **Organizer**: The most important and difficult role that the teacher has to play is to be an organizer. According to Harmer (2007) that teacher should organize things such as pair or group work, giving clear instructions on how students should work together, and

making sure everything ends on time. Harmer summarizes the role of an organizer as follows:

Engage $\longrightarrow$ Instruct (demonstrate $\longrightarrow$ Initiate $\longrightarrow$ Organize Feedback.

➢ **Assessor**: To assess the effectiveness of instruction and to ensure that all students comprehend the material, educators must engage in formative assessment of their learners. Harmer (2007) asserts that students expect constructive feedback regarding their proficiency in the English language. This encompasses reviewing student work, offering constructive feedback, recognizing both achievements and areas needing improvement, facilitating problem-solving, and monitoring language development.

➢ **Corrector**: Error correction requires a careful and strategic approach to maintain motivation. Educators must discern appropriate moments to address mistakes, particularly in pronunciation or language use.

➢ **Prompter**: When students experience hesitation in articulating their thoughts, teachers can provide discreet prompts to encourage participation without dominating the conversation. As emphasized by Harmer (2007), it is essential for teachers to offer assistance in a considerate and non-intrusive manner, particularly when students require support in recalling instructions or accessing additional resources. The overarching goal is to foster a supportive environment that encourages students to share their ideas and knowledge confidently.

➢ **Resource**: Teachers also function as valuable repositories of knowledge, extending guidance in areas such as pronunciation, vocabulary, and comprehension. Providing pertinent resources, including literature and digital materials, further enhances students' capacity for independent learning.

By effectively fulfilling these roles, educators can create a balanced educational environment that combines structure with opportunities for active engagement, enhancing the overall learning experience (Annisa, Saragih , & Bancin, 2021).

1.6. Classroom Interaction Techniques

To enhance classroom interaction, EFL teachers implement various interactive strategies designed to engage students actively. Commonly used techniques include pair and group work, discussions, and role-playing.

1.6.1. Pair/Group Work

Dornyei and Murphey (2003) highlight the proposition that "a group has greater resources than a single member alone" (p. 3), underlining the significant advantages of collaborative learning environments. Their research demonstrates that students enhance their effectiveness as learners when engaged in cohesive and socially connected groups. These groups are defined by strong interpersonal relationships and a nurturing atmosphere, which together promote collaboration and active participation. Additionally, the collaborative nature of group work often introduces cognitive conflict, a constructive component that promotes intellectual development. Within these interactions, students are encouraged to articulate diverse perspectives, fostering dynamic discussions that challenge their viewpoints. This exchange of ideas not only enriches the learning experience but also facilitates the meaningful use of language, allowing students to construct new knowledge rather than simply reiterating previously acquired information or content presented by the instructor. Consequently, such an interactive process deepens understanding and contributes to a more enriching educational experience overall. Long and Porter (1985) delineated several advantages of pair and group work, including:

- Increase language practice opportunities

- Improve the quality of student talk by shortening teacher talk time

- Help individualize instruction

- Promote a positive affective climate

- Motivate learners (pp. 207-212).

Through collaborative interactions, students build stronger connections with their peers and feel more comfortable using English in various situations.

1.6.2. Discussion

Discussion is considered a form of whole-class interaction. In Harmer's (2001) work, he emphasizes different types of group interactions and activities designed to enhance students' speaking and communication skills. "Buzz groups" are informal, small-group discussions that can be used in various contexts, such as predicting reading content, reacting to it afterward, or engaging in debates about specific topics, like selecting appropriate music for an event. Another technique, "Instant comment" activities, involve presenting students with prompts, such as images or topics, and encouraging them to quickly express their immediate thoughts, helping to foster spontaneity in their responses. Additionally, "formal debates" are structured activities where students prepare arguments for or against a topic; some students deliver well-thought-out speeches while others contribute more impromptu comments during the debate. Finally, Harmer emphasizes the importance of activities that require students to reach a consensus, such as deciding how to handle ethical dilemmas, which foster critical thinking, decision-making, and collaborative skills. These activities aim to improve both fluency and critical thinking skills in students.

1.6.3. Role play

Role-playing is a highly effective pedagogical technique that engages students in authentic language use within real-world interaction contexts. This method has been recognized as a valuable resource for educators seeking to address interpersonal challenges in the classroom while also developing crucial human relations skills. Chesler and Fox (1966) outlined several advantages of role-playing, including:

- Role-playing allows students to express emotions and though that might normally suppress, helping them become more spontaneous and creative.

- Providing a safe space for learners to explore personal or private issues without fear of judgment, which reduces anxiety and leads to better insights.

- Encouraging students to adopt different perspectives to better understand others' feelings and motivations.

- Giving students opportunities to practice effective problem-solving strategies and improve their decision-making skills in real-life scenarios.

- It turns boring lessons into fun, interactive experiences. For example, students can act out a history event or a character from a book to understand it better.

- Catering to students who prefer learning by doing rather than through speaking or writing.

This approach illustrates that the classroom serves not only as a venue for theoretical learning but also as a platform for the application of this knowledge in real-world contexts. It empowers students to identify challenges, gain practical experience, analyze complex situations, experiment with new behaviors, and adapt their understanding to various settings. Ultimately, this method fosters a dynamic environment conducive to both personal and intellectual growth.

1.7. Key Factors Influence Classroom Interaction

Classroom interaction represents a complex and dynamic process shaped by a multitude of factors that can either facilitate or obstruct communication between educators and learners. A thorough understanding of these factors is indispensable for cultivating an effective and inclusive learning environment. The salient factors include:

1.7.1. Foreign Language Anxiety:

Foreign language anxiety constitutes a significant psychological barrier that adversely impacts student engagement and performance within English as a Foreign Language classrooms. Spielberger (1983) characterized this anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 1). Unlike general anxiety, foreign language anxiety specifically arises from the intrinsic challenges of acquiring a new language, including the mastery of unfamiliar grammatical structures, pronunciation, and cultural contexts. Brown (2000) posits that this form of anxiety may manifest through various negative behaviors, such as an aversion to making mistakes, a reluctance to participate in discussions, and a heightened concern regarding peer evaluation. Such emotional barriers can significantly impede classroom interaction, causing students to hesitate in their contributions to discussions or abstain from responding to inquiries. The intricate nature of this anxiety is inextricably linked to learners' self-assessments and beliefs about their linguistic capabilities. It is imperative for educators to acknowledge that anxiety may arise from both internal factors, such as diminished self-efficacy, and external factors, including pedagogical approaches and classroom dynamics. Addressing these issues necessitates implementing anxiety-mitigating strategies, such as fostering a supportive and non-evaluative classroom environment, promoting constructive feedback, and encouraging collaborative activities that facilitate a sense of comfort and willingness to express oneself (Wochato & Tesfamichael, 2021).

1.7.2. Student Motivation

Teaching and learning English as foreign language present significant challenges for both educators and students, with various contributing factors affecting this process. Among these, motivation has emerged as a critical focus of inquiry within recent language acquisition research. Motivation is defined as the intrinsic drive that compels individuals to engage in behaviors that lead to the realization of specific goals (Wochato & Tesfamichael, 2021).

Qing (1994) observed that students with low motivation often exhibit counterproductive behaviors, such as avoidance of participation, reliance on others to speak on their behalf, or even cheating. This lack of motivation typically originates from uninspiring teaching approaches or personal disinterest in the learning process. In contrast, highly motivated students actively engage in their education, set personal learning goals, and demonstrate resilience when faced with challenges. These students take ownership of their learning, exhibit greater autonomy, and contribute meaningfully to classroom discussions. The primary challenge for educators lies in identifying the motivational drivers for each student and tailoring teaching methods to accommodate these diverse needs. This approach aligns with the principles of differentiated instruction, which emphasize adapting to the unique needs of learners to enhance engagement and learning outcomes (Shah, Hussain, & Nasseef, 2013). It is important to recognize that motivation is not a uniform phenomenon; individual differences suggest that what inspires one student may not necessarily motivate another. Consequently, educators must employ a variety of motivation strategies tailored to the specific needs and learning styles of their students.

1.7.3. Classroom Environment

The classroom environment significantly influences student comfort and willingness to express their thoughts.. A positive atmosphere cultivates a setting conducive to independent work and active participation in the learning process. A strong rapport between educators and

students fosters a safe and welcoming classroom milieu. Effective educators are characterized not only by their pedagogical proficiency but also by their passion, empathy, creativity, and openness to addressing challenges. The establishment of supportive teacher-student relationships is fundamental to enhancing student learning outcomes (Buzzelli & Johnston, 2014). Research indicates that educators' expectations significantly influence student performance. Elevated expectations are correlated with improved student motivation and achievement, while diminished expectations can dissuade students and curtail their engagement (Rahman, Ijaz, Faiz, & Bibi, 2020). Additionally, Cao (2011) underscores that student's perceptions of their teachers' attitudes and behaviors can either bolster or undermine classroom interaction. When students perceive their educators as supportive and understanding, they are more inclined to engage actively in classroom activities. Therefore, the creation of an effective classroom environment necessitates not only the provision of academic support but also the cultivation of emotional connections that affirm students' value and respect.

Conclusion

Interaction is at the core of EFL teaching and learning, enabling learners to engage with the language in meaningful, goal-oriented contexts. By emphasizing purposeful communication and authentic language use, interactive approaches foster the development of communicative competence. This focus not only promotes effective language acquisition but also creates a dynamic, student-centered learning environment. Emphasizing interaction enhances linguistic skills while encouraging active participation and sustained engagement throughout the learning process.

Chapter Two:

Communicative Competen

Introduction

Effective communication involves the development of communicative competence, which encompasses more than grammatical accuracy; it includes the appropriate use of language across various contexts. This chapter provides an overview of Communicative Language Teaching (CLT) and highlights its significance for learners in the classroom. It defines essential concepts related to communicative competence while also examining its various models. Additionally, the discussion addresses the concept of speaking within this framework.

2.1. Communicative Language Teaching

The evolution of language teaching has been characterized by the continuous development of various theoretical approaches. In the 1960s, British linguists introduced Communicative Language Teaching (CLT) as a response to the growing dissatisfaction with traditional pedagogical methods that predominantly emphasized grammar-focused instruction, such as the Grammar-Translation Method (GTM), the Audiolingual Method (ALM), and Situational Language Teaching (SLT). By the 1970s, CLT had emerged as the dominant paradigm, advocating for a broader understanding of language proficiency that extends beyond mere grammatical accuracy (Richards, 2005). This paradigm shift marked a departure from viewing language as a mere collection of grammatical, lexical, and phonological rules. Instead, linguists began to highlight language's role as a functional instrument for conveying meaning within diverse social contexts. This recognition underscored that effective language use requires mastery of both functions and concepts, rather than solely structural elements. Consequently, errors and mistakes have been redefined as essential components of the learning process, significantly contributing to the acquisition of language fluency (Thamarana, 2015).

Widdowson (1990) highlighted the importance of the Communicative Approach in teaching learners to engage actively with language for authentic communication, rather than simply acquiring linguistic structures. He contended that language instruction should prioritize enhancing learners' abilities to convey meanings and fulfill a variety of communicative purposes. Consequently, the focus has shifted from a strict emphasis on grammar, vocabulary, and sentence patterns to understanding how these elements can be effectively applied to express concepts. This perspective suggests that genuine language acquisition occurs through the application of knowledge in meaningful, context-specific interactions. Furthermore, as noted by Littlewood (1981), one of the key strengths of CLT lies in its ability to integrate the structural and functional aspects of language, thereby providing a more cohesive and effective framework for instruction. This synthesis enhances learners' communicative competence, promoting both fluency and accuracy in language use.

The Communicative Approach (CLT) is distinguished by a framework of overarching principles rather than rigid methodologies. Nunan (1991) outlines five core features that characterize CLT:

- An emphasis on learning to communicate through interaction in the target language.

- The introduction of authentic texts into the learning situation.

- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

- An attempt to link classroom language learning with language activities outside the classroom (P, 88)

The extensive adoption of CLT has profoundly influenced the development of curricula and textbooks aimed at enhancing communicative competence. Rather than relying on repetitive

drills, CLT incorporates activities that mimic real-life communication, thereby equipping learners for practical language use. Curriculum development within this approach is often guided by an assessment of learners' communicative needs, ensuring that teaching methods and objectives are aligned with real-world language requirements (Van Ek, 1975).

2.2. Definition of Key Consepts

➢ **Competence:** Chomsky (1965) defines linguistic competence as an individual's implicit knowledge of their language, which enables the generation and comprehension of an infinite number of grammatically correct sentences. This internalized system of linguistic rules is unaffected by external factors such as speech errors, distractions, or memory constraints.

➢ **Performance:** Chomsky (1960) introduced the concept of linguistic performance to describe the actual use of language in real-world contexts. In contrast to competence, which denotes a speaker's theoretical knowledge of linguistic rules, performance encompasses the production and comprehension of language in specific situational contexts.

➢ **Linguistics competence vs performance competence:** Chomsky's notion of linguistic competence is characterized by an innate ability to construct grammatically accurate sentences. It reflects an idealized, stable system of language knowledge, assuming a uniform speech community in which speakers possess perfect command of their language. Chomsky (1965) notes tha

> "Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and isunaffected by such grammatically irrelevant conditions asmemory, distractions, shifts of attention and interest, and errors (random

of characteristic) in applying his knowledge of the language in actual performance" (p, 3).

However, Chomsky's perspective has been critiqued for neglecting the socio-cultural dimensions of language use. Habermas (1970) expands upon Chomsky's distinction between competence and performance, positing that competence is more idealized than Chomsky's version. Unlike Chomsky, Habermas recognizes that genuine communication involves factors beyond mere grammar, such as social norms and interpersonal skills. Further critique was offered by Hymes (1972), who argued that language use (performance) cannot be effectively separated from competence. He emphasized that communication transpires within diverse and heterogeneous communities, where social and cultural factors significantly shape linguistic expression. This identification of a gap in Chomsky's theory led Hymes to introduce the concept of communicative competence, a broader framework that integrates both linguistic rules and the capacity to utilize language appropriately across various social contexts. Hymes (1971) articulated that "the most general term for the speaking and hearing capabilities of a person - competence is understood to be dependent on two things: (tacit) knowledge and (ability for) use" (p. 16). He rejected the strict demarcation between competence and performance, suggesting that they are interdependent and that both linguistic and social factors aptly influence language use. He advocated for empirical research to explore their interaction (Wiemann & Backlund, 1980).

2.3. The Concepts of Communicative Competence

Communicative competence encompasses two essential dimensions: communication and competence, collectively referring to the ability to engage in effective communication. While Noam Chomsky initially differentiated between linguistic competence (the knowledge of grammar) and performance (actual language use), the notion of communicative competence

expands this distinction. In the context of language learning, communicative competence signifies not only a learner's ability to apply grammatical rules but also to produce appropriate utterances that consider social and contextual factors. This concept is integral to communicative language teaching (CLT), which emphasizes the importance of learners' capacity for meaningful interaction, in diverse situations (Fauziati, 2015).

The term communicative competence was first introduced by Dell Hymes in 1972, as a response to the limitations inherent in Chomsky's competence-performance distinction. Initially, Hymes' examination of communicative competence focused primarily on linguistic studies rather than pedagogical methodologies. Notably, the work of Campbell and Wales (1970) had previously highlighted that the core linguistic skill is not merely the production of grammatically correct sentences but the appropriate use of language within its social context.

Hymes argued that language acquisition encompasses not only an understanding of linguistic structures but also a mastery of the sociocultural rules that govern language usage in diverse social situations. He posited that learners must develop competence not only in grammar but also in discerning when to speak, when to refrain from speaking, and the appropriateness of topics for discussion relative to the person, place, time, and manner of communication. Hymes (1972) challenged Chomsky's perspective by asserting that grammatical knowledge, in isolation, cannot adequately explain a child's capacity for effective communication. He highlighted that "there are rules without which the rules of grammar would be useless" (p. 60), underscoring the indispensable role of sociocultural knowledge in shaping both the use and understanding of language in social contexts. This emphasizes that communicative competence is influenced as much by social norms as it is by linguistic structures. To illustrate the social function of language among actual speakers and listeners, Hymes (1972) delineated four key aspects of communicative competence:

- Whether (and to what degree) something is formally possible.

- Whether (and to what degree) something is feasible in virtue of the means implementation available.

- Whether (and to what degree) something is appropriate in relation to context in which it is used and evaluated.

- Whether (and to what degree) something is in fact done, actually performed, and

  What it is doing entails. (p. 281)

Hymes' model established a foundation for subsequent theories that integrated grammatical, psycholinguistic, sociocultural, and probabilistic elements. This evolution led to the study of language as a mode of communication rather than merely as isolated structures. Furthermore, Savignon (1983) built upon these foundational ideas, identifying five principal characteristics of communicative competence:

- It is a dynamic concept.

- It applies to both written and spoken language.

- It is context specific.

- It implies a difference between competence and performance.

- It is relative, rather than absolute, itrequires the cooperation of all involved participants.

Savignon emphasized the interactive nature of communication, effectively addressing a gap in Chomsky's competence-performance framework. In conjunction with Hymes, she acknowledged the social dimension of communication, emphasizing that effective communication hinges not only on adherence to language rules but also on the pragmatic application of those rules in real-life interactions (Halupka-Rešetar, 2019).

Moreover, the concept of communicative competence has become a cornerstone in the development of communicative language teaching (CLT), which seeks to enhance learners' communicative abilities within language education settings.

2.4. Models of Communicative Compete

The concept of communicative competence has undergone significant evolution, with various scholars proposing distinct models to define and elucidate the ability to communicate effectively across diverse contexts. Below are some of the most influential models that have contributed to this field:

2.4.1. Canale and Swain's Model

Canale and Swain (1980) developed a theory of communicative competence grounded in the foundational work of Hymes. They highlight the critical relationship between grammatical knowledge and sociolinguistic competence. Their argument asserts that effective communication necessitates not only a mastery of grammatical structures but also the ability to utilize language appropriately within social contexts. This viewpoint emphasizes that linguistic competence alone is insufficient; adept application of grammatical rules within relevant social frameworks is essential. While Canale and Swain maintain that grammatical rules become ineffective without an understanding of language usage, this view contrasts slightly with Hymes' assertion that without the rules of use, grammatical rules would be meaningless. Nonetheless, both perspectives highlight the interdependence of grammatical and social competence, reinforcing their equal importance in achieving effective communication (Ahmed, 2018).

Initially, their model identified three core components: grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) subsequently expanded this framework by introducing discourse competence, which underscores the significance of coherence and cohesion in communication. The four components of communicative competence in their model are defined as follows:

➢ **Grammatical competence**: Includes knowledge of linguistic rules such as vocabulary, morphology, syntax, semantics, and phonology, which are essential for producing and

comprehending accurate language structures. This knowledge forms the foundation for constructing grammatically sound sentences and conveying precise meanings.

➢ **Sociolinguistic competence**: This aspect involves the ability to use language appropriately according to the social and cultural context. It includes two key dimensions: rules of use and rules of discourse. Rules of use govern the adjustments made in language based on factors such as topic, participants, social norms, and the context of communication. In contrast, rules of discourse focus on cohesion and coherence, ensuring logical connections between utterances and facilitating comprehensible interactions. This comprehensive perspective addresses how meaning is negotiated and interpreted across diverse sociocultural settings. However, implementing sociolinguistic competence in language teaching poses challenges, as learners must effectively navigate complex social cues and adapt their communication accordingly.

➢ **Strategic competence:** Refers to the ability to employ communication strategies to manage and overcome obstacles resulting from limitations in grammatical or sociolinguistic competence. It encompasses verbal and non-verbal techniques designed to maintain effective communication when language proficiency is insufficient.

➢ **Discourse competence**: This skill involves the integration of language structures and functions to produce coherent and cohesive discourse.
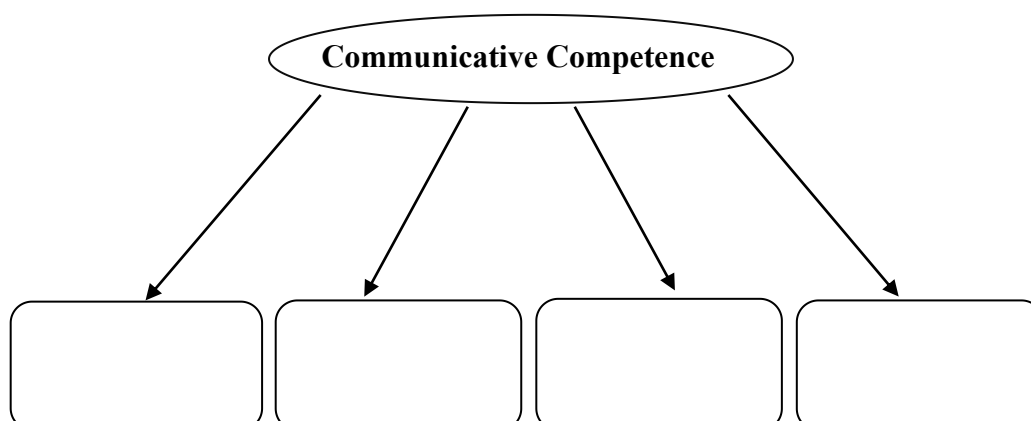
| Grammatical competence | Sociolinguistic competence | Strategic competence | Discourse competence |

Figure 3: Canal and swain's (1980) and canal's (1983) model of communicative competence

2.4.2. Bachman's Model

In 1990, Bachman introduced the concept of "Communicative Language Ability" (CLA), presenting a comprehensive framework that integrates both language proficiency and communicative competence. His theoretical model comprises three primary components: Language Competence, Strategic Competence, and Psychophysiological Mechanisms.

- **Language Competence**

Language Competence serves as the underlying knowledge base that facilitates the production and comprehension of meaningful discourse. It is divided into two categories: Organizational Knowledge and Pragmatic Knowledge.

- **Organizational Knowledge:** This dimension pertains to the structural rules governing language usage, with a focus on grammatical and textual competence. Grammatical knowledge encompasses the ability to construct and comprehend syntactically and lexically accurate sentences, involving mastery of vocabulary, syntax, phonology, and graphology. Conversely, textual knowledge emphasizes the cohesive and coherent organization of both spoken and written discourse, highlighting the structural elements that contribute to effective communication. Bachman's differentiation between these two subcategories reinforces the importance of structural accuracy alongside contextual coherence in language proficiency.

- **Pragmatic Knowledge**: This domain addresses the functional use of language in achieving communicative intentions effectively. It includes illocutionary knowledge,

which pertains to the ability to interpret and convey intentions behind utterances, and sociolinguistic knowledge, which involves an understanding of cultural references, idiomatic expressions, and the appropriate use of language across diverse social contexts. The focus on sociolinguistic competence highlights the integral role of cultural awareness and contextual appropriateness in facilitating effective communication.

▪ **Strategic Competence**

Strategic Competence involves the application of linguistic knowledge in real-world communicative scenarios. This component encompasses assessment, planning, and execution, which are crucial for monitoring and adjusting language use to meet desired communicative outcomes. It illustrates the dynamic nature of language usage, requiring individuals to adapt their linguistic resources to context-specific demands.

▪ **Psychophysiological Mechanisms**

This dimension pertains to the neurological and psychological processes that facilitate the physical production and reception of language. Although this aspect is less emphasized in models of communicative competence, acknowledging these mechanisms highlights the biological foundations essential for effective language performance.

Pragmatic
Comptence

| Sociolinguistic comptence | Illocutionary comptence | | Textual competence | Grammatical competence |
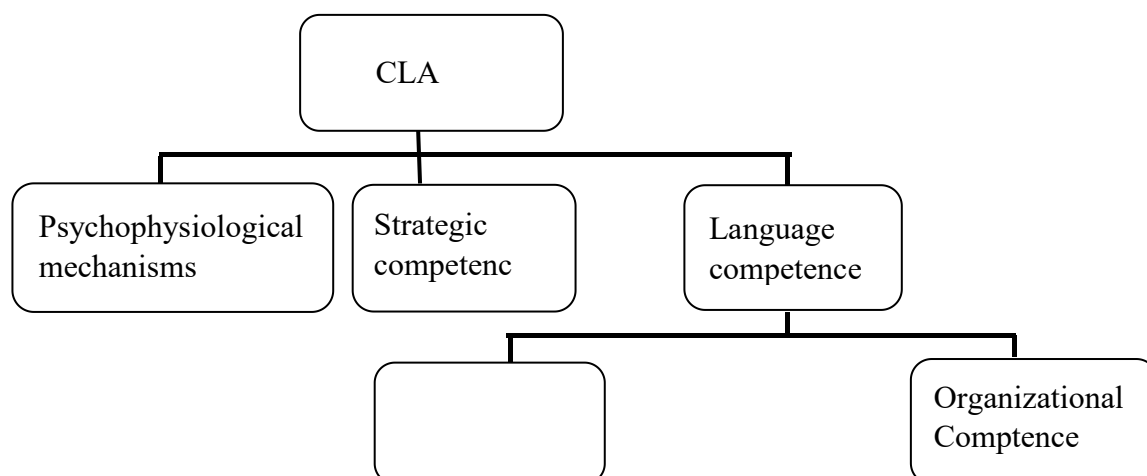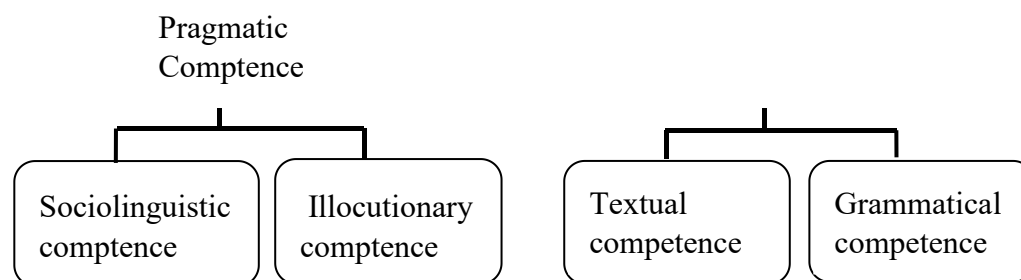
Figure 4: Bachman's Communicative Language Ability

Bachman (1990) articulates that the third dimension of language competence involves the cognitive ability to apply linguistic skills effectively within specific communicative contexts. He critiques the strategic competence framework proposed by Canale and Swain (1980) for its insufficient explanation of the mechanisms that inform its operation. In contrast, Bachman advocates for a psychological perspective that encompasses three integral components: the assessment component, which focuses on evaluating the communicative context; the planning component, which involves the formulation of effective communication strategies; and the execution component, which pertains to the actual implementation of those strategies during interactions.

2.4.3. Celce-Murcia, Dornyei and Thurrell's Model

Celce-Murcia, Dornyei, and Thurrell introduced an alternative model of communicative competence, asserting that it builds upon the foundational work of Canale and Swain (1980) and Canale (1983). Their model offers valuable insights into the impact of linguistic and cultural factors on learners' academic performance. It emphasizes that different components may be prioritized according to the specific communicative needs of various learner groups, rendering it particularly relevant for the design of communicative language teaching syllabi (Fauziati, 2015). Celce-Murcia et al. (1995), further divided communicative competence into five key areas: linguistic, sociocultural, strategic, discourse, and actional competencies. Within this framework, they highlight discourse competence as the core construct. Discourse competence entails the

ability to select, sequence, and organize linguistic elements (such as words, structures, sentences, and utterances) to create coherent spoken or written texts. This competence interacts dynamically with linguistic, sociocultural, and actional competencies, each influencing and being influenced by the others.

Linguistic competence involves the foundational elements of communication, including sentence structures, morphological inflections, phonological and orthographic systems, and lexical resources. Sociocultural competence pertains to the speaker's ability to convey messages appropriately within specific social and cultural contexts, taking into account the pragmatic factors that affect variations in language use. Actional competence refers to the capacity to express and comprehend communicative intent by aligning action goals with suitable linguistic forms, informed by an understanding of verbal schemata that convey illocutionary force, such as speech acts. Lastly, strategic competence, which influences all other components, encompasses the knowledge and application of communication strategies to address gaps in language proficiency or enhance communication efficiency.

This comprehensive model highlights the dynamic interplay among all competencies, underscoring the importance of integrating them into language teaching practices to foster holistic communicative competence.

Sociocultural
Competence

Discourse
Competence

Linguistic
Competence

Actional
Competence

Strategic
Competence
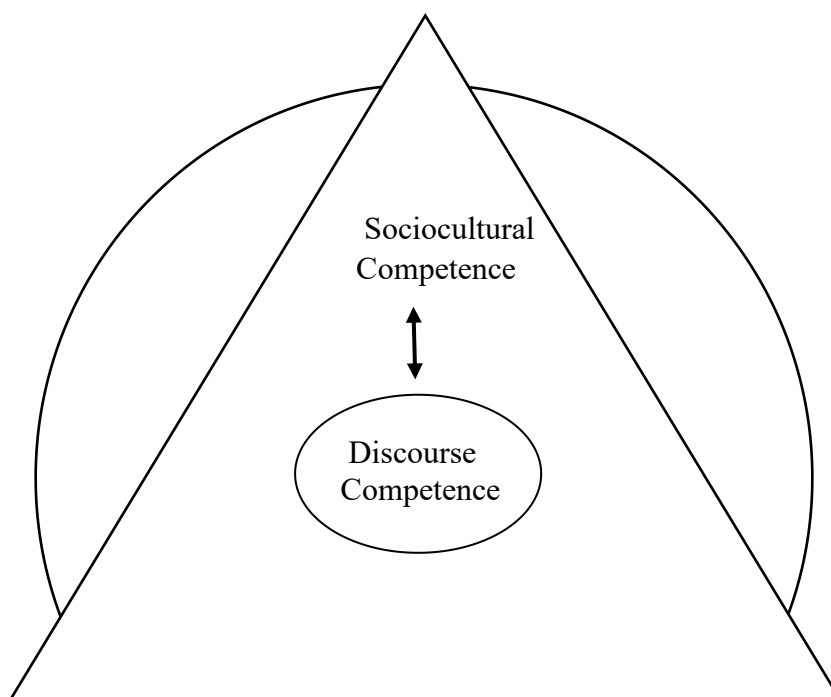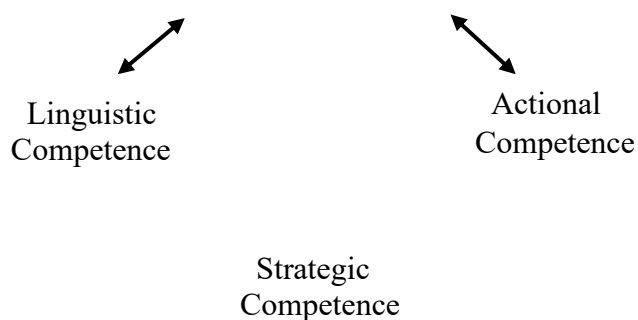
Figure 5: Celce-Murcia, Dornyei, and Thurell's Model of CC

2.4.4. Littlewood's Model

Littlewood (2011), introduced an advanced model of communicative competence that builds upon the foundational frameworks established by Canale and Swain (1980) and Canale (1983). This model enhances the traditional structure by incorporating a fifth component and updating the terminology to align with contemporary priorities in language teaching. The model encompasses the following competencies:

➢ **Linguistic competence**: This involves the mastery of vocabulary, grammar, phonology, and semantics, which are crucial for accurate and meaningful language use.

➢ **Discourse competence**: This area emphasizes the organization of ideas within extended discourse, focusing on elements such as text coherence, turn-taking, and interaction management.

➢ **Pragmatic competence**: This allows individuals to utilize their linguistic resources to express and interpret meaning in authentic contexts, effectively managing any gaps in their language knowledge.

➢ **Sociolinguistic competence**: This enables speakers to utilize their linguistic resources effectively to convey and interpret meaning in real-world situations, including strategies for managing gaps in their language knowledge.

> **Sociocultural competence**: This refers to the awareness of cultural knowledge and assumptions that influence communication and can potentially lead to misunderstandings in intercultural interactions.

By incorporating sociocultural competence, Littlewood's model recognizes the psycholinguistic and intercultural dimensions of language use. This broadens the scope of communicative competence beyond the structural and functional aspects highlighted by earlier frameworks. The expansion offers a more nuanced perspective on the skills necessary for effective language learning and usage (Eghtesadi, 2017).

However, Littlewood's model often assumes that cultural contexts within linguistic communities are homogeneous, which overlooks the complexity of cultural identities. For example, Arabic, spoken across various regions such as Algeria, Egypt, Lebanon, and the Gulf states, includes diverse cultural practices. Within a single country, sociocultural norms can vary significantly based on factors like age, class, gender, and education. Relying on a singular cultural model to teach sociocultural competence can lead to misleading generalizations. To promote authentic communication and cultural sensitivity, educational approaches should adopt a pluralistic and flexible model that recognizes diversity within communities and encourages adaptive cultural awareness.

2.5. Speaking within the Framework of Communicative Competence

In the realm of teaching and learning English as a foreign language, it is essential for learners to cultivate four foundational language skills: listening, speaking, reading, and writing. These skills are interconnected, enhancing each other through their interplay. Among these, speaking is often regarded as the most crucial skill, as it enables immediate, real-time interaction and is integral to developing one's communicative competence. Richard (2008) emphasizes that

speaking serves various purposes, including performing actions, formulating and negotiating ideas, interpreting reality, and fostering interpersonal connections.

The significance of speaking in facilitating the acquisition of communicative competence cannot be overstated. Martinez-Flohr (2006) introduced a conceptual diagram that illustrates the integration of speaking within the broader communicative competence framework. The accompanying figure delineates the various components of communicative competence and their interrelated influence on the development of speaking skills, ultimately enhancing learners' overall communicative abilities.
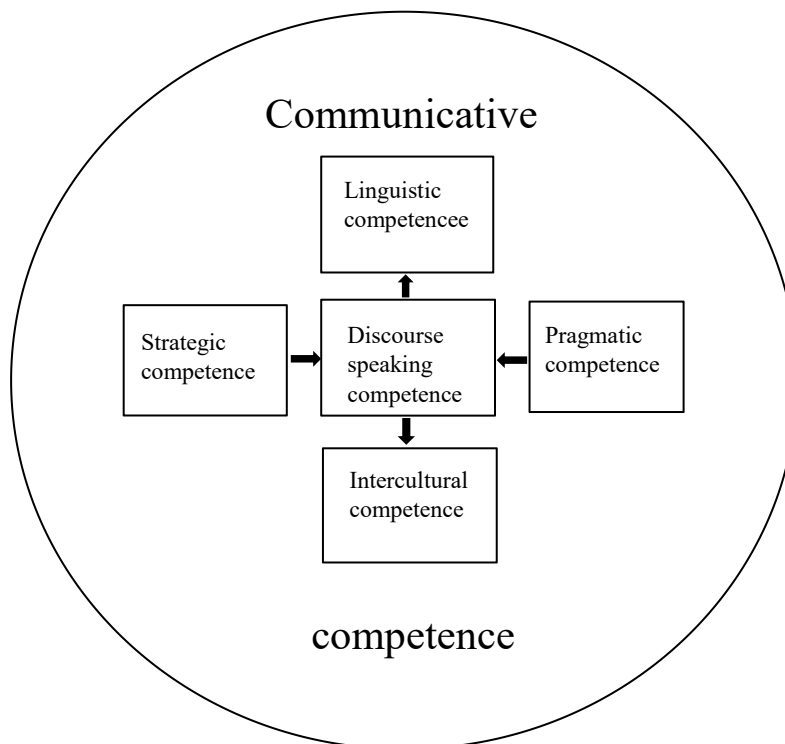
Figure 6: integrating speaking within the communicative competence framework (Martinez-Flor; 2009)

The diagram represents the Communicative Competence Framework, highlighting speaking skills as a central component. These skills represent the primary mode of productive discourse and serve as a means of expressing other facets of communicative competence. Discourse competence pertains to the speaker's ability to produce coherent and cohesive spoken texts, utilizing discourse markers such as "okay," "well," and "I see," alongside an understanding of conversational rules and discourse structures that are tailored to specific purposes and contexts.

Learners must acquire the ability to effectively employ discourse features in their spoken texts to ensure coherence and cohesion. They need to develop strategic competence and learn to articulate spoken utterances that are both linguistically and pragmatically appropriate. Linguistic competence encompasses grammar, vocabulary, and phonology (Celce-Murcia & Olshtain, 2000). Additionally, speakers must possess intercultural competence to navigate diverse socio-cultural contexts, which involves understanding cultural norms and non-verbal cues. This understanding is crucial for minimizing miscommunication and facilitating effective interaction. Hence, it is imperative for speakers to adopt strategies that address limitations in communicative competence and to prevent potential communication breakdowns (Martínez-Flor, 2006).

Conclusion

The ability to communicate effectively stands as one of the most crucial skills in the journey of learning a foreign language. Mastering this skill not only enhances comprehension but also fosters meaningful connections, allowing learners to express their thoughts and emotions with clarity. Engaging in conversations, whether casual or formal, illuminates the cultural

nuances and intricacies of the language, making the learning experience richer and more impactful.

Chapter Three:

Introduction

The previous two chapters addressed the theoretical concepts related to the two variables of our study: classroom interaction and communicative competence. The current chapter presents the practical framework of the research and describes the methodology utilized to provide evidence supporting the hypothesis and research questions. Additionally, it outlines the research design, the context, and the participants involved in the study, as well as the data collection tools and the procedures utilized for analysis and discussion of the results.

3.1. Data Collection Method

This study adopts a mixed-methods research design to investigate the influence of classroom interaction on the communicative competence of second-year EFL students at the University of Biskra. Quantitative data were collected through a structured questionnaire administered to 50 participants, aiming to capture students' perceptions of interaction in language learning. Complementing this, qualitative data were obtained via classroom observations to analyze interactional patterns and pedagogical practices. The study seeks to determine the extent to which interaction is recognized and utilized as a key instructional strategy.

3.2. Students' Questionnaire

The first data collection tool used by the researcher was a semi-structured questionnaire designed to gather opinions and attitudes from EFL learners. The focus of this questionnaire was to assess the need for more comprehensive teaching strategies that encourage active participation, promote real-life communication, and enhance communicative competence.

3.2.1. Description of the Questionnaire

The study questionnaire was the first tool of the under-investigated study. It was a semi-structured questionnaire addressed EFL learners at Mohammed Khider Biskra University. The primary aim was to gather insights into students' perceptions into weather classroom interactions that prioritize meaning over grammatical form can enhance their CC. Accordingly, the questionnaire was carefully developed and divided into three sections, structured as follows:

Section 01: General information (2 items)

This section collected data about the students' information. It encompassed two items: Students' gender and studying English personal choice. The researcher incorporates personal information in the study to assess the individuals' level of interest in language learning and to determine whether their proficiency is adequate.

Section 02: Classroom interaction (8 items)

The ultimate goal of this section attempted to examine the dynamics of classroom communication, including who talks more, student comfort levels, and the nature of participation. It also identifies barriers to interaction and student preferences.

Section 03: Communicative Competence (6 items)

To assess how classroom interaction impacts students' language skills, particularly their ability to use English effectively in real-life contexts, and to identify which activities and feedback practices support communicative growth.

3.2.2. Administration of the Questionnaire

The questionnaire was administered to second-year LMD students from the Department of English at the University of Biskra. A total of 50 students participated, each providing valuable and insightful responses. This sample was selected based on the students' academic progression,

ensuring greater exposure to course materials and enhancing their ability to engage in critical reflection on their learning experiences. Their familiarity with the curriculum enables them to offer significant insights into classroom dynamics and communicative competence. For the administration of the questionnaire, we utilized online channels, primarily email and Facebook groups, which were chosen for their effectiveness in reaching the targeted student demographic. We employed Google Forms, a versatile survey tool, to incorporate a variety of question formats, including Likert scales, multiple-choice questions, and open-ended responses, along with a section for general feedback from participants. This recruitment strategy proved successful, allowing us to achieve our desired sample size within one week.

3.2.3. Analysis and Interpretation of students' Questionnaire

The data will be analyzed to test (support or reject) our hypothesis.

1. Learners' Gender

Gender	Frequency	Percentage
Male	15	30.0%
Female	35	70.0%
Total	**50**	**100.0%**

Table 1:Learners' Gender
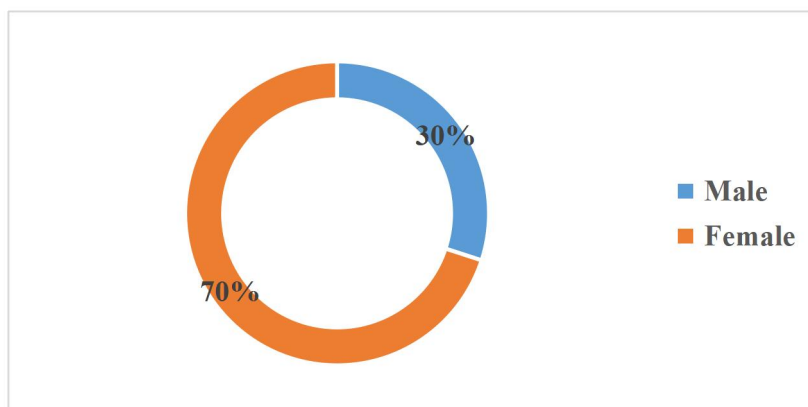
Figure 7: Learners' Gender

The data show a clear gender disparity among the respondents, with females representing 70% and males accounting for 30%. This distribution might reflect the gender dynamics within the particular educational context or program. The higher proportion of female participants could potentially affect the classroom interactions and teaching approaches.

2. Personal choice in studying English

Response	Frequency	Percentage
Yes	41	82.0%
No	9	18.0%
Total	**50**	**100.0%**

Table 2: Personal choice in studying English
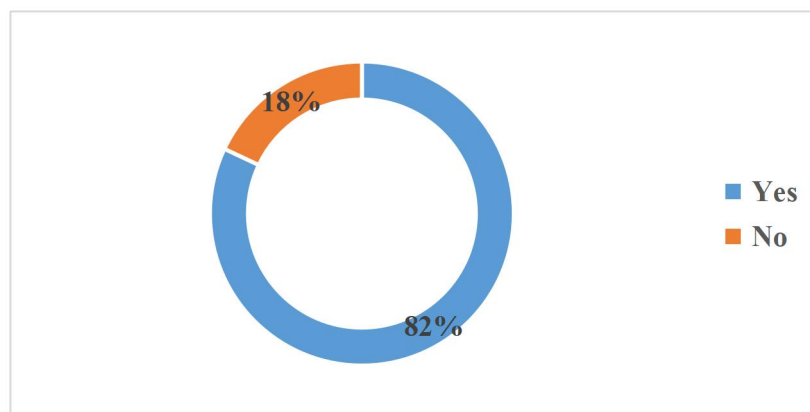
Figure 8: Personal choice in studying English

A significant proportion of participants (82%) indicated that studying English was a personal choice, which points to a strong intrinsic motivation. This voluntary commitment suggests that these students are likely to demonstrate higher levels of engagement, enthusiasm, and proactivity in their studies, potentially leading to better academic outcomes and enhanced language proficiency.

The qualitative feedback offers additional insight into the reasons for choosing English. Many respondents shared a deep passion for the language, with some citing it as their favorite subject since childhood or expressing admiration for it. Career aspirations also played a role,

with several participants aiming to become English teachers, translators, or interpreters. Others mentioned the practical advantages of English, such as its value in global communication, travel, and career advancement. Some students also highlighted personal influences, including the impact of a motivating high school teacher or a general fondness for languages and English-speaking cultures and media.

In contrast, 18% of respondents reported that studying English was not their personal choice. For some, this decision was influenced by university assignments or limited program options. This group may exhibit lower initial motivation, suggesting that additional support and encouragement could be beneficial in fostering a greater interest and commitment to the subject.

The data reflects a predominantly self-motivated cohort with diverse, meaningful reasons for choosing to study English—ranging from academic aspirations to personal dreams and professional goals.

3. Types of interaction preferences

Interaction Type	Frequency	Percentage
Student-Student	25	50.0%
Teacher-Student	25	50.0%
Total	**50**	**100.0%**

Table 3: Types of interaction preferences
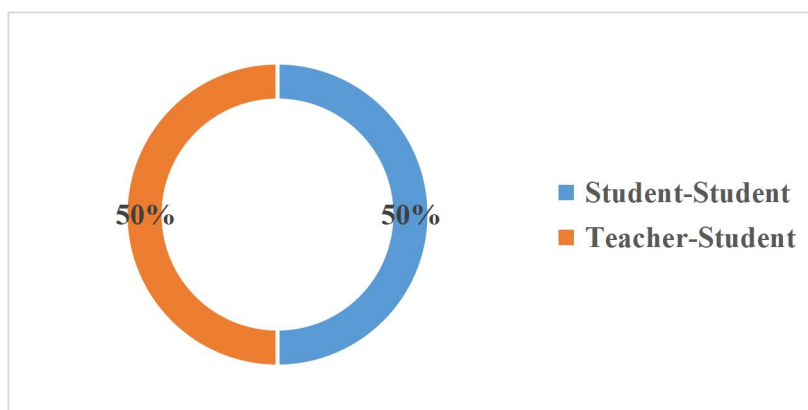
Figure 9: Types of interaction preferences

The results indicate an equal preference between student-student and teacher-student interactions, with both types receiving 50% support from participants. This balanced distribution suggests that both forms of interaction are valuable and should be incorporated into the classroom to accommodate diverse learning preferences and comfort levels.

For those who preferred student-student interactions, responses highlighted a sense of comfort, reduced anxiety, and greater ease in expressing ideas. Many students reported feeling more confident and at ease when engaging with peers, which facilitated participation and practice, particularly in speaking activities. Peer interactions were also seen as beneficial for promoting teamwork, fostering mutual understanding, and enhancing learning through collaborative experiences and group work.

On the other hand, participants who favored teacher-student interactions emphasized the importance of expert guidance, constructive feedback, and clear explanations. These students appreciated the teacher's role in providing accurate information, maintaining focus, and offering corrections. Several respondents also noted that teacher-led interactions help direct the learning process, making it more efficient and enriching.

4. Most Frequent Speaker During Classroom Activities

Speaker	Frequency	Percentage
Teacher	41	82.0%
Student	9	18.0%
Total	**50**	**100.0%**

Table 4: Most Frequent Speaker During Classroom Activities
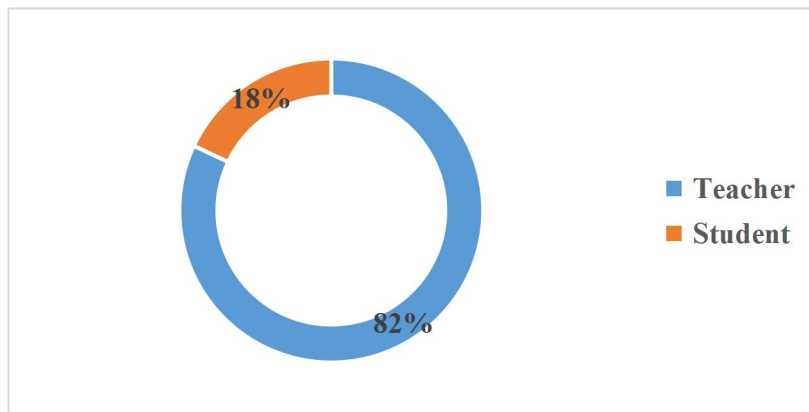
Figure 10: Most Frequent Speaker During Classroom Activities

A notable 82% of respondents identified teachers as the main speakers during classroom activities. This suggests a dominant teacher-led dynamic, potentially restricting students' opportunities to engage in dialogue and develop their speaking abilities. To create a more student-focused environment, it would be beneficial to encourage greater student participation in verbal exchanges.

5. Individual Preferences in Learning Activities

Preference	Frequency	Percentage
Individual Work	9	18.0%
Pair Work	17	34.0%
Group Work	24	48.0%
Total	**50**	**100.0%**

Table 5: Individual Preferences in Learning Activities
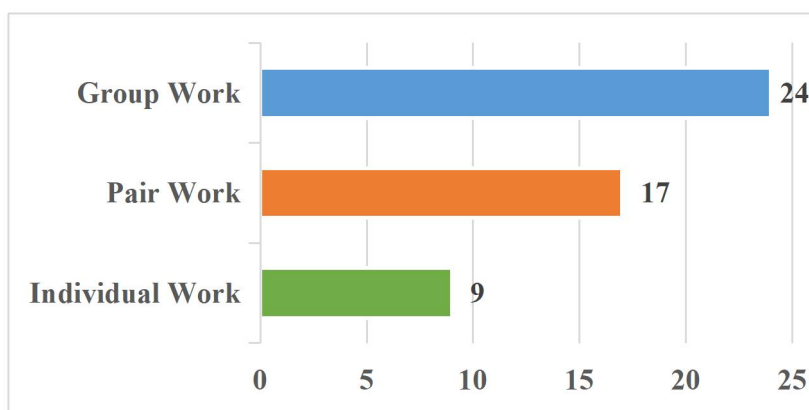
Figure 11: Individual Preferences in Learning Activities

The results show that group work is the most favored activity type, with 48% of respondents choosing it, followed by pair work at 34%. This reflects a preference for collaborative and interactive tasks rather than independent work. To support student engagement and improve communication abilities, classroom activities should prioritize cooperative learning approaches.

6. Real Communication Through Classroom Activities

Response	Frequency	Percentage
Yes	24	48.0%
No	26	52.0%
Total	**50**	**100.0%**

Table 6: Real Communication Through Classroom Activities
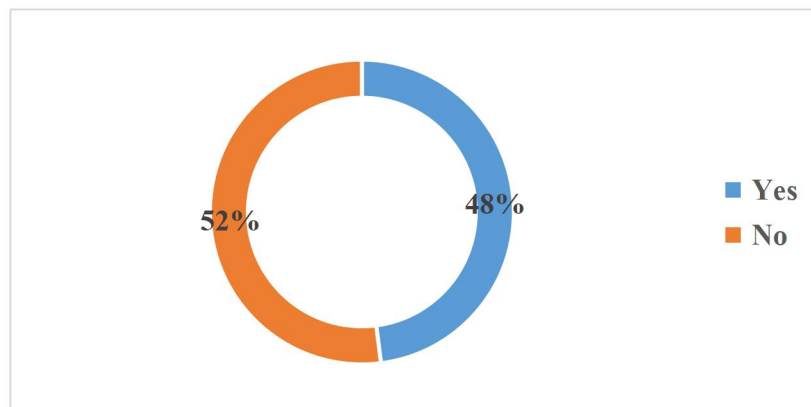
Figure 12: Real Communication Through Classroom Activities

Slightly more than half (52%) of students feel that classroom activities do not promote real communication. This indicates a gap between classroom practices and practical language use. Teachers could address this by incorporating more real-world scenarios and encouraging spontaneous communication exercises that reflect authentic interactions.

7. Use of Authentic Materials by Teachers

Response	Frequency	Percentage
Yes	18	36.0%
No	32	64.0%
Total	**50**	**100.0%**

Table 7: Use of Authentic Materials by Teachers
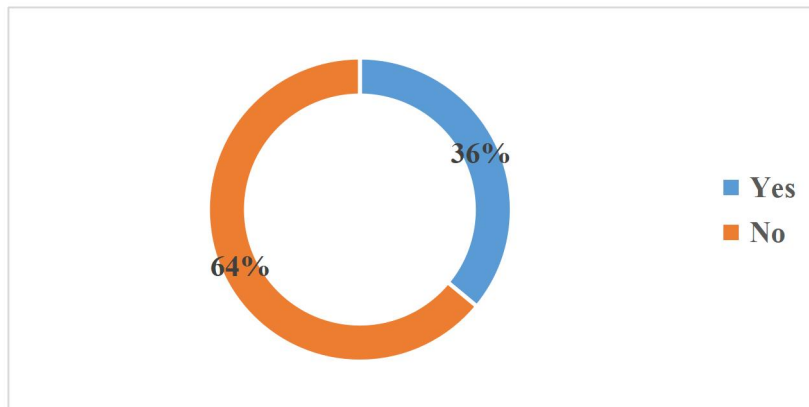
Figure 13: Use of Authentic Materials by Teachers

The data shows that only 36% of respondents reported the use of authentic materials in lessons, while 64% indicated that such materials are not utilized. This reveals a significant underuse of real-world resources (e.g., videos, articles), which are essential for developing practical language skills. Teachers should consider increasing the inclusion of these materials in their teaching.

8. Comfort Level in Speaking English in Class

Comfort Level	Frequency	Percentage
Very Comfortable	5	10.0%
Somewhat Comfortable	23	46.0%
Neutral	20	40.0%
Uncomfortable	2	4.0%
Total	**50**	**100.0%**

Table 8: Comfort Level in Speaking English in Class
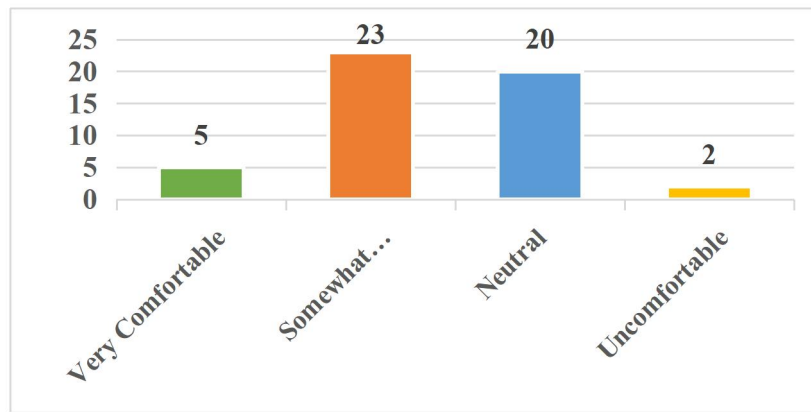
Figure 14: Comfort Level in Speaking English in Class

The data reveals that only 10% of students feel very comfortable speaking English, while the majority are either somewhat comfortable (46%) or neutral (40%). This points to a general lack of confidence, highlighting the need for more encouraging and supportive communication practices to help increase students' comfort with speaking.

9. Voluntary Participation in Class

Frequency of Participation	Frequency	Percentage
Always	4	8.0%
Sometimes	24	48.0%
Rarely	16	32.0%
Never	6	12.0%
Total	**50**	**100.0%**

Table 9: Voluntary Participation in Class
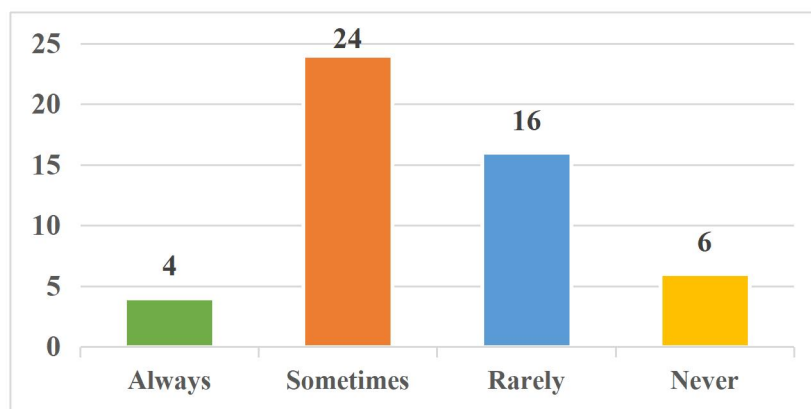
Figure 15: Voluntary Participation in Class

The data shows that 48% of students participate voluntarily sometimes, while 32% do so rarely, and 12% never participate. Only 8% of students always engage in voluntary participation. This suggests that classroom dynamics may not be sufficiently engaging or inclusive. To foster greater participation, interactive activities and positive reinforcement should be emphasized.

10. Teacher Encouragement Despite Mistakes

Response	Frequency	Percentage
Always	22	44.0%
Sometimes	27	54.0%
Never	1	2.0%
Total	**50**	**100.0%**

Table 10: Teacher Encouragement despite Mistakes
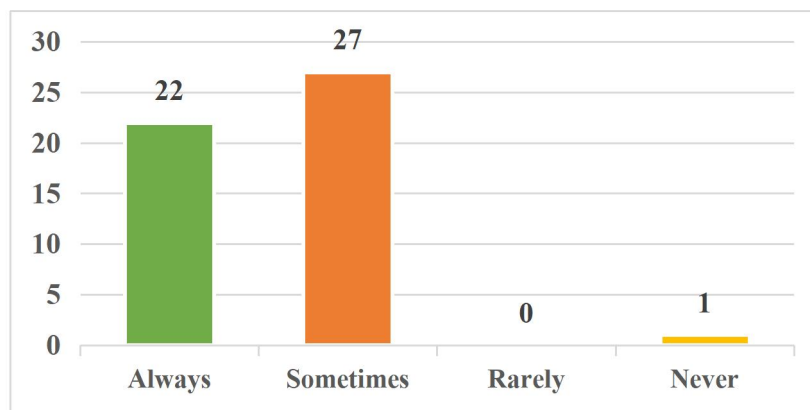
Figure 16: Teacher Encouragement despite Mistakes

A significant 98% of students report feeling encouraged to speak despite making mistakes, with 44% indicating this happens always and 54% sometimes. This supportive approach is essential in language learning, as it cultivates a safe space where students feel motivated to practice and improve.

11. Main Reason for Lack of Participation

Reason	Frequency	Percentage
Lack of motivation	12	24.0%
Uninteresting topics	8	16.0%
Fear of making mistakes	11	22.0%
Shyness or social anxiety	19	38.0%
Total	**50**	**100.0%**

Table 11: Main Reason for Lack of Participation
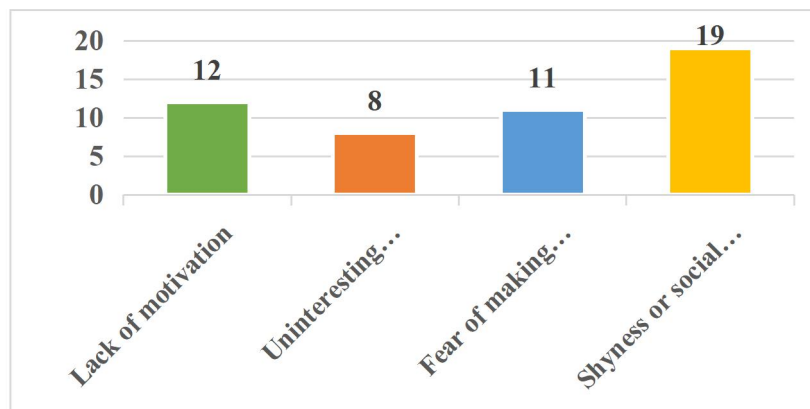
Figure 17: Main Reason for Lack of Participation

The most common barrier to participation is shyness or social anxiety, cited by 38% of students, followed by lack of motivation (24%) and fear of making mistakes (22%). These results highlight the importance of creating a psychologically safe classroom environment and providing engaging, student-centered content to encourage participation.

12. English Skill Most Improved Through Classroom Interaction

Skill	Frequency	Percentage
Speaking	17	34.0%
Listening	25	50.0%

Reading	4	8.0%
Writing	4	8.0%
Total	**50**	**100.0%**

Table 12: English Skill Most Improved Through Classroom Interaction
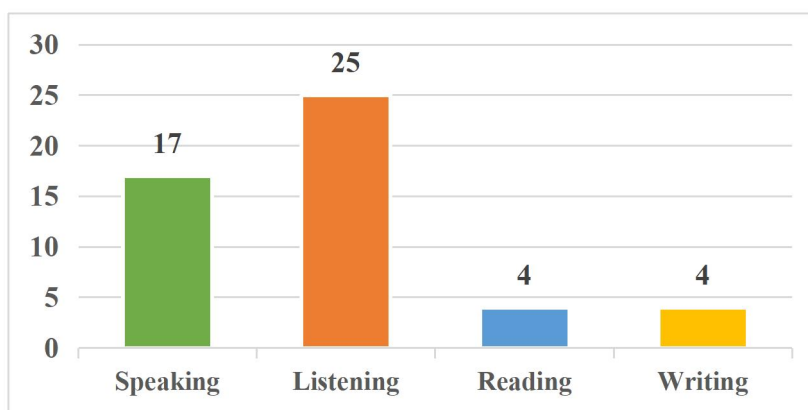
Figure 18: English Skill Most Improved Through Classroom Interaction

Listening skills are the most improved, with 50% of students reporting progress, followed by speaking (34%). This suggests that classroom interaction may lean more towards passive activities, highlighting the need for increased opportunities for spoken communication to foster a more balanced development of both receptive and productive skills.

13. Impact of Classroom Interaction on Communicative Competence

Response	Frequency	Percentage
Yes	42	84.0%
No	8	16.0%
Total	**50**	**100.0%**

Table 13: Impact of Classroom Interaction on Communicative Competence
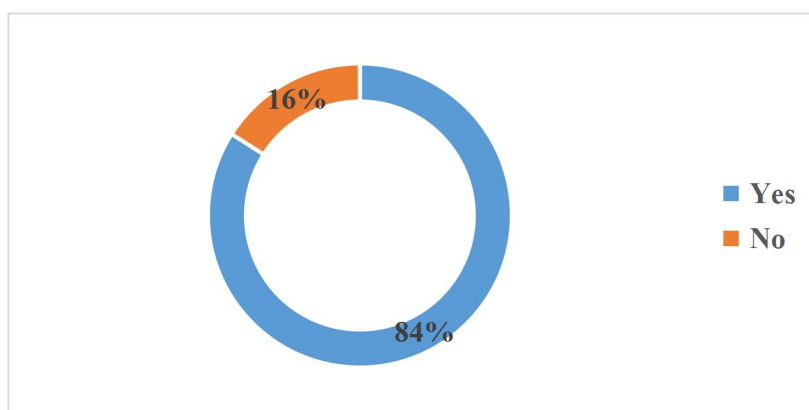
Figure 19: Impact of Classroom Interaction on Communicative Competence

The majority of respondents (84%) believe that classroom interaction significantly enhances communicative competence, which is consistent with established language acquisition theories. This strong agreement underscores the importance of interaction in fostering the skills necessary for effective communication in a second language.

Respondents highlighted several ways in which classroom interaction contributes to improved communicative competence. Many students emphasized the benefits of practicing speaking, listening, and responding in real-time conversations, noting that such interactions help build vocabulary, pronunciation, and grammar skills. Furthermore, engaging in discussions and group work fosters a deeper understanding of language use and builds confidence in expressing ideas clearly. Students also pointed out that regular interaction allows them to learn new vocabulary, receive feedback, and become more comfortable with making mistakes in a supportive environment.

Some students specifically mentioned that classroom interaction helps them practice language in context, which is essential for developing fluency and accuracy. Several noted the value of engaging in real-life conversations, such as through oral presentations and problem-solving activities, as these experiences improve their ability to communicate effectively in different situations.

However, a small minority (16%) expressed reservations about the effectiveness of classroom interaction in improving communicative competence. These students cited a lack of participation opportunities or limited interaction, which may hinder the development of their language skills. Additionally, some mentioned that classroom interaction could sometimes be anxiety-inducing or overly structured, reducing its impact on their communicative abilities.

14. Effect of Classroom Interaction on Real-Life English Use

Extent	Frequency	Percentage
Not at all	1	2.0%
To a small extent	16	32.0%
To a moderate extent	23	46.0%
To a large extent	10	20.0%
Total	**50**	**100.0%**

Table 14: Effect of Classroom Interaction on Real-Life English Use
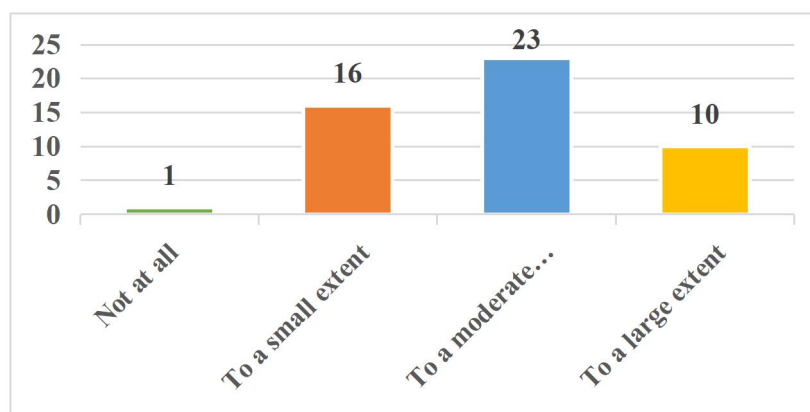
Figure 20: Effect of Classroom Interaction on Real-Life English Use

A total of 66% of students feel that classroom interaction has helped them to some degree in using English in real-life situations. This suggests that interactive teaching methods offer notable benefits, though there is still room to make learning more relevant to real-world contexts.

15. Most Motivating Types of Activities

Activity Type	Frequency	Percentage
Communicative activities	26	52.0%
Grammatical activities	8	16.0%
Both	16	32.0%
Total	**50**	**100.0%**

Table 15: Most Motivating Types of Activities
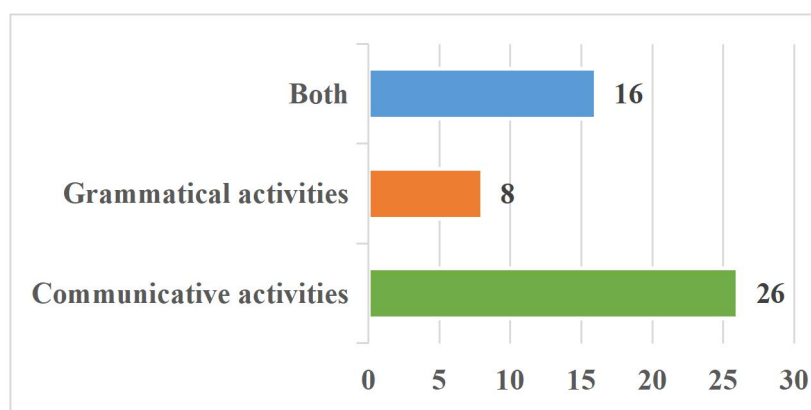
Figure 21: Most Motivating Types of Activities

More than half of the students (52%) are most motivated by communicative activities, which highlight their preference for interactive tasks that involve real-world language use, rather than traditional grammar exercises. This preference indicates that students value practical and engaging activities that mirror authentic communication, making the learning process both enjoyable and relevant. Communicative tasks not only enhance speaking fluency but also improve listening skills and boost confidence in using English in everyday situations.

A substantial group (32%) values a combination of both communicative and grammatical activities, recognizing the complementary role each has in language acquisition. These students appreciate how grammar exercises support language accuracy, writing skills, and overall structure, which are crucial for clear communication. A mix of both types of activities appears to offer a well-rounded approach that strengthens fluency, precision, and confidence.

A smaller portion (16%) favors grammatical activities, emphasizing their importance in building a solid understanding of correct language usage and improving writing abilities. These students feel that grammar-focused exercises provide a structured approach, helping them to better grasp the rules of the language.

16. Classroom Environment Regarding Communication

Environment	Frequency	Percentage
Supportive	24	48.0%
Relaxed	20	40.0%
Stressful	6	12.0%
Total	**50**	**100.0%**

Table 16: Classroom Environment Regarding Communication
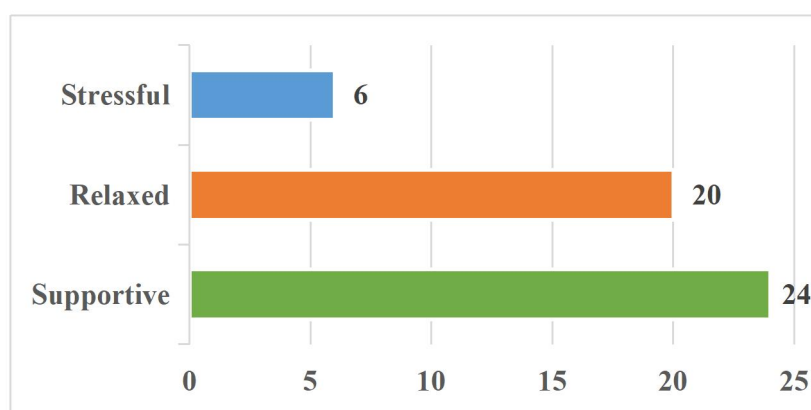
Figure 22: Classroom Environment Regarding Communication

Almost half of the students describe the classroom environment as either supportive (48%) or relaxed (40%), indicating a generally positive atmosphere for communication. These students appreciate the encouragement and guidance provided by their teachers, which helps them feel comfortable expressing themselves without the fear of making mistakes. Many note that the supportive feedback from teachers fosters a sense of ease, boosting confidence and promoting active participation.

However, some students (12%) still perceive the environment as stressful, primarily due to fears of making mistakes or the pressure of speaking in front of others. Although teachers work to create a non-threatening and engaging space, a few students still struggle with shyness or anxiety, which can impact their ability to speak freely. These students have expressed a desire for more speaking opportunities and a more interactive environment to reduce stress and build fluency.

Overall, while the majority of students experience a relaxed and supportive classroom atmosphere, a more consistent focus on interactive and practical speaking opportunities could further enhance the communicative environment, making it more inclusive and less stressful for those who still feel hesitant to participate. Teachers play a critical role in shaping this environment, with their encouragement and supportive methods being key to fostering an engaging, non-judgmental space for language learning.

3.3.3. Discussion of the Finding

The results of the data collected through the student questionnaire shed light on the intricate relationship between classroom interaction and the development of communicative competence (CC) among EFL learners at Mohammed Khider Biskra University. However, they also reveal important gaps and challenges within current classroom practices.

First, the participants in the study include both male and female students, with fifty males and a majority of thirty-five females. However, gender is not a relevant variable for our research on listening challenges. Therefore, it can be disregarded, and the participants will be considered simply as second-year LMD university students learning English as a foreign language.

The results reveal that a majority of learners (82%) selected English as a personal choice, reflecting high intrinsic motivation—a factor closely linked to language acquisition success. However, voluntary classroom participation remains low, with only 8% consistently engaging in activities without prompting. Barriers such as shyness (38%), fear of making mistakes (22%),

and lack of motivation (24%) appear to significantly hinder active involvement. These findings highlight the importance of creating psychologically safe environments that encourage risk-taking and reduce affective filters.

A key finding is the predominance of teacher-led interaction, with 82% of students reporting that teachers are the most frequent speakers. This teacher-centered model potentially limits learners' speaking opportunities and hinders the active use of English. Despite this, a strong student preference for collaborative learning was evident, as 82% favored pair or group work, highlighting a clear desire for more participatory and engaging methods. Furthermore, students expressed equal preference for both student-student and teacher-student interaction, indicating the value of a more integrative approach that promotes shared discourse responsibilities.

The majority of students perceive a clear link between interaction and improvement in CC. Notably, listening (50%) and speaking (34%) were the skills most improved through classroom interaction. However, the fact that listening surpassed speaking as the most improved skill may reflect the passive nature of classroom engagement, indicating a need for more speaking-focused tasks. This is reinforced by the limited use of authentic materials (only 36%), which are essential for simulating real-life communication. Real communicative opportunities were also found lacking, with 52% stating classroom activities do not provide real communication.

In terms of comfort with speaking English, while most students (46%) felt somewhat comfortable, only a small portion (10%) reported feeling very comfortable. This indicates that although students are engaging in classroom activities, many still lack the confidence to use English freely.

When discussing the impact of classroom interaction on communicative competence, 84% of students felt that it positively influenced their ability to communicate effectively. Many students highlighted that real-time conversations, group discussions, and peer feedback played a

significant role in improving their vocabulary, pronunciation, and fluency. These results align with the communicative competence framework, which emphasizes the importance of interactive, meaningful language use for language development. However, a small group of students (16%) indicated that they did not have enough opportunities to participate in meaningful interactions, which may have limited their language improvement.

Another notable finding was the underutilization of authentic materials in the classroom, as only 36% of students reported that their teachers regularly used real-world resources such as videos or news articles. This could indicate that the classroom content is not as engaging or relevant to real-life language use as it could be. Authentic materials are known to help students apply their learning in real-world contexts, and their increased use could further enhance students' communicative competence.

The classroom environment also played a significant role in promoting or hindering communication. Most students (48%) described the environment as supportive, while 40% found it relaxed. This suggests that the majority of students feel comfortable and encouraged to engage in classroom activities. However, 12% of students still found the environment stressful, primarily due to the fear of making mistakes or speaking in front of others. These students expressed a desire for more speaking opportunities and a less structured, more interactive environment to alleviate their anxiety.

Finally, the study revealed that students found communicative activities the most motivating, with 52% of respondents preferring them over grammatical activities. This suggests that students are more engaged when language use is connected to real-life communication rather than formal grammar exercises. However, 32% of students appreciated a combination of both communicative and grammatical activities, indicating that a balanced approach to teaching is most effective in meeting students' learning needs. Only 16% of students favored grammatical

activities, which suggests that although grammar is important for language accuracy, students are more motivated when lessons focus on interactive, meaningful tasks.

In summary, the results of this study demonstrate the positive impact of classroom interaction on the development of communicative competence. However, there are areas for improvement, including encouraging more participation, increasing the use of authentic materials, and creating a more inclusive and less stressful classroom environment. By focusing on these aspects, teachers can further enhance students' language learning experiences and help them achieve greater fluency and confidence in real-life communication.

3.4. Classroom observation

The researcher conducted a non-participant classroom observation to complement the data gathered from students' questionnaires. This observation aims to deepen the understanding of classroom interaction dynamics. It focuses on investigating the implementation of classroom interaction within the second-year LMD curriculum, particularly how classroom management strategies contribute to a supportive learning environment. Additionally, the observation seeks to evaluate the extent of interaction between students and teachers during the sessions, recognizing that such interaction is a fundamental component in fostering students' communicative competence. Therefore, we believe that non-participant classroom observation offers a unique opportunity to observe how interaction occurs within the classroom in English as a Foreign Language (EFL) settings. This observation highlights its effectiveness in capturing students' attention and enhancing their communicative skills.

3.4.1. Classroom Observation Procedures

The classroom observations were conducted during the second semester of the 2025 academic year, specifically in February. A total of five sessions were attended, all involving the same group of students but facilitated by different educators. These sessions were typically

spread over two weeks, with each session lasting one and a half hours and encompassing approximately 32 students.

In order to preserve the natural dynamics of classroom interactions and enhance the reliability of the data collected, the observations were carried out without informing the teachers of the research objectives. The observer occupied a position at the rear of the classroom, which allowed for an unobstructed view of both the teaching techniques employed and student engagement. Furthermore, a structured observation checklist was utilized, incorporating specific sections aimed at evaluating various dimensions of the classroom environment and instructional practices.

3.4.2. Description of the Classroom Observation Checklist

The Classroom Observation Checklist is structured into two main sections: General Observation of Classroom Management and Teacher-Learner Interaction. The first section comprises eight items designed to evaluate key aspects of the classroom environment, including the overall setting, the extent of student engagement, and the effectiveness with which the teacher employs time and resources to facilitate learning. The second section is dedicated to assessing the nature of teacher-student communication, the implementation of interactive tasks, the practices surrounding feedback, and opportunities for student collaboration. This section also includes space for detailed comments and observations regarding the evaluated criteria. Formatted as a table, the checklist allows the observer to categorize observations by marking whether each item was fully observed, partially observed, or not observed at all. Additionally, observers are encouraged to provide elaborative insights and detailed feedback in the designated section to enhance the comprehensiveness of the analysis.

3.4.3. The Analysis of Olassroom Observation

Section01: General Observation of Classroom Management

The environment and setting

In each session, we consistently observed a clean and tranquil classroom environment that fostered meaningful student interactions. The organized seating arrangement supported effective classroom management, allowing the teacher to maintain control while enabling students to engage fully with the lessons without distractions. This harmonious setting contributed to a comfortable and respectful learning.

Teachers' Talk in Classroom

The next phase of our classroom observation focused on examining the balance between teacher discourse and student engagement. Throughout the five sessions we observed, we found that three were predominantly teacher-centered. In these instances, the teacher guided the conversation while students remained largely passive, primarily listening or responding to closed-ended questions. As a result, student participation was significantly limited, and there were few opportunities for meaningful interaction. Conversely, the remaining two sessions embraced a more interactive and dynamic teaching style. The instructors in these sessions actively encouraged student involvement through open discussions, collaborative group work, and engaging activities that fostered learner autonomy. This approach allowed students to freely express their thoughts, ask questions, and engage in meaningful dialogues. Ultimately, this created a vibrant, student-centered learning environment where the exchange of ideas thrived and every voice was heard.

Teachers' Movement in Classroom

In our observations of two classroom sessions, the teacher effectively engaged students by moving around the room while clearly articulating concepts. This dynamic approach allowed for meaningful eye contact, encouraging active student participation and fostering a vibrant classroom atmosphere. The teacher's mobility not only strengthened connections with students but also facilitated immediate, personalized support tailored to their individual needs.In contrast, during the subsequent three sessions, the teacher adopted a more stationary stance, either delivering information from the front of the room or seated at the back while observing student presentations. While this method maintained an orderly environment, it did not foster the same level of engagement or interpersonal connection observed in the earlier sessions.

Learners' Interaction in Classroom

In three sessions we observed, there was a noticeable atmosphere of respect and collaboration between the students and the teacher. The students displayed confidence and enthusiasm, actively engaging with the lesson. They responded swiftly to the teacher's questions and readily sought clarification when needed, reflecting their genuine interest in the material and their eagerness to learn. When invited to present their topics—whether in small peer groups or individually—they approached the task with motivation and a clear sense of preparation. During the next two sessions, the students seemed disengaged and participated minimally. Interaction was limited as the teacher was strict and dominated the discussion, providing few opportunities for students to contribute. When called upon to present their work, some students appeared uncomfortable and anxious, likely due to the pressure of making mistakes. Although the teacher sometimes used a list of names to promote participation, this strategy did not produce a significant impact.

Learners' hesitation

In three sessions we attended, we noticed that learners frequently hesitated before answering questions, sharing their opinions, or delivering presentations. This hesitation appeared to stem from a fear of making mistakes, a lack of confidence in their language abilities, and anxiety about their performance, likely intensified by the teacher's strict demeanor. Students exchanged nervous glances and paused for extended moments, as if carefully considering the repercussions of their responses. In contrast, during the other two sessions, the classroom environment transformed significantly. Students participated more actively, enthusiastically sharing their ideas and engaging confidently with both their teacher and peers. Their body language, characterized by relaxed postures and open gestures, indicated a newfound comfort. Responses flowed more naturally, and even when their answers were not completely accurate, the students communicated with assurance. As a result, their presentations were delivered with a remarkable sense of poise and self-confidence. This change in behavior was attributed to the teacher's ability to create a positive and supportive classroom atmosphere, where students felt safe and encouraged to express themselves without fear of judgment.

Learners' Focus and Engagement During lesson

We observed student attention during three sessions. Most students were attentive and focused, listening to the teacher, completing their tasks, and staying engaged throughout the lessons. Students appeared particularly focused when the teacher was cheerful and friendly, especially in the first and third sessions. However, in two of the sessions, some students became disengaged. They looked away, chatted with friends, or used their phones. This behavior seemed to arise when the teacher spoke for extended periods without providing opportunities for student interaction. This highlights the importance of incorporating more varied and interactive activities to maintain student involvement.

Use of Real-life Examples and Audiovisual materials in Teaching

The incorporation of real-life examples and audiovisual materials in English as a Foreign Language (EFL) instruction aims to create a more relatable, interactive, and effective learning experience by connecting language to authentic contexts. This section evaluates the extent to which teachers implemented these approaches in their teaching practices. Throughout the observed sessions, only one teacher consistently used engaging visual aids to clarify key concepts. This teacher also provided structured guidance on student presentation expectations, establishing a supportive framework that encouraged active learning. As a result, students were not only able to capture their classmates' attention but also collaborate effectively, presenting their work in pairs or small groups at the board using a projector. In contrast, the other four sessions primarily relied on straightforward verbal instructions and traditional board work, which lacked visual stimulation. This dependence on a limited range of teaching methods made some lessons feel repetitive and less dynamic, potentially undermining their effectiveness in helping students connect academic content to real-world contexts.

Teacher's Time Management

This section evaluates the effectiveness of teachers in managing their time during lessons. Among the five sessions observed, only two teachers exhibited strong time management skills. These educators structured their lessons in a clear and engaging manner, beginning with a concise explanation followed by interactive activities that students completed during class time. This thoughtful approach provided students with ample opportunities to practice concepts, ask clarifying questions, and receive constructive feedback. In contrast, the other three sessions primarily focused on lengthy explanations, resulting in activities being assigned as homework. This limited students' chances to actively apply what they had learned under the teacher's guidance throughout the lesson, diminishing the overall learning experience.

Section 02: General Observation of Teacher and Learner Interaction

Clarity of Teacher Instructions

Students' understanding is reflected in their ability to engage in meaningful discussions when responding to questions about the information presented during lessons. In our recent observations, we noted three teachers who effectively employed strong instructional practices. They provided clear and concise directions, tailored to the developmental levels of their students. Their instructions were delivered at a consistent pace, utilizing familiar vocabulary and straightforward sentence structures, which made the concepts accessible. Tasks were articulated in a logical, step-by-step manner, fostering clarity that not only enhanced student comprehension but also encouraged active engagement in the classroom. In contrast, our observations of two other teachers revealed significant gaps in the clarity of their instructions. This was clearly visible in the puzzled expressions on the students' faces. These teachers often rushed through their directions, relying on complex linguistic structures without pausing to check for understanding. The lack of illustrative examples, repetition, and visual aids further exacerbated the situation, making it difficult for students to follow along. Consequently, confusion was evident throughout the classroom; many students were unable to respond when called upon, remaining uncomfortably silent.

Implementation of Communicative Tasks

Teachers implementing communicative tasks are expected to engage students and facilitate group work that promotes interaction in the target language. This instructional approach aims to enhance students' communicative competence by simulating real-life contexts. In an observation of five sessions, only two incorporated communicative activities that encouraged meaningful interaction in English, rather than only focusing on grammar. These included group discussions and expressing personal opinions on topics, allowing for practical speaking practice. In contrast,

the other sessions mainly centered on grammar exercises, often assigned as homework, with little focus on speaking tasks.

Teachers' Motivation to Their Students

Most students tend to prefer educators who actively encourage participation through rewards and praise. This evaluation aims to determine the extent to which the teacher employs such motivational strategies. In the analysis of three observed sessions, the teacher demonstrated various approaches to engage students. The third session was particularly noteworthy, as the teacher cultivated a supportive environment that alleviated student anxiety and facilitated confident presentations of their research. Following each group presentation, the teacher prompted the class to applaud and provide positive feedback, utilizing phrases such as "Excellent," "Well done," and "Great job." This practice enhanced students' sense of achievement and intrinsic motivation. In contrast, during the other two sessions lacked proactive motivational techniques, resulting in a tense and disengaged classroom atmosphere. The absence of motivation in these sessions contributed to feelings of fear and boredom among the students, thereby underscoring the critical role of teacher motivation in shaping classroom dynamics.

Teachers' Feedback and Error Correction

During all observed sessions, the teachers sometimes correct his/her students' mistakes. In some instances, teachers immediately pointed out errors when they occurred, while in others, they encouraged students to identify and correct their own mistakes. The feedback provided during the sessions emphasized the importance of conveying meaning effectively, rather than merely focusing on accuracy. The teachers encouraged students to focus on conveying their ideas, even when their language use was not entirely precise.

Students' Role to Choose Type of Activity

During the five sessions that we were observing, we have noticed that the students were not given the opportunity to choose between individual or group activities. The teacher determined the activities, selecting those that were considered most appropriate for achieving the lesson objectives. This approach was likely intended to maintain a structured environment and minimize the potential for disruptions, recognizing that student preferences for activity types may vary.

Peer Correction/ Feedback

In two of the observed sessions, learners demonstrated a tendency to engage in peer correction, particularly during collaborative group activities. This behavior could be attributed to the positive and relaxed classroom atmosphere established by the teacher, which may have facilitated a greater willingness to interact and take initiative in correcting peers. Conversely, in the remaining three sessions, peer correction was not observed. This absence may be explained by the learners' heightened focus on the teacher's discourse, which potentially diminished their attention to their classmates' errors.

Learners' Communicative Competence

The students' enthusiasm for improving their communicative competence was clearly evident through their focus and active engagement with the instructor during lessons. In each observed session, a genuine desire to enhance their communication skills shone through as they actively participated by asking questions, sharing comments, and joining discussions. These interactions demonstrated their commitment to refining their oral proficiency and expressing ideas more clearly. However, in the second and final sessions, students' participation noticeably declined, despite their initial enthusiasm. This was largely due to limited speaking opportunities, as the instructor dominated the conversation.

3.4.4. Discussion of the results

The comprehensive classroom observation conducted provides valuable insights into the significant influence of classroom interaction on students' communicative performance and learning attitudes within English as a Foreign Language (EFL) context. The data indicates that the dynamics of the classroom are profoundly influenced not only by the instructional content but also by the teacher's pedagogical approaches, emotional engagement, and responsiveness to student needs.

A prominent finding reveals that when educators adopt a friendly tone, actively circulate within the classroom, articulate clear instructions, and foster encouragement, students exhibit enhanced focus, comfort, and participation in discussions. Such positive pedagogical behaviors contribute to the establishment of a safe and supportive learning environment, mitigating students' apprehensions regarding speaking and making errors. Conversely, in instances where the educator predominantly controlled the discourse and emphasized explanations over interaction, student involvement significantly diminished. These teacher-centered configurations afforded learners limited opportunities to engage verbally, consequently reducing the overall level of classroom interaction. This resulted in students appearing quiet, distracted, or hesitant, thereby underscoring the necessity for increased opportunities to engage actively in the target language to bolster their communicative competencies.

Moreover, the analysis highlighted critical observations concerning the types of activities implemented during instructional sessions. A mere fraction of sessions incorporated communicative tasks, such as collaborative group work, presentations, or discussions, which provide learners with the opportunity to utilize English for meaningful expression and interpersonal interaction. In these instances, students displayed greater engagement and demonstrated a willingness to articulate their thoughts freely. However, the predominance of grammar-focused exercises and written tasks in the majority of sessions restricted opportunities

for oral practice, thereby inhibiting students' capacity to apply English in authentic contexts—a vital component for developing both fluency and confidence.

The nature of feedback provided by instructors emerged as a pivotal factor in shaping classroom interaction. In certain sessions, teachers encouraged self-correction or peer correction among students, fostering autonomy and critical thinking regarding language use. Alternatively, immediate error correction in some instances induced anxiety and uncertainty among students. Feedback that emphasizes errors over communicative intent may engender a fear of speaking, which can impede the development of students' linguistic capabilities.

Instructional clarity also varied considerably across the observed sessions. Instructors who articulated tasks clearly and employed straightforward, level-appropriate language were more successful in maintaining student engagement and ensuring comprehension. Instances of rushed or overly complex instructions often led to student confusion and a lack of certainty regarding expectations, highlighting the necessity for clear communication from educators to effectively guide student learning and enhance understanding.

Finally, despite many students expressing a strong desire to improve their communicative skills, opportunities to exercise agency in their learning remained largely absent. Notably, none of the sessions permitted students to select tasks of their preference; all decisions regarding group activities and presentations were made unilaterally by the instructor. This lack of autonomy potentially curtailed students' motivation and sense of ownership over their educational experiences.

To sum up, the findings from the classroom observation substantiate the assertion that effective classroom interaction in EFL settings is a multifaceted phenomenon that transcends mere curricular content. It is, rather, the result of dynamic, reciprocal exchanges that are facilitated by reflective and responsive teaching practices. The interplay between instructional

clarity, emotional support, task design that emphasizes communication, and strategies that promote student-centered engagement significantly influences learners' communicative competence and overall academic experiences.

Conclusion

This chapter presents the data collected, analyzed, and discussed, along with a summary of the key findings. We utilized two primary data-gathering tools: a student questionnaire and classroom observations. The questionnaire provided insights into various aspects of teacher-student interactions and communicative competence. The findings were illustrated through tables, bar charts, and pie charts. Additionally, classroom observations were conducted to gather authentic data on educators' practices aimed at fostering and sustaining a productive learning environment, thereby encouraging student engagement and interactivity in the learning process. Finally, we concluded with a discussion of the results.

General Conclusion

In light of the various factors influencing the teaching and learning process in English as Foreign Language (EFL) classrooms, this research study was conducted to explore the role of classroom interaction in enhancing communicative competence. It specifically examined how the traditional emphasis on linguistic accuracy may hinder learners' ability to communicate effectively, contributing to feelings of anxiety, boredom, and low motivation. To achieve this, a mixed-methods approach was employed, combining qualitative and quantitative tools to gain a deeper understanding of the topic. The research was designed to answer specific questions and evaluate the validity of the main hypotheses: if classroom interactions focus on meaning rather than form, EFL learners will become more competent in using the language in diverse social situations; and if teachers create a supportive environment that reduces anxiety and builds self-confidence, learners will engage more in interactions, leading to enhanced communicative competence.

The study was organized into three main chapters. The first two chapters provided the theoretical background, while the third chapter focused on fieldwork and practical analysis.

The first chapter addressed classroom interaction as a fundamental element in EFL education. It reviewed various definitions, types, and aspects of interaction, highlighting its importance in language learning. This chapter also examined the teacher's role and the key factors that influence interaction.

Chapter two focused on the concept of communicative competence. It provided background information on Communicative Language Teaching (CLT) and offered a broad overview of communication competence, explaining its key models and how these elements interact to facilitate effective communication. Additionally, it presented an overview of speaking within the context of communicative competence.

The third chapter was dedicated to the fieldwork component, which involved administering a questionnaire to 50 second-year LMD students at Biskra University and conducting classroom

observations in one group over five sessions. This part aimed to gather learners' perspectives and observe real classroom practices to assess the role of interaction in developing their communicative competence.

Through the analysis and discussion of the collected data, the findings confirmed the validity of the research hypotheses. The results indicated that when classroom interaction emphasized meaning-focused communication, students demonstrated improved language use in context. Furthermore, when teachers created a low-anxiety, supportive environment, learners showed greater willingness to participate and performed better in communication activities. However, the results also underscored a concerning trend: communicative competence remains significantly underemphasized in practice. Many learners expressed difficulty in engaging due to a lack of interactive activities and an overwhelming fear of making mistakes. These insights suggest that fostering both a focus on meaningful interaction and providing emotional support are essential components in enhancing the communicative competence of EFL learners, ultimately paving the way for a richer and more effective language learning experience.

Pedagogical Recommendations

In EFL education, the process of language acquisition can be significantly hindered by challenges such as student disengagement, anxiety related to mistakes, and inflexible classroom dynamics. Recognizing and addressing these barriers is crucial for enhancing the learning experience. The following recommendations outline strategies aimed at improving student engagement and motivation

➢ EFL teachers should be aware of the role of classroom interaction as an effective strategy for enhancing learners' communicative competence, as it encourages learners to express their thoughts more freely and confidently, promoting fluency and spontaneous use of language.

➢ EFL teachers should integrate purposeful interactional strategies that stimulate learners' engagement and encourage them to negotiate meaning, which leads to deeper language processing and communicative development.

➢ Concerning classroom atmosphere, teachers should consistently foster a respectful, inclusive, and anxiety-free environment where students feel comfortable experimenting with the language and initiating interaction without hesitation.

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

➢ Organize events such as debates, presentations, or storytelling sessions where students can practice speaking in front of an audience. These opportunities can boost confidence and enhance verbal communication skills.

➢ Incorporating real-life materials, like native speaker audio for shadowing exercises, helps students improve listening skills, pronunciation, intonation, and stress patterns in speech.

➢ Teachers should help students believe in their abilities, encouraging them to be energetic and motivated. This confidence enhances their oral performance and sense of achievement.

Limitations of the Study

This dissertation represents our first experience with academic research, and we encountered challenges in organizing and presenting our findings. However, with the guidance of our supervisor and an increasing familiarity with academic standards, we made significant progress throughout the process; however, time constraints prevented us from conducting a long-term study. While we had initially planned for a total of 10 supervision sessions, complete attendance proved unfeasible because of the pressures associated with Ramadan, along with subsequent academic responsibilities such as assignments and examinations. Additionally, given the use of a relatively small and specific sample, the findings of this study may not be applicable to broader populations or contexts. Therefore, future research with more diverse and larger samples is recommended to validate these results.

References

Adaba, H. W. (2017). Exploring the practice of teacher-student classroom interaction in EFL to develop the learners' speaking skills in Tullu Sangota primary school grade eight students in focus. Arts and Social Sciences Journal, 8(4), 1-18.

Ahmed, S. T. S., & Pawar, S. V. (2018). Communicative competence in English as a foreign language: Its meaning and the pedagogical considerations for its development. The Creative Launcher, 2(6), 267-277.

Akhtar, S., Hussain, M. U. H. A. M. A. D., Afzal, M., & Gilani, S. A. (2019). The impact of teacher-student interaction on student motivation and achievement. European Academic Research, 7(2), 1201-1222.

Allwright, R. L. (1984). The importance of interaction in classroom language learning. Applied linguistics, 5(2), 156-171.

Annisa, P. S. M., Saragih, B., & Bancin, H. T. D. (2021). Teacher roles used in English classroom interaction. Jurnal darma agung, 29(1), 135-145.

 Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford University Press.

Brown, H. D. (2001). Teaching by Principle: An Interactive Approach to Language Pedagogy (2nd ed.). San Francisco: Addition Wesley Longman.

Buzzelli, C., & Johnston, B. (2014). The moral dimensions of teaching: Language, power, and culture in classroom interaction. Routledge.

 Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. System, 39(4), 468-479.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1-47.

Campbell, R., & Wales, R. (1970). The study of language acquisition. New horizons in linguistics, 1, 242-260.

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. Issues in Applied Linguistics, 6(2), 5-35.

Celce-Murcia, M., & Olshtain, E. (2000). Discourse and context in language teaching: A guide for language teachers. Cambridge University Press.

Chesler, M., & Fox, R. (1966). Role-playing methods in the classroom.

Chomsky, N. (2014). Aspects of the Theory of Syntax (No. 11). MIT Press.

Dörnyei, Z. (2001). Motivational strategies in the language classroom (Vol. 10). Cambridge University Press.

Dörnyei, Z., & Murphey, T. (2003). Group dynamics in the language classroom (Vol. 10). Cambridge University Press.

Ellis, R. (2012). Language teaching research and language pedagogy. John Wiley & Sons.

Eghtesadi, A. R. (2017). Models of communicative competence: Implications for language teachers and teacher educators. Roshd Foreign Language Teaching Journal, 31(3), 28-40.

Habermas, J. (1970). Towards a theory of communicative competence. In H. Dreitzed (Ed.), Recent Sociology N2. Collier Macmillan.

Hall, J., & Verplaetse, L. (2000). Second and foreign language learning through classroom interaction. Routledge.

Halupka-Rešetar, S. (2019). Exploring communicative competence in English as a foreign language. Novi Sad: Novi Sad Faculty of Philology. URL: http://digitalna. ff. uns. ac. rs/sadrzaj/2019/978-86-6065-527-3 (дата звернення: 14.09. 2022).

Harmer, J. (2001). The Practice of English Language Teaching. Pearson Education: Longman.

Harmer, J. (2007). The Practice of English Language Teaching.

Hartono, R. (2017). A critical review of research on negotiation of meaning in second language learning. Global Expert: Jurnal Bahasa dan Sastra, 6(1).

Hymes, D. (1971). The contribution of folklore to sociolinguistic research. The Journal of American Folklore, 84(331), 42-50.

Hymes, D. (1972). On communicative competence. Sociolinguistics, 269-293.

Johnson, K. (1995). Understanding communication in second language classrooms. Cambridge UP.

Lei, X. (2009). Communicative Teacher Talk in the English Classroom. English Language Teaching, 2(1), 75-79.

Littlewood, W. (1981). Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press.

Littlewood, W. (2011). Communicative language teaching: An expanding concept for a changing world. In Handbook of Research in Second Language Teaching and Learning (pp. 541-557). Routledge.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. Handbook of Research on Language Acquisition, 2.

Long, M. H., & Porter, P. A. (1985). Group work, interlanguage talk, and second language acquisition. TESOL Quarterly, 19(2), 207-228.

Mackey, A. (2013). Conversational Interaction in Second Language Acquisition. Oxford University Press.

Martínez-Flor, A. (2006). Towards acquiring communicative communicative competence through speaking Alicia Martínez-Flor, Esther Usó-Juan and Eva Alcón Soler. Current Trends in the Development and Teaching of the Four Language Skills, 29, 139.

Naegle, P. (2002). The New Teacher's Complete Sourcebook: Middle School. Scholastic Inc.

Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. London: Prentice Hall.

Pica, T. (1987). Second-language acquisition, social interaction, and the classroom. Applied Linguistics, 8(1), 3-21.

Qing, L. (1994). Cultural Clashes: A Study of Misunderstandings and Frustrations between Foreign Teachers and Chinese Students in EFL Classes in China (Doctoral dissertation, Azusa Pacific University).

Rahman, F., Ijaz, A., Faiz, M., & Bibi, S. (2020). Impact of teacher-student interaction on student motivation and achievement. Globus Journal of Progressive Education.

Richards, J. C. (2005). Communicative Language Teaching Today. Singapore: SEAMEO Regional Language Centre.

Richards, J. C. (2008). Teaching listening and speaking (Vol. 35). Cambridge, England: Cambridge university press.

Richards, J. C., & Schmidt, R. (2002). Longman Dictionary of Language Teaching and Applied Linguistics (3rd ed.). Malaysia: Pearson Education Limited.

Rivers, W. M. (1987). Interactive Language Teaching. Cambridge University Press.

Robinson, H. A. (2005). The Ethnography of Empowerment: The Transformative Power of Classroom Interaction. Routledge.

Savignon, S. J. (1983). Communicative Competence: Theory and Classroom Practice. Reading, MA: Addison-Wesley.

Scrivener, J. (2005). Learning Teaching (Vol. 2). Oxford, UK: Macmillan.

Shah, S. R., Hussain, M. A., & Nasseef, O. A. (2013). Factors impacting EFL teaching: An exploratory study in the Saudi Arabian context. Arab World English Journal, 4(3).

Spielberger, C. D. (1983). Manual for the State-Trait-Anxiety Inventory: STAI (Form Y). Palo Alto, CA: Consulting Psychologists Press.

Thamarana, S. (2015). A critical overview of communicative language teaching. International Journal of English Language, Literature and Humanities, 3(5), 90-100.

Tuan, L. T., & Nhu, N. T. K. (2010). Theoretical review on oral interaction in EFL classrooms. Studies in Literature and Language, 1(4), 29.

van Ek, J. A. (1975). Systems Development in Adult Language Learning: The Threshold Level in a European Unit/Credit System for Modern Language Learning by Adults.

Wagner, E. D. (1994). In support of a functional definition of interaction. American Journal of Distance Education, 8(2), 6-29.

Wiemann, J. M., & Backlund, P. (1980). Current theory and research in communicative competence. Review of Educational Research, 50(1), 185-199.

Widdowson, H. G. (1990). Aspects of Language Teaching. Oxford: Oxford University Press.

Wochato, A., & Tesfamichael, W. (2021). Investigating factors affecting students' interactions in Grade 11 English Classroom: The case of three selected secondary schools in Tembaro Woreda, Ethiopia. Asian Journal of Language, Literature and Culture Studies, 4(4), 108-127.

Appendices

Appendix one: Students' Questionnaire

This questionnaire is part of a Master's dissertation research project investigating the role of classroom interaction in improving students' communicative competence. Your responses will remain anonymous and will only be used for research purposes.

Instructions:

   ✓ Please mark (X) the answer that best represents your opinion.

   ✓ For open-ended questions, kindly provide detailed responses where required.

Section 1: "Personal information".

Q01: Specify your gender:

   ☐ Male

   ☐ Female

Q02: Was studying English your personal choice?

   ☐ Yes

   ☐ No

   ➢ **If yes, please explain why:**

....

....

Section2:"Classroom Interactions".

Q03: What type of interaction do you prefer most?

   ☐ Student-studentinteraction

   ☐ Student-teacherinteraction

   ➢ **Please, Justify your answer:**

………

………

Q04: Who speaks the most during classroom activities?

☐ Teacher

☐ Student

Q05: Individual Preferences in Learning Activities

☐ Individual work

☐ Pair work

☐ Group work

Q06: Do classroom activities provide you with real communication?

………

………

Q07: Do your teacher incorporate authentic materials (real world texts, audio, or video) into the lessons?

………

………

Q08: How comfortable do you feel speaking English in class?

☐ Very comfortable

☐ Somewhat comfortable

☐ Neutral

☐ Uncomfortable

Q09: Do you participate in class voluntarily?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

Q10: Does your teacher encourage you to speaking English even if you make mistakes?

……

……

Q11: If you do not participate in classroom discussions, what is the main reason?

☐ Lackof motivation

☐ Thetopicis not interasting

☐Afraid tomake mistakes

☐ ShynessorSocialAnxiety

Section3:"CommunicativeCompetence"

Q12: Which English skill has improved the most due to classroom interaction?

☐ Speaking

☐ Listening

☐ Reading

☐ Writing

Q13: Do you think classroom interaction helps improve communicative competence?

☐ Yes

☐ No

➢ **Please explain your answer:**

……

……..

Q14: To what extent has classroom interaction improved your ability to use English in real-life situations?

☐ Notatall

☐ Toasmall extent

☐ Toamoderate extent

☐ Toalarge extent

Q15: In your opinion, what is the most important factor for effective communication in English?

……

……

Q16: What type of activities do you find most motivating?

☐ Communicativeactivities

☐ Grammaticalactivities

☐ Both

➢ **Please explain your choice:**

……

……

Q17: How would you describe the classroom environment regarding communication?

☐ Supportive

☐ Relaxed

☐ Stressful

➢ **Please elaborate on your experience:**

....

....

Thank you for your participation!

Appendix Two: Classroom Observation

Observation checklist of classroom interaction

Observer :	Group :
Course :	Date :
Session :	Time :

Rating scales:

General observation of the classroom	Yes	No
Section one: General Observation of classroom management 1. The environment and setting are well organized, clean, and comfortable where learners can interact easily. 2. Teachers' Talk in Classroom 3. Teachers' Movement in Classroom 4. Learners' Interaction in Classroom 5. Learners' hesitation 6. Learners' Focus and Engagement During lesson 7. Use of Real-life Examples and Audiovisual materials in		

Teaching 8. Teacher's Time Management		
Section Two: General Observation of Teacher and Learner Interaction 1. Clarity of Teacher Instructions 2. Implementation of Communicative Tasks 3. Teachers' Motivation to Their Students 4. Teachers' Feedback and Error Correction 5. Students' Role to Choose Type of Activity 6. Peer Correction/ Feedback 7. Learners' Communicative Competence		

الملخص

يواجه الطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية تحديات متعددة في الوصول إلى مستوى متقدم من الكفاءة في مهارات التواصل الشفوي، حيث يقتصر تعلمهم في العديد من الأحيان على اكتساب المهارات اللغوية الأساسية دون التركيز الكافي على مهارات التواصل الفعّال في مواقف الحياة اليومية. وعلى الرغم من أن الطلاب قد يتقنون القواعد اللغوية والقدرة على التحدث بالإنجليزية، إلا أن تطوير القدرة على استخدام اللغة بفاعلية في سياقات متنوعة يعد أمرًا بالغ الأهمية. وقد لفتت هذه التحديات اهتمام العديد من الباحثين، الذين أشاروا إلى أهمية التفاعل داخل الفصول الدراسية في تحسين عملية تعلم اللغة الأجنبية. تهدف الدراسة الحالية إلى فحص دور التفاعل الصفي في تعزيز الكفاءة التواصلية لدى الطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. ويبرز ذلك ضرورة الانتقال من أساليب التدريس التقليدية التي تركز على القواعد إلى منهجيات أكثر تفاعلية تتمحور حول المتعلم، تشجع على الاستخدام النشط للغة وتعزز من ثقة الطلاب بأنفسهم. ولجمع الأدلة، استخدمنا استبيانًا كأداة لجمع البيانات، حيث تم توزيعه على 50 طالبًا في جامعة محمد خيضر ، إلى جانب ملاحظات صفية حول التفاعل داخل الحصص الدراسية المخصصة للمجموعة نفسها. وقد تم تحليل البيانات بناءً على مجموعة من العوامل التي تشمل دافعية الطلاب، وتوفير الدعم الكافي من قبل المعلمين، بالإضافة إلى كيفية تقليل القلق المرتبط باستخدام اللغة. أظهرت النتائج أن الفصول الدراسية التي تشجع على التفاعل بين الطلاب تعزز من الكفاءة التواصلية لديهم بشكل كبير، من خلال توفير فرص حقيقية لاستخدام اللغة في تبادلات تفاعلية هادفة. كما أظهرت النتائج أن الطلاب الذين يشاركون بنشاط في مناقشات، ويتفاوضون على المعنى، ويقومون بالأنشطة التعاونية، يصبحون أكثر طلاقة وثقة في أنفسهم. بالإضافة إلى ذلك، أكدت النتائج على أهمية الدور الذي يلعبه المعلم في توفير بيئة داعمة تشجع الطلاب على المجازفة واستخدام اللغة دون الخوف من الوقوع في الأخطاء، مما يساهم في تحسين مهاراتهم التواصلية بشكل مستدام.