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The Role of Classroom Interaction in Improving the Students' Speaking Skill

Case study of Third Year LMD Students of English at Biskra University

**A dissertation submitted in partial fulfillment of the requirements for the Master
Degree in Sciences of Languages**

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Academic year: 2012/2013

DEDICATION

In the Name of God, Most Gracious, Most Merciful

All the Pries is due to God alone, the Sustainers of all the worlds

This work is dedicated to:

My dear mother “Aziza” who was of great help, especially during the whole period of my studies

My dear father “Abderrahmane” who experienced great happiness whenever I made step forward in my studies

All my brothers “Salah”, “Farid”, “Tahar” and lovely sisters “Zelikha”, “Fatiha” for their love, help and encouragement

All my friends, with whom I shared the University life with its lights and shadows, especially “ Fatma Zohra”, “Asma”, “Fatiha” and “ Chafia”

My closet friends “Biba”, “Sara”, “ Hada” and “Achwak” , with whom I shared the campus life

All my colleagues inside and outside the University for their collaboration and supports

Whoever happens to read this dissertation.

ACKNOWLEDGMENT

I would like to express my sincere and faithful thanks to my supervisor Mrs Benidir Samira for her supervision and continuous encouragement since without her this work could not see the light.

I would like to thank all teachers of oral expression at Biskra University for their help, especially Mr. Meddour Mostefa and Mrs. Laadjali Djamila with whom I attended oral expression sessions.

I would like to express my thanks to all the third year LMD students, especially students of group one, two and six for their indirect help during classroom observation. As I would like to express my sincere thanks to my colleagues and friends for their support and help.

Many thanks also go to my parents for their moral and financial help.

ABSTRACT

The present study attempts to discover the role of classroom interaction in improving the learners' speaking skill since the primary aim of learning any foreign language is to use it in communication; thus, classroom interaction is a key to reach that goal. This study introduces first of all a general overview on the speaking skill by mentioning its importance in the second language learning. Moreover, it investigates the relationship between teaching speaking and classroom interaction by reconsidering the role of classroom interaction in TEFL and showing the effectiveness of learner-learner and teacher-learner interaction inside the classroom. The paper's main focus is to demonstrate that classroom interaction can be an effective pedagogical strategy to develop the learners' speaking skill; through the analysis of the classroom observation that is conducted with third year LMD students of English at Biskra University during the academic year 2012-2013, and the teachers' interview which is conducted with the oral expression teachers at Biskra University. The findings of the classroom observation and the teachers' interview have revealed that both learners and teachers consider classroom interaction as an important strategy in improving the speaking skill.

LIST OF ABBRIVIATIONS AND ACRONYMS

EFL: English as a Foreign Language.

ELT: English Language Teaching.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

SLA: Second Language Acquisition.

TEFL: Teaching English as a Foreign Language.

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GENERAL INTRODUCTION

In the recent years, researchers have been involved in the field of education to investigate the main issues raised in teaching and learning English as a foreign language. One of the basic problems that are related to foreign language learning is to prepare learners to be able to use the language proficiently. For example, in order to be able to speak, it is necessary to have certain amount of grammar and vocabulary that enables learners to interact in classroom which may lead them to improve their speaking ability.

Classroom interaction then is necessary and useful as an educational strategy to enhance the students learning process since it plays a significant role in the process of second language learning through giving learners opportunities to receive the input that is provided by the teacher which must be understood by the learners in order to make them involved in the classroom task by providing the output.

Statement of the Problem

Third year LMD students in the English Division at Biskra University often face problems in making good conversations in classroom, and sometimes they do not have the chance to express their ideas or even interact with each other. This fact creates such kind of lack of interaction in the classroom. This issue leads us to pose the following problematic statement:

How important is classroom interaction in fostering the learners' speaking skill?

Aim of Study

Knowing the effectiveness of students' classroom interaction, we find that doing a research about it is something necessary. Thus as an academic research, this work is done mainly for achieving the following objectives:

- 1- Encourage students to talk freely in classroom.
- 2- Make teachers create good classroom atmosphere during interaction.
- 3- Suggest some pedagogical recommendations for both students and teachers.

Research Questions

In order to know the great importance of classroom interaction in improving the learners speaking skill, it is necessary to ask the following questions:

- 1- How can oral expression teachers make their students speak in EFL classroom?
- 2- How should oral expression teachers and their students interact in EFL classroom?
- 3- To what extent oral expression teachers can help their learners to develop their speaking skill?

Research Hypotheses

If learners interact well in the classroom, then they may improve their speaking skill.

If teachers arise the degree of interaction in classroom, then the learners may improve their speaking proficiency.

Research Methodology

To investigate the role of classroom interaction in improving the learners' speaking skill, we select the appropriate tools for data collection which are the classroom observation and the teachers' interview that were helpful in figuring out the expected results about the classroom interaction as an effective strategy to enhance the learners' speaking ability.

In order to know how much our hypotheses are true, we selected randomly three different groups of students from third year LMD classes at Biskra University which we

have attended with during our classroom observation to be our case of study, and for gathering data we relied on classroom observation and the teachers' interview. The classroom observation is intended for students to find out whether learners give importance to classroom interaction as a pedagogical strategy to enhance their speaking skill. However, the teachers' interview is intended for the teachers of oral expression in order to know their opinions about applying interaction as a pedagogical strategy to improve the learners' speaking proficiency.

As a research method, this research has been conducted through the descriptive method as an appropriate way for exploring our hypotheses since this method is used to give a general description of the phenomenon.

Structure of the Dissertation

The present dissertation consists of two main parts; the theoretical part and the practical part. In one hand, the theoretical part which constitutes the literature review of the study includes two chapters. The first chapter is devoted to the speaking skill, its definitions, types, importance, difficulties and some of its activities that can be practiced inside the classroom; however, the second chapter is concerned with connecting teaching speaking with classroom interaction by focusing on the classroom interaction's definitions, its types, the role of the teacher in classroom and so on. In the other hand, the practical part contains just one chapter that is chapter three. This third chapter is devoted to the analysis of the classroom observation and the teachers' interview with some pedagogical implications for both students and teachers in order to be more aware of the importance of practicing speaking skill inside the classroom.

Chapter One

General Overview on Speaking Skill

CHAPTER ONE

GENERAL OVERVIEW ON SPEAKING SKILL

Introduction

Teaching English as a second language is based on some principle skills, receptive skills which include listening and reading and productive skills that involve writing and speaking. Since speaking is considered as an important skill, this chapter will be a general overview on the speaking skill by dealing with certain important related elements. First of all, we will suggest some definitions to speaking in order to make it more understandable. Then, we will deal with speaking types and the importance of speaking in the classroom, by focusing on the differences between first language speaking and second language speaking. Later on; we will describe the relationship between speaking and listening by mentioning the importance of the cooperation between them. Also, we will deal with the assessment of speaking, and finally we will show some speaking difficulties that may encounter learners in the learning process and some speaking tasks that the students can practice in the classroom.

1.1. Definitions of Speaking Skill

Teaching English as a foreign language (TEFL) requires students to learn the four skills: writing, reading, listening and speaking. This later, which aims at developing learners' abilities in producing oral discourses, has different meanings according to each teacher's or author's point of view.

According to Bygate (1987), the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood

by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation (p.5).

In addition to the previous definitions, Hedge (2000, p.261) considers speaking as, “a skill by which they [people] are judged while first impressions are being formed.” This means that speaking is an important skill because it has given more attention in both first and second language and because it reflects people’s thoughts and opinions.

1.2. Types of Speaking

Since speaking is regarded as one of the language productive skills, Brown (2004) has stated five types of speaking according to the speaker’s intentions ; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

1.2.1. Imitative Speaking

Imitative speaking is the ability to parrot back or repeat the other’s speech as a word, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004, 141).

1.2.2. Intensive Speaking

Intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes

some assessment tasks like reading aloud, sentences and dialogue completion, and so on (Brown, 2004, p. 141).

1.2.3. Responsive Speaking

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, p. 142) shown in the following short conversation:

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

B. Doug: yeah. Nine- fifteen.

1.2.4. Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities (Brown, 2004, p. 142).

1.2.5. Extensive Speaking

The final type of speaking that was stated by Brown (2004, p. 142) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

1.3. Differences between L1 Speaking and L2 Speaking

Language is one of the means of communication that is used between people in order to share information among them. It is also one of the mental abilities that we are born with as humans. This language has two main types: first language and second language.

According to Thornbury (2005, p. 27) , first language speaking and second language speaking are quietly similar because they involve the same stages of mental processes; for example, as L1 speakers, L2 speakers also produce speech through a process of conceptualizing, formulating and then articulating. In addition, they attend to their interlocutors, adjust their messages and negotiate the management of conversational turns; therefore, the speaking skill here is essentially the same, and it is transferable from the speaker's mother tongue (L1) into the second language (L2).

However, in terms of differences, Rasier and Hiligsmann (2009) argued that the difference between first language speaking and second language speaking is related to the language itself. For example, L2 speaker's knowledge of the L2 involves its grammar and vocabulary which is established as their knowledge of L1. For them, the difference between L1 speaking and L2 speaking is considered as an important factor in explaining the learning difficulties since L1 speaking influences the L2 speaking; for instance, when learners form an utterance in first language and then translate it into second language. Indeed, this translation may lead them to make some errors while learning a second language because there are some rules which are related only to L1 and they cannot be applied into L2.

As a conclusion, we can deduce that in spite of the fact that first language speaking and second language speaking are similar in terms of having the same mental processes, they are different in terms of the language itself.

1.4. The importance of Speaking Skill

In his book **Teaching and Researching Speaking**, Hughes (2002) claimed that the status of speech in the language teaching process has changed in the beginning and end of the nineteenth century because of the emergence of some methods that deal with language such as: grammar translation method, direct method, situational and audio-lingual methods and the communicative approach.

1.4.1 Grammar Translation Method

In this traditional approach as Brown (2007, p. 22), the speaking skill was neglected in many classrooms although it dominated language teaching in the early parts of the nineteenth century in Europe. This method aimed at simplifying the language learning process by focusing on isolated sentences because in this method, there is no place for real communication.

1.4.2. Direct Method

The direct method, that is called also “natural method”, came as a reaction to the “grammar translation approach”. The reformers of this approach (direct method) give much importance to the spoken form of language by focusing not only on the interactions between the students and their teacher in the classroom but also on the problems arising in the learning process. Since this method dealt with the learner-teacher interaction, it led to “total physical response”; this means that, in the classroom situation, the student responds to the activities that are given by the teacher in the target language through actions. The

direct method then is regarded as the first speech that moves from isolated sentences to achieve meaningful interactions (Brown, 2007, p. 22).

1.4.3. Situational and Audio-Lingual Methods

Following Hughes (2002), situational and audio-lingual methods have been developed in the twentieth century, their emphasis is on teaching and learning a language through a medium of speech, that is to say, the actual forms of speech that are used in these two approaches are far from the natural speech or the natural spoken communication since the structures used in these methods are highly controlled. In the situational and audio-lingual methods, the spoken form gain a more important status in the language teaching through the first half of the twentieth century; which means that the speech here is considered as the primary medium of instruction (p. 23).

1.4.4. Communicative Approach

Communicative method has a wide and deep influence on the field of English Language Teaching (ELT) since it is related to Krashen's work in the USA on second language acquisition and Widdowson in the UK. In this approach, speaking was given more importance because oral communication involves speech where learners are exposed to interact with other classmates. Therefore, the aim of this method is to develop the learner's communicative competence since the learner is regarded as the central part of the learning process (Hughes, 2002, p.24).

1.5. Integration between Speaking and Listening

For a student, to be a proficient in learning a foreign language, he should have a combination of four language skills. Speaking, as one of these skills, rarely works in isolation and research done by different teachers has shown its great relationship with

reading and writing in general and with listening in particular because speaking is related more to the listening skill. In this sense, A. Anderson and T. Lynch (2000) state:

For the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener. However, this interdependence has not always been appreciated by language teachers and course writers, who have often separated off 'listening' and 'speaking' as discrete parts of language competence. Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation (p.15).

From that quotation, we can deduce that, in English as a foreign language (EFL), speaking and listening are parts of language competence and their integration makes a conversation successful. Furthermore, to have a successful conversation or discussion, EFL learners must be skilled in both speaking and listening and the two skills must be integrated. Otherwise, if the two skills are separated, listeners will be unable to interact with the input; which means that listeners can not be able to indicate a comprehension problem or provide a feedback that they have understood the message (Anderson and Lynch 2000, p. 15). Moreover, speaking and listening make a conversation more effective and more successful since the effective speaking depends on the successful listening for L2.

Bahns (1995) claimed that teaching listening aimed at preparing students for real communication. This latter happens when we combine the two language skills listening and speaking; therefore, he advocated this idea when he said, "it is imperative that developing listening is seen in combination with developing speaking" (As quoted in Lynch 2009, p.110). Furthermore, in this sense, Thornbury (2005, p.118) argued that speaking cannot exist in isolation of other language skills because a very few speech events in the real world exist independently from other skills. And, of course, speaking always assumes a listener since listening deals with the listener's ability of understanding the speaker's speech meaning. Speaking, therefore, requires to be practiced in relation with the listening skill since a speaker needs a listener to comprehend his meaning. The same idea was suggested

by Harmer (2007.P.267) who stated that any speaking activity involves the listening skill since it is impossible to complete a task successfully in one skill without involving other skills.

1.6. Assessment of Speaking Skill

Rost (2002) pointed out that “Assessment is an integral part of instruction, in that, it suggests appropriate starting points for instructional design and allows for feedback on learner performance”(p.169). From this quotation we can understand the meaning and the importance of assessment in the language learning process. In this context, Black and Wiliam advocated that assessment refers to the activities that are used either by the teacher in classroom or by the students to assess themselves in order to provide feedback about the teaching and learning activities (As stated in Jackson, 2009, p.125).

Thrnbury also, in his book **How to Teach Speaking**, claimed that testing takes place at the beginning and at the end of the most language courses, or during the course itself. At placement, assessment of speaking skill can be done by using interview that involves many oral tasks, this placement test used as the basis for assessing speaking skill whether it aims at testing progress during the course or achievement at the end of that course. A test of speaking differs from a written test of grammar in terms of time-efficiency and easiness, because making a written test of grammar is relatively easy and the time allocated to it is limited unlike the speaking test which is difficult and requires a long duration of time; this means that doing a speaking test as interview for example, is difficult because the tester is going to interview all the students of a class individually, and in doing so, it requires a long period of time (2005, pp. 124-125).

1.6.1 Types of Spoken Tests

Following Thornbury (2005), he suggested many types of spoken tests that are commonly used like interviews, live monologues and recorded monologues.

1.6.1.1. Interviews

Interviews based on interviewing learners in a room that is apart from the classroom where learners can be interviewed easily. Interviews also can be done during a classroom writing or reading task where students are called out one by one for their interview. Also, in conversational speaking, the interview should be prepared before in order not to surprise the learners since it is difficult to avoid the effects of the interviewer on the interviewee. This means that the way in which the interviewer is asking his/ her questions affects the interviewee's performance, especially when the interviewer is also the assessor. Hence, this leads to such problems while interviewing and at the same time testing the interviewee's speaking ability by making some objective judgments. Moreover, in order to overcome these problems, there are some ways that are used at the beginning of the interview such as casual chats, which can put the candidates in an easy way before the interview, in addition to the use of pre-selected topics when candidates are given one or two minutes to prepare themselves in advance before the interview (Thornbury, 2005, 125).

1.6.1.2. Live Monologues

Following Thornbury (2005, p. 126), in this type of spoken tests, the candidates prepare a short talk on a pre-selected topic; this eliminates the interviewer effect and deals with the candidates' ability to control an extended turn. This type is also concerned with the speaker's ability to speak interactively especially when the students take the role of the audience in asking and sometimes answering questions, because giving a talk or a turn is

really a valid test if it includes the skills needed by the students like when learning English for business or for education.

1.6.1.3. Recorded Monologues

This type is less stressful than live monologues. Here, the learners can take turns to record themselves in a room talking about a favorite topic. Since using these recorded tests lead to the direct assessment after the event, the results obtained can ensure standardization (Thornbury, 2005, p. 126).

This type of spoken tests includes role plays. This later deals with students' role plays in the classroom. In other words, the same format can be used for testing and the other role can be played by a tester or by another student without neglecting the influence of the interlocutor that is difficult to control. This type of spoken tests does not need neither much performance skills nor a lot of imagination because it requires real life situation. For instance, students could use the information in a travel brochure to make a booking at a travel agency. The validity of this kind of test is closely related to the learner's needs; which means that the test will be more valid when it matches the learner's needs. In this sense, Ladousse (1987) has divided "role play" into tow words; "role" which means when the students play a part either their own part or somebody's role in a given situation, and "play" that is when the students take the role in a safe environment to be as playful as possible. For him, this technique (role play) is used by the learners in classroom in order to have a variety of experience by knowing new functions, structures and other areas of vocabulary which will make the students more skillful when speaking in any situation (pp.5-6). Other types of these spoken tests that are stated by Thornbury (2005) are collaborative tasks and discussions which are similar to the role-plays, but here the learners are not required to take a role but just being themselves. For example, when the learners simply respond to a group of statements related to a topic with their own opinions and

ideas. In the role plays, the performance of one candidate affects that of the other candidate; however, in this kind of tests, the learners' interactive skills can be observed since it is related to real-life language use (p. 126).

1.7. Speaking Difficulties in Foreign Language Learning

Since speaking skill is regarded as a very complex process, the majority of foreign language students encounter various problems with classroom speaking activities. Most foreign language learners explain their incapacity to succeed in making such discourses to their language problems such as: anxiety, inhibition, poor listening practice and nothing to say.

1.7.1. Learners' Speaking Anxiety

According to Arnold and Brown, this type of difficulty is related to negative feelings such as: uneasiness, frustration, self-doubt that prevent learning achievement (1999, pp. 8-9). In this sense, Heron (1989) has classified existential anxiety into three components that are relevant to the language classroom. The first component is acceptance anxiety which means when the learner's interests are concerned just with what the others think about him/ her using expressions such as: "will I be accepted, liked, wanted?" , the second component is related to orientation anxiety that is linked to the student's understanding of what is going on in the classroom. However, the last component is concerned with performance anxiety which is related to the student's ability to practice some language activities in order to achieve his/her learning objectives, thinking of this kind of questions: " Will I be able to do what I have come to learn?" (As stated in Arnold and Brown, 1999, p.8)

In addition, some learners express their anxiety feeling in terms of other's misunderstanding of their speech. For example, when the learner says: "I am shy to speak

in public because the others may not understand what I am saying”, or “I wait till someone else express what I wanted to say, and then I feel better” (Coleman 1996, p. 158). Moreover, Spielberger (1983) has defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (As quoted in Brown, 2007, p.161). This means that anxiety is associated with feelings of uneasiness, self- doubt, and apprehension and so on. In this context, Brown argued that anxiety is something difficult to define since it affects the process of successful second language learning. For him, anxiety plays an important role in second language acquisition and he suggested two types of anxiety; debilitating anxiety and facilitative anxiety, these two types of anxiety are also called “harmful” and “helpful” anxiety. The former which is debilitating or harmful anxiety is concerned with negative feelings such as: uneasiness, self-doubt and so on and the learners here should avoid this kind of anxiety because it affects the learning process negatively. However, the second type of anxiety that is facilitative or helpful anxiety is considered as one of the keys that lead to success since it affects the learning process positively as when the students feel anxious from the exams, this may motivate them to work harder in order to gain a good marks (2007, pp. 162-163).

1.7.2. Learners’ Speaking Inhibition

The problem of inhibition appears when the learner tries to say something in the classroom. Littlewood (1981) states:

It is all too easy for a foreign language classroom to create inhibitions and anxiety [...] the learners remain constantly aware of their own state of ignorance before a teacher who possesses all relevant knowledge [...] whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment (p.93).

Guiora et al. (1972) and Ehrman (1996) also claimed that inhibition has a great relation with language ego (the identity a person develop in reference to the language he or

she speaks) which means that meaningful language acquisition involves some degree of language conflict that affects the new identity with the learners' newly acquired competence. Therefore, the language ego enables learners to reduce the inhibition that may impede their learning success (As stated in Brown 2007, p. 158).

1.7.3. Poor Listening Practice

In addition to the above main problems, poor listening practice can be added to them. Since the only source of spoken language used in most foreign language classes is that of the teacher (teacher's talk), this means that students should focus on the listening skill in the classroom since a good speaker is a production of a good listener. Therefore, speech is usually related to the listening skill because in most cases, learners speak what they hear from the teacher; this means that it is not just the role of the learner to improve his/her listening ability to develop his/her speaking skill but also the role of the teacher who should provide his learners with some activities where the two skills (speaking and listening) are effectively interrelated (Lynch 2009, p.110).

1.7.4. Nothing to Say

This problem is related to the foreign language learners' lack of vocabulary. For instance, when the learners are unable to think of anything to say in a classroom speaking practice, they simply say: "I do not know", "word order and vocabulary don't always flow into my mind", or "I need a bit of time to translate into English". This problem is mainly due to the lack of motivation to express themselves or the choice of uninteresting topic that they have to discuss which lead the students to think about the difficulty of oral tasks in the learning process (Graham, 1997, p.25).

1.8. Classroom Speaking Activities

According to Harmer (2001, p.271), there are many classroom speaking activities used in oral expression course that focus on the language function rather than grammar and vocabulary only. He introduces some major activities such as communication games, information gap activities, and discussion.

1.8.1. Communication Games

This kind of games designed for the sake of provoking communication between the students, so that one student has to talk to other student in order to solve a puzzle (game). The teacher here can bring these activities from radio and TV games into the classroom. For example, “In describe and draw”, one student is asked to describe a picture and the other student should draw it. In “describe and arrange”, one student describes a structure which is made of some objects and the other student organizes it and puts it in its right order without seeing the original picture. In contrast, “in find the difference”, two students have the same picture but one picture is slightly different from the other, and the students must find the difference between them without looking to each other’s picture (Harmer, 2001, p.272).

1.8.2. Information Gap Activities

Information gap activity is a type of speaking task that is used where two speakers have different parts of information that make a whole image when relating them one part to another. This activity requires the students’ ability to fill gaps when there is a missing of information and also the student’s vocabulary and information in order to exchange it with other student because in most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during a classroom oral course (Harmer, 1998, p.88).

1.8.3. Discussion Activity

In addition to the above activities, Harmer (2001, p.272) argued that discussion, as a speaking task, can be seen as the most useful and interesting form of oral practice in the classroom since it offers opportunities for students to exchange their opinions, talk about their experiences and express their views to develop their communicative ability when using the target language. In this sense, Littlewood (1981) states that: "It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language" (p.47). This means that "discussion" is regarded as a real language experience where the students use their abilities in order to deal with such speaking activity.

Conclusion

The process of learning occurs as a result of four language skills that are divided into receptive skills that include listening and reading and productive skills that consist of speaking and writing. Speaking has been defined by many authors as a complex process that is used by the students to express themselves. In addition, chapter one has classified the speaking types according to their functions and also it has discussed speaking in first language as well as speaking in second language by pointing out the main differences between the two processes. Moreover, chapter one has dealt with the importance of speaking skill in second language learning and the integration between speaking and listening with the regarding of how a complete assessment of speaking skill is designed. Furthermore, in this chapter, we have mentioned some speaking difficulties that FL learners may encounter and the main speaking tasks that students do during the process of learning.

Chapter Two

Connecting Teaching Speaking with Classroom Interaction

CHAPTER TWO

CONNECTING TEACHING SPEAKING WITH CLASSROOM INTERACTION

Introduction

In recent years, classroom interaction has been considered as an important strategy in the field of second language acquisition since it needs at least the involvement of two persons who collaborate in face-to-face interaction when using a language in a real communication. In this chapter, we will deal with the notion of interaction as a way of learning that takes place in the classroom, starting with some definitions of interaction, mentioning its role in learning and teaching English as a foreign language and spotlighting on the main types of classroom interaction. Then, we will show the role of feedback that is received by learners in the target language and how it is affected by classroom interaction. Also, we will deal with managing classroom interaction for the sake of practicing speaking skill by showing the roles of the teacher and the learning strategies used in the classroom. In addition, we will mention the process of designing groups and distributing the information as an effective strategy for negotiating meaning and taking turns in the classroom in order to reach a high level of interactive learning. At the end, we will conclude with describing the input and the output hypothesis in relation to classroom interaction.

2.1. Definitions of Interaction

According to Hadfield and Hadfield, in their book **Introduction to Teaching English**, the word interaction involves more than just putting a message together; it involves also responding to other people. This means choosing the language that is appropriate for the person you are talking to (interlocutor); it means also, responding to what others say, taking turns in a conversation, encouraging people to speak, expressing

interests, changing the topic, asking people to repeat or explain what they say and so on; in order to facilitate communication among them (2008, p. 105). In this sense, Nunan (1991) states that “learning to speak in a second or foreign language will be facilitated when learners actively engaged in attempting to communicate” (p. 51).

In addition to the previous definitions of interaction, Allwright (1984) has defined interaction as: “the fundamental fact of pedagogy” and that “successful pedagogy involves the successful management of classroom interaction” (p.156) (As quoted in Ellis, 1997, p. 173). From that quotation, we can notice that classroom interaction is one of the primary ways in which learners obtain data.

2.2. The Role of Classroom Interaction

According to Hedge, interaction is considered as an important factor for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Also, interaction in the classroom gives the students opportunities to get feedback from the teacher or other students that leads to improve their language system. For her (Hedge), speaking in the classroom makes learners capable to cope with their lack of language knowledge; for example, students speaking slowly, repeating or clarifying their ideas while talking together is regarded as negotiation of meaning (discussion to reach agreement) which aimed at making the output more comprehensible. This means that in ELT practice, interaction pushes learners to produce appropriate language when they are working in pairs or in groups; because when a student produce the suitable language, this language will be as an input for other students; therefore, in language learning, group work has an important role since it investigates the ways in which language input and output differs in the classroom (2000, p. 13). Moreover, Long (1996) argued that interaction plays a key role in developing second language since

the primary source of data for learners is taken during a meaningful interaction with a more competent speaker, this means that interaction is considered as the only source which provides learners with opportunities in order to control the input. In addition, interaction makes the learners be able to test their communicative success through exchanging information with the teacher or among the students themselves (as stated in Lyster, 2007, pp. 102-103).

Classroom interaction then, contributes to language development by providing target language practice with opportunities through designing classroom interaction activities that makes learners use the target language. In this sense, Littlewood advocated that there is a progression from “pre-communicative” to “communicative” activities which involves many forms of interactive language practice, this means that practicing such activities should progressively related to the “real-life” language use (1981, p. 16).

2.3. The Role of Feedback

In second language learning, the most important source of interactional benefits is feedback. This later which is defined as “the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances” has a powerful influence on how students learn. This means that feedback is a way through which students can improve their L2 by giving the students opportunities to focus on their comprehension or production of their second language acquisition(SLA); this means also that in order for interaction to develop the learner’s speaking skill, learners must notice their errors and recognize them for correction. Therefore, feedback may occur either from learners as when they are able to correct each other’s errors or from the teacher since the teacher’s feedback is different from the learners’ one in the fact that the teacher may use many types of correction strategies (Mackey, 2007, pp. 14-15).

Dweck (2006) in her book **Mindset** argued that the power of feedback is illustrated in two different kinds of students. The first kind is “performance-oriented students” who see intelligence as a fixed capacity and they believe that they are born with some abilities that cannot be changed; however, the second type is “learning oriented students” who see their abilities as capacities that can be changed through effective effort. This means that the two types affect the students achievement since the first type of students (performance-oriented students) is more likely to cheat and they are closed more to failure, unlike the second type of learners who see failure as an opportunity which motivates them to learn more(As stated in Jackson, 2009, pp.127-128).

In addition to the previous points that are mentioned about the role of feedback, Lynch (1996, p. 117) stated that the term feedback refers to any information that leads to the success of the message. For him, giving learners opportunities to learn “how to negotiate meaning” and “how to notice the gap” needs to go students’ feedback which can convert those opportunities into actual learning. In this sense, Schachter described four basic forms of feedback in the learning process: negative or positive in one hand and implicit or explicit in the other hand, as stated in the following figure:

	Implicit	Explicit
Positive	Clues showing the listener understands	Confirmation (approval)
Negative	Signals that repair is necessary	Correction (disapproval)

Figure 1: Alternative forms of feedback (Adapted from Lynch, 1996: 117)

Brookhart and De Voge (1999) advocated that feedback is a sort of evaluation that teachers use to help students to understand the input. In doing so, the best feedback through which teachers can evaluate the students’ papers is a comment, because making

the learners aware of their mistakes and why a mistake is a mistake led them first of all understand their mistakes and then know how to avoid them in the future in order to improve their level (As cited in Kay Alderman, 2004, p. 263).

2.4. Types of Classroom Interaction

In communicative approach of language teaching, classroom interaction is regarded as an important factor in second language learning since it occurs either between the teacher and the students or between the students themselves, individually or collectively according to the communicative situation.

2.4.1. Teacher-Learner Interaction

According to Harmer (1998), the way in which the teacher interacts with his students is considered as an important skills used by the teacher in the learning and teaching processes. For him, language is a skill that is shared between the teacher and the students since the teacher rely on the learner's amount of understanding of the input that is suitable for them in the classroom situation. The teacher focuses on the type of the input he should provide his students with because the meaningful and understandable input leads the students to respond to their teacher and interact with him. Also, Harmer argued that unlike newer teachers who concentrate only on their students comprehension in the classroom, experienced teachers concentrate also on the way they themselves speak to their students using physical movements as: gestures, expressions, mime and so on which have become a part of language techniques used by the teacher during the teaching process, especially with the students who have lower levels (pp. 3-4).

In the classroom, the teacher also asks questions to students and the students answer them, or the students sometimes ask questions or ask for clarifications and the teacher responds to them. Since the teacher is the one who talks a lot in the classroom, he

considered as a central part in the classroom interaction as Kundu (1993, As quoted in Lynch, 1996, p. 109) states:

Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive (P. 13).

Lynch(1996, p. 107) illustrated that in the classroom, the learners are involved in negotiating meaning either with their teacher or with each other, and also they are the ones who start asking questions to their teacher. For him, the Teacher-Learner talk is a necessary part of classroom interaction as he is shown in the example below:

Teacher: Is the word “easy” correct?	Initiation
Chrus (learner): yes	Response
Teacher: Yes, the word “easy” is correct.	Feedback

2.4.2. Learner-Learner Interaction

Learner-Learner interaction occurs among learners. In this form of interaction, the learners are the main participants since they need to interact among themselves in order to negotiate meaning through speaking tasks. Learner-Learner interaction can be occur either in groups called Learner-Learner interaction or in pairs called peer interaction for the sake of giving students opportunities to speak and practice speaking skill in the classroom in order to receive feedback in the target language through correcting each other’s errors or asking questions to each other when working in groups (Mackey, 2007, p. 30). In this sense, Lynch (1996) states that “In learners rarely pick up each other’s errors, even in the short term[...] group work is more likely to lead to negotiation of meaning than interaction with the teacher”(p. 111). From this quotation, we can notice that practice is the most

beneficial when it is designed with small groups or peers rather than with teacher or in whole classroom, since it (group work) allows students to receive feedback through correcting each other's mistakes.

2.5. Managing Classroom Interaction for Practicing Speaking Skill

According to Allwright and Bailey, the management of interaction in the classroom is regarded as a sort of “co-production” things that are involved in the classroom. For them, making a successful interaction in the classroom includes managing some factors that are listed in form of five questions which are given in the classroom. The first question is “who gets to speak”, this means the participants’ turn distribution; in another words who takes the turn to speak. In this kind of question, the teacher can ask a particular learner directly to give an answer to such question in the classroom like: “Pierre, what’s the time, please”. The second question, which is “what do they talk about”, is related to the topic discussion. The teacher here, may select such topics that are known by the students and in which the learners are interested, and in this type of questions also the teacher can change the topic that is unknown by the learners in order to make all the learners interact in the classroom either with the teacher or among themselves as: “ok, let’s talk a little about French food, does anyone have many favorite dishes?” In addition, the third question is linked to the students’ task in the classroom like: “what does each participant do with the various opportunities to speak”; this means that the teacher has a possibility to change a task that is given to the students in the classroom by asking other questions that are out of the previous task such as: “Does anyone know who won the Tour de France last year?” and so on. The fourth question, “what sort of atmosphere is created?”, is related to the classroom atmosphere that is created by the teacher; for example, when a learner is shy, the teacher should create a relaxed atmosphere in order to make this learner speak and use the language in the classroom in front of all classmates since managing interaction in the

classroom needs to occur in front of the whole class. Whereas, the last question or the last possibility that leads to an effective interaction in the classroom is “what accent, dialect or language is used”. Here, the teacher has to control the students’ speech like, when the students use L1 instead of using L2 for example (1991, pp. 19-20).

Following Allwright and Bailey (1991), “Manage interaction may sound pompous, but even buying a postage stamp in a foreign country calls for skills we can think of as basically a matter of interaction management”. This means that a classroom is a way by which students can develop their abilities since it offers opportunities to practice and manage the learners’ interaction skills (p.20).

2.5.1. The Teacher’s Roles and Responsibilities

In English language teaching, the teacher has some important functions in the social setting of the classroom because he is considered as the one who provides students with comprehensible input that is suitable to their levels. Hedge (2000, p. 26), in her book **Teaching and Learning in the Language Classroom**, identifies the most important roles that the teacher can play in the classroom by mentioning the teacher’s ability to change his roles according to the students needs. In this sense, she states:

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words[...]; as organizer in giving instructions for the pair work, initiating it, and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work”(pp. 26-27).

2.5.1.1. Controller of Information

According to Harmer (2007, p. 58), this role is regarded by teachers as the most comfortable one, since it focuses on the teachers’ transmission of knowledge from themselves to their students as giving explanations, organizing questions and lecturing.

When the teacher plays this role in the classroom, he/she will reduce the opportunities that students may have to speak because when the class is acting as a whole group, the great amount of speech is taken by the teacher since he can provide his students with other possibilities and modes of learning that make students enjoy that learning.

2.5.1.2. Assessor of Accuracy

It means when the teacher gives feedback to his students about their performance, correcting their mistakes in various ways. Here, the teacher in order to be as an assessor, he should tell his students how and for what reason they are being assessed and what he, as a teacher, is looking for. This means that the teacher has to state the objectives of an activity or a task that students will reach at the end of the lesson. For example, when the teacher says to his students: “in this communication activity, I am interested just in your pronunciation” this will make students have a clear idea about their levels and about what they should concentrate on when dealing with such activity in the classroom. Also, for the teacher to be as an assessor, he should always be sensitive to the students’ possible reactions, which means that a bad performance is a bad performance but the teacher must know how to make students improve their performance by supporting them when finishing their performances (Harmer, 2007, pp. 59-60).

2.5.1.3. Organizer of Classroom instructions

Following Harmer (2007, pp. 58-59), this role is related to organizing students in the classroom when doing different tasks, this means grouping students and providing them with information about the way they are going to do such activity in a limited time. The teacher, when plays this role in the classroom, has to be aware of making students understand what they are going to do in order to make them involved and benefit from the activity they are

practicing. Also, the teacher here should organize his students when dealing with group work as explaining the ways that students have to follow when they are working in pairs in order to get them engaged and more interested in their participation. Because the activity will not be successful and the teacher will not achieve his objectives unless the students comprehend well what they are going to do with the activity they are working on. Therefore, when the students are ready for the activity, the teacher should tell them what to do first, next and so on by giving them the instructions in an order way for the sake of making them understand and enjoy that instruction, so as, at the end of the activity, the teacher may ask his students some questions either in order to check for their comprehension or to know the feedback that they get from the instruction or the discussion task. Moreover, for Harmer, the role of the teacher as an organizer can be summarized as follows:

Engage → instruct (demonstrate) → initiate → organize → feedback.

2.5.1.4. Prompter of Students' Work

The students sometimes do not find words when they are talking to each other or with their teacher, and this is may be due to the students' lack of vocabulary. The role of the teacher here is to encourage his students to think creatively in order to be independent from the teacher. For example, in a role play activity, the teacher can encourage his students by giving them some words or phrases when the students forget the words during their performance (Harmer, 2007, p. 60).

2.5.1.5. Resource of Students' Needs

This teacher's role involves students' questions about an activity that they are working on. This means that when the teacher plays the role of a resource, students might ask questions to their teacher in order to know some information about that activity. For

example, the students here may ask questions such as “how to say or write something” or “what a word or phrase means” and so on. In this role, the teacher is guiding his students to look for information in one hand, and encourage them to use resource material for themselves in the other hand. Thus, the most important jobs of the teacher, is to direct his students to achieve a good spoken and written production by answering their questions in the classroom when it is possible, and if the teacher does not know the right answer at that moment, he can bring it later to the students in order not to make them lose confidence in their teacher as Harmer (2007) said: “when we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us (p.61).

For Harmer (2007, p. 61), there are two significant roles that the teacher needs to adopt in a classroom interaction which are the observer and the performer roles. The first role which is “observer” is related to observing students actions and reaction in the classroom, especially when doing oral communication activities since the teacher here, is supposed not only to give students feedback, but also to take notes about students performance in order to evaluate the success of classroom interaction in improving the learner’s speaking skill through the activities that are given in the classroom. Whereas the second role that is “performer” has a relation to the teacher’s different performance styles in the classroom depending on the situation that he is in. For instance, the teacher sometimes stands at the front of his students for the sake of commanding or entertaining whereas in other times, the teacher turns around students, work with students when making groups; explaining things for them and providing them with some suggestions that will help them when dealing with an activity as it is shown in the following figure:

Activity	How the teacher should perform
1-Team game	Energetically, encouragingly, clearly, Fairly.
2-Role play	Clearly, encouragingly, retiringly, Supportively.
3-Teacher reading aloud	Commandingly, dramatically, Interestingly.
4-Whole –class listening	Efficiently, clearly, supportively.

Figure 2: Describing teacher performance styles (Adapted from Harmer, 2001, p. 64).

The above figure has shown the most common activities that the teacher relies on in the classroom situation and the reasons behind using such task in order to make his/her students more active inside the classroom.

2.5.2. Learning strategies

A strategy is defined by Brown as a technique that is used in order to solve a problem. For him, there are two types of strategy: communication strategies and learning strategies. Communication strategies are linked to output; that is to say, expressing meanings or give messages to other people whereas learning strategies are strategies that are related to input, which means to get an idea or a message from others (2007, pp. 122-123). In this sense, Spolsky (1989) has defined learning strategy as a term that is used when describing someone's own approaches to the learning situation; this means that a strategy is a way that is used by the learners in the classroom in order to deal with a problem (p. 109).

Learning strategy then, as it is seen by Allwright and Bailey (1991), is a topic which is related to classroom interaction, since the learners sometimes take some turns as their own effort in order to learn. Also, when learners talk to each other in the classroom, they practice

the target language; this means that talking in the classroom is considered as a learning strategy that the students use during the classroom interaction. Moreover, Allwright and Bailey have suggested some learning strategies that are used in the classroom situation such as: “repetition”, that is the imitation of a word or an utterance which is previously used, “verbal attention getter” which means when the speaker uses some expressions in order to make the other person (listener) paying attention to his/her speech at the beginning of an interaction. Another strategy is called “appeal for assistance” that is when someone asks for the correct term or for help in solving a problem, this strategy is regarded as the most interesting one since it makes all the learners participate in the classroom either with the teacher or among themselves(p. 142).

2.6. Classroom and group work

In learning English as a foreign language, the setting which is the classroom has an important role since it gives learners opportunities to interact with the teacher as in the lesson or with each others like when they work in groups. Cohen, Brody and Shevin (2004) argued that in the classroom situation, many teachers worry about making group work since they do not know how to manage and organize the classroom in order to create a good atmosphere that will motivate the learners to perform cooperatively inside the classroom. Students when doing a group work, they need the learning task to be understood by all the members of the group in order to make all the students participate in that task, they need to know also how to request help and how to help the other members of their group working well in order to make their group more successful than other groups; in addition, they need to know how to deal with such problems that may arise in classroom (p. 167).

Group work then, makes the learners perform well in the classroom and develop their second language as Allwright and Bailey state: “Not only did the learners in pairs get more

turns[...], but they also perform a wider range of communicative functions with the language”(1991, p. 147).

2.6.1. Grouping students

When doing group work in the classroom, the teacher should know how to organize his students in groups, for example, who works with whom in the group. Lynch (1996, p. 115) suggested that the more there are differences between learners, the more they need negotiation; in this sense, Porter (1986) states that “the more proficient learner gets practice in producing comprehensible output; the weaker partner gains experience in negotiating meaning”(As quoted in Lynch, 1996, p. 115). This means that in a group work, the teacher should form groups in which the students have different levels so as the proficient partner can help the weaker one. Moreover, Mc Cafferty, Jacobs and Dasilva Iddings (2006) have claimed that grouping a higher-level learner with a less proficient learner could help the weaker student to improve his level, for instance, a proficient student sometimes provides such vocabulary or words that make the weaker learner concentrates on the task that the whole group is working on (p. 156).

2.6.2. Distributing the Information

According to Lynch (1996), in his book **Communication in the Language Classroom**, understanding the distribution of the information makes all the learners participate so as they can negotiate meaning (i.e. make sure that they understand) when necessary. For him, the distribution of the information plays an important role in classroom group work since it aims at making the whole group or each group of learners contribute and understand the activity that they are working on (p. 116).

Since grouping and distribution the information are related to each other in the interactive negotiation, learners are supposed to negotiate collaboratively in order to achieve their task objectives as Lynch (1996) states:

That combination of level and access to information stands a better chance of leading to effective negotiation and so to a resolution of the communication puzzle. So who talks to whom (grouping) and who knows how much (distribution) are important factors to take into account in preparing a negotiation talk (p.116).

2.7. Verbal interaction related aspects

In English language learning, classroom interaction is considered as an effective strategy to develop the students learning process, because it provides learners with opportunities to practice the speaking skill inside the classroom. In classroom talk then, the learners should overcome with some perspectives of classroom interaction such as: negotiation for meaning and turn-taking.

2.7.1. Negotiation for Meaning

According to Long (1996), interaction plays an important role in second language development, since meaningful interaction is considered as the main source of speech in the target language. Also, he argued that interaction gives learners opportunities to exchange data with their interlocutors, for example, the learners sometimes ask for clarifications, modifications or simplifications in order to get a comprehensible input that allows them to develop their target language. The conversational moves, that are used by the interlocutors while interaction, are regarded as a strategy that is taken under the term of “negotiation for meaning” in order to develop the second language learning. For him (Long), negotiation for meaning includes three main types of interactional features. The first type is “input modifications” like when putting a stress on key words, the second type that is “semantically contingent responses” is concerned with repetition, expansion and so on; however, the third

type is conversational modifications like clarification requests, confirmation checks, comprehension checks and so on, these three types are considered as the primary source that second language benefit from because some conversational moves as clarification requests and confirmation checks help learners to solve such problems that are related to the comprehension of the message that the other interlocutor, either the teacher or other learners want to convey (As stated in Lyster, 2007, pp. 102-103). In this context, Aston has claimed that using a large number of negotiation moves in learner-learner interaction will develop the learner's second language since negotiation for meaning is considered as an effective way for second language development when it occurs during a conversation, rather than using fewer negotiation moves (As stated in Lynch, 2007, p.104).

Following Lyster (2007, p. 106) in his book **Learning and Teaching Languages through Content** argued that the main aim of negotiation for meaning focuses more on the understanding of the meaning of the message that the interlocutor wants to convey as Pica (1994) states: “negotiation, by definition, focuses on the comprehensibility of the message meaning and on the message form only in so far as that can contribute to its comprehensibility” (As quoted in Lyster, 2007, p. 106). Also, Ellis (2003, p.71) stated that when negotiating meaning, there is a set of strategies, that are called by Long as conversational modifications or moves, by which learners can improve their target language. The first strategy is “comprehension checks”, this based on whether the speaker's speech has been understood by the other interlocutor (listener) or not as when the speaker says: “I was really chuffed. Know what I mean?” The second strategy which is “clarification requests” is related to any expression that gives clarification about the preceding utterance as it is shown in the following example:

A: I was really chuffed.

B: Uh?

A: Really pleased.

However, the third strategy is concerned with “confirmation checks” which means that the listener uses some expressions in order to confirm that he heard or understand the message, for example,

A: I was really chuffed?

B: you were pleased?

A: yes.

Concerning the last strategy that is “recasts”, it was defined by Long (1996) as the use of an utterance that rephrases another utterance by changing some words of the first utterance but keeping the same meaning (As stated in Ellis, 2003, p. 71).

2.7.2. Turn-Taking

According to Thornbury, the basic rule of turn-taking is associated with the speaker’s necessity to take turns in order to hold a conversation; this means that the speaker should take turns in the classroom when making conversations. For him, in making a conversation, a speaker should have at least one turn and there are no two speakers speaking at one time (2005, p. 8). In this context, Allwright and Bailey argued that during a classroom interaction task, the teacher may follow two ways in getting students involved in the classroom activity. The first way is that he may ask directly a particular learner to speak and this is called “direct nominating” or “personal solicit”, whereas the second way is to throw the turn open to the whole class that is called general solicit. This means that the teacher can ask questions to the whole class and the learner who wants to give the answer will take the turn. Some learners

prefer to respond to the general solicit rather than the personal one since it makes them feel free when talking in classroom (1991, p. 124).

2.8. The relationship between input and output hypotheses with classroom interaction

Classroom interaction is regarded as a key of second language acquisition since it facilitates language learning and makes learners participate in the language learning activities. Classroom interaction then is related to two aspects; the input that is provided by the teacher to his learners and the output that is given by the learners in the classroom situation.

2.8.1. The input hypothesis

According to Pinter (2006), interaction is regarded as a good way for providing a “comprehensible input” that plays a great role in second language learning because when the students receive the input; this input will drive them to interact not only with the teacher but also with each other inside the classroom (P. 19).

Krashen refers to the term of “comprehensible input” as not all the target language that second language learners hear is understandable. This means that there is a little amount of second language that is understood by the learners (As stated in Allwright and Bailey, 1991, P. 120). In this context, Long (1983) argued that the conversational adjustments, such as: confirmation checks and comprehension checks, are considered as the most effective means that lead to the achievement of comprehension as what Long explained in the following model which consists of the relationship between negotiated interactions, comprehensible input and language acquisition.

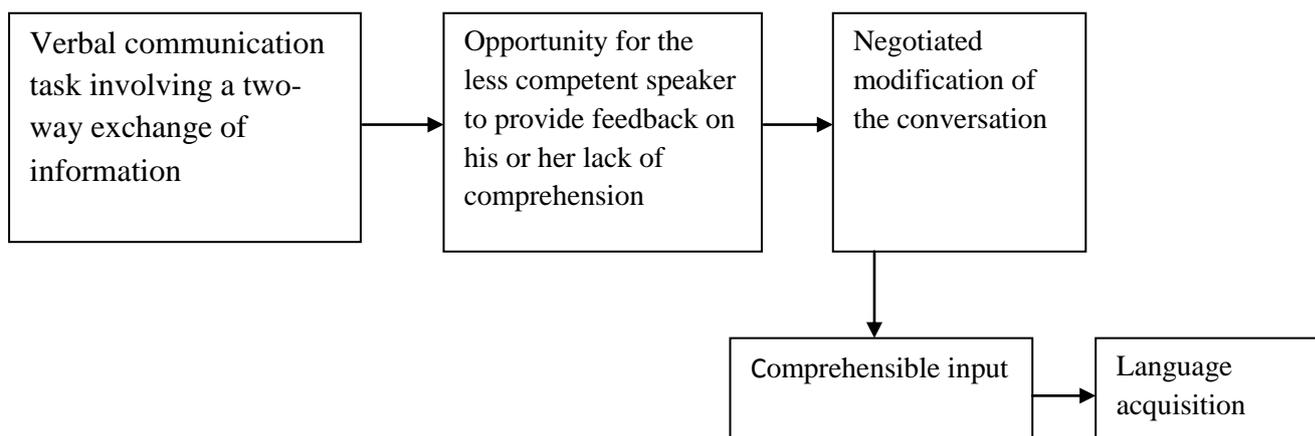


Figure 3: Long's Model of the relationship between type of conversational tasks and language acquisition (Adapted from Allwright and Bailey, 1991, p. 122).

In addition to the previous points that are dealt with input, Allwright and Bailey emphasized that the main source of input in the second language learning classroom is the teacher's talk since the greatest amount of speech is taken by the teacher. The teacher here, uses "talk" as a means to control the students' behaviours; therefore, the input that is provided by the teacher has to be comprehensible by the learners (1991, p. 139).

2.8.2. The Output Hypothesis

In order to know more about the role of interaction, Swain (1985) proposed the output hypothesis which states that the learners can improve their level in second language learning through producing the output either in written or spoken forms. This hypothesis indicates that comprehensible input is not sufficient for second language acquisition because the students' understanding of some forms of language does not mean that they can produce them. Also, Swain argued that the learners do not need to form words and sentences only, but they also need to express their thoughts in the classroom. The output hypothesis then is regarded as a way through which learners can develop their language level; in addition, the output provides learners with opportunities for getting feedback from others. This means that

when the students negotiate meaning with each other, they will receive feedback which may modify their output. That is why, enhancing the students' level in second language has obliged the teacher to give his students opportunities to use the target language in the classroom and allow them to practice language more during the process of learning, especially when working in groups (As stated in Mc Cafferty et al, 2006, p. 20).

Moreover, Freeman and Freeman (1994, p. 153) state that "language develops in context of functional use", teachers should "create situations in which all their students use language for a variety of purposes and with a variety of people" (As quoted in Mc Cafferty et al, 2006, p. 21). From this quotation, we can deduce that doing a group work in the classroom increases the learner-learner interaction since working in groups provides learners with opportunities to speak with one another, give suggestions and so on.

As a conclusion, we can notice that input and output of language learning play an important role in the achievement of successful learning of second language.

Conclusion

In the second language learning process, interaction is considered as a key factor that leads to successful communication. Interaction then is defined as a way in which people respond to what others say using the language that is appropriate for the person with whom they are talking. Also chapter two has mentioned the role of interaction in classroom and the role of feedback as a source of interactional benefits. In addition, this chapter has dealt with the types of classroom interaction that involve not only learner in face-to-face communication, but also it includes teacher-learner interaction inside the classroom and also chapter two has mentioned the students' group work which is regarded as a fundamental aspect of language learning, through which learners can negotiate meaning and take turns when dealing with conversations. Moreover, this chapter has reviewed the relationship

between classroom interaction and second language acquisition through the two language hypotheses namely input hypothesis and output hypothesis.

Chapter Three

Analysis of Classroom Observation and Teachers' Interview

FIELD WORK

CHAPTER THREE

ANALYSIS OF CLASSROOM OBSERVATION AND TEACHERS' INTERVIEW

Introduction

This chapter represents the field of the study which investigates not only whether learners at Biskra University give importance to the classroom interaction as a pedagogical strategy to enhance their speaking skill, but also whether teachers apply the classroom interaction as a way to improve the learners' speaking ability. First of all, it provides a detailed description of both classroom observation and teachers' interview by dealing with their design, aims, population and schedules. Also, this chapter involves the analysis of classroom observation and the teachers' interview. Finally, it concluded with the discussion of the results that are obtained from both the classroom observation and the teachers' interview.

3.1. Description and analysis of the classroom observation

To investigate whether both students and teachers give importance to classroom interaction as a significant strategy to develop the speaking skill, we carried out an observation to explore what goes on inside the classroom, either between the teacher and the learners or among the learners themselves. Our observation was applied with three third year LMD classrooms at Biskra University.

3.1.1. Design and description

The observation was carried out during the second semester of the academic year 2012-2013 within a third year EFL classrooms at Biskra University. This observation

involves three groups (1, 2, and 6) which are chosen randomly from the whole number of groups that is about ten groups. The observation of those groups was made by observing those groups in two different sessions, with different teachers and at different times. Each group session consists of one hour and half to explore the extent to which students interact in the classroom and the extent to which oral expression teachers give opportunities to students to practice the speaking skill inside the classroom when teaching the oral expression course.

The physical setting, the learners' interaction and the teacher' actions were observed through the observation over the two sessions that are devoted for each classroom group reflecting classroom interaction perspectives: learner-learner interaction, teacher-learner interaction and students' group work inside the classroom. The observation is presented in a form of checklist including a set of items under three sections. The first section is designed for observing the management of the learning environment. The second section is devoted for the observation of the learners' interaction inside the classroom; however, the last section is designed for observing the teacher-learner interaction by focusing on the teacher's roles and responsibilities in classroom.

Section one: General observation of the classroom management

In the observation checklist, this section involves four items. It aims at getting real life data about some aspects of classroom environment in which classroom interaction takes place such as the physical setting, the teacher's actions and the lesson's objectives.

Section two: General observation of the learners' interaction inside the classroom

Section two includes eight items. It attempts to know more about the learners' interaction in the classroom. For instance, whether they give opinions and participate in the classroom, and whether they express willingness to speak in classroom or hesitate when expressing themselves and finally whether students correct each other's in the classroom.

Section three: General observation of the teacher-learner interaction in the classroom

Section three consists of seven items. It attempts to explore the teacher's roles and responsibilities in the classroom in order to raise the degree of teacher- learner interaction. For example, whether the teacher provides his students with a comprehensible input, gives them opportunities to interact with him during the classroom oral tasks, uses some speaking activities during classroom interaction, uses some expressions as "good", "well done" to motivate students to speak in the classroom and whether the teacher uses some strategies to correct the learners' mistakes and gives them feedback.

3.1.2. Analysis of classroom observation

The first classroom: group one

Section one: General observation of the classroom management

This section attempts to investigate the effects of classroom environment on the students' interaction inside the classroom.

Item one: the physical setting is clean, organized, spacious, light and comfortable so that learners can interact and speak with each other.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

Table 1: The physical environment

In the first session we have attended with this class, the physical setting took place in a clean, organized and lighting room. Since this session was programmed at morning with just female students may be because of the females' interests in learning foreign languages,

the students felt active and more comfortable when interacting with each other or with their teacher in the oral expression course. However, in the second session, the number of students increased and consisted not only of females but also males. This session took place at the afternoon, so students felt tired and they were less interacting.

Item two: The teacher moves around learners to give suggestions and checks for comprehension.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	0	1
Percentage	0%	50%	0%	50%

Table 2: The teacher’s actions in the classroom

During the first session we have attended with group one, we have observed that the teacher was staying in his desk without moving around students and starting discussing such free topic that was about “woman’s day”. In this session, some students sometimes have made such noise in the classroom, so the teacher asked those students to repeat what other students have said; in order to make them more interested in the topic that they were discussing and also to help the students who have some attention difficulties to concentrate more in the classroom. The teacher sometimes created a comfortable atmosphere in order to make the students more interactive, so they could ask questions to their teacher and discuss such views with other classmates. However, in the second session the teacher was moving around students, asking them questions, discussing with them such points related to the topic of discussion. Also, in this session, the teacher created such enjoyment in classroom; he made students smile and laugh which drove them to be more relaxed and more interactive during the oral expression course.

Item three: The teacher controls some irrelevant behaviours such as the students use of L1 instead of L2.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 3: The teacher's control of students' behaviours

As it is shown in the table above, in both sessions that we have attended with this group of students in classroom, we have observed that the students sometimes have used some Arabic expressions, when interacting either with their teacher or with each other. In these two sessions, the teacher advised his students to avoid using L1 in classroom since it will affect their L2 learning and in order to make them more familiar with the use of second language in classroom. This fact led the teacher to control any irrelevant behaviour that may occur inside the classroom.

Item four: The teacher sets out the objectives of the lesson

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	0	1
Percentage	0%	50%	0%	50%

Table 4: The teacher's course objectives

At the beginning of the first session we have attended with the students of this classroom, the teacher listed some objectives that the students will reach at the end of the oral course in order to make them aware about what they were going to do in the classroom and the things that they should concentrate on during the classroom discussion. However, in the second session the teacher started directly asking students about what they did in the first

session, so the teacher continued discussing the same previous topic for the sake of making the students who did not attend or participate in the previous session speak and express their thoughts concerning the topic discussed in the classroom.

Section two: General observation of the learners’ interaction inside the classroom

The current section aims at getting more information concerning the learners’ classroom interaction.

Item one: Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with other classmates.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 5: The students’ classroom interaction

The students in both sessions, that we have attended (session one and session two), gave sometimes opinions, provided suggestions and also shared ideas either with their teacher or among each other, especially when the teacher asked them questions about their points of view concerning such topics. The teacher also asked students sometimes to suggest some topics which they want to discuss in the oral expression course.

Item two: Learners express willingness to speak in the classroom when dealing with a topic discussion.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 6: The learners’ willingness to speak in classroom

During the first session we have attended within group one; we have observed that learners sometimes expressed such willingness to speak in the classroom when dealing with a topic discussion, by raising hands in order to express their thoughts. This fact may be due to the students' awareness of the classroom interaction as a strategy to develop their speaking skill. However, in the second session, the students were rarely interacting in the classroom either with the teacher or other classmates. This fact is may be due to the topic discussion that the students have been discussing previously in the first session, so they were repeating the same ideas and points that they had already expressed.

Item three: Learners express new ideas in a classroom situation.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

Table 7: The learners' ideas in classroom

In the two sessions, that we have spent observing the students in classroom, we have noticed that in a topic discussion of “woman’s day”, the students were rarely interacting with their teacher and rarely presenting such new ideas concerning the topic of discussion during the oral expression course. These students' low interaction was may be due to the fact that students have found themselves discussing a topic which was not interesting. Also, we have observed that only one or two students who have provided some new ideas that were related to the topic discussion.

Item four: Learners participate in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 8: The learners' participation in classroom

When we were observing students in the classroom, we have noticed that the learners participated in classroom either as their own choice; for example, when they were raising their hands and speak or give some answers to the teacher's questions, or as the teacher's choice; for instance, the teacher sometimes made his students participate in the classroom by pointing out to them or calling them by their names using marks. This means that the teacher has made his learners participate in the classroom either as the learner's choice or as an obligation from the teacher to make his students more active and interactive in the oral expression course.

Item five: Learners hesitate and express themselves in a difficult way in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	0	1	0
Percentage	50%	0%	50%	0%

Table 9: Learners' feelings toward expressing themselves in classroom

During the first session we have attended with students in classroom we have noticed that learners were expressing themselves in an easy way and they felt more comfortable because the teacher was laughing with them and he was giving them time to prepare themselves before talking in classroom, or before interacting with him as when the students were providing their teacher with some answers, for example. However, in the second

session there were some students who have always shown some hesitation, especially when expressing themselves in classroom since they did not have enough ideas to express in classroom and also they felt shy to express themselves in front of the whole classroom.

Item six: Students speaking ability is developed through classroom interaction progress.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 10: The students' development of their speaking ability

In the two sessions that we have attended with this group, we have observed that the students who were always interacting in classroom either with peers or with the teacher, reduced their speaking problems as anxiety, for example, and they felt more comfortable and with more self-confidence when speaking inside the classroom since practicing speaking skill in the classroom is considered as the most important factor in developing the learners speaking ability.

Item seven: The students correct each other's errors in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 11: The students' correction of each other's errors

During the two sessions, we have noticed that sometimes when an individual learner has made a mistake, the other students corrected him directly, especially in a group work

where the highest level learner in the group corrected the weakest learner's mistake in order to make their group more successful.

Item eight: Learners show readiness and motivation to work with peers and feel comfortable within the groups.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 12: The students' attitudes toward working with peers and groups

In the two sessions, we have noticed that learners were relaxed and motivated to work with each other in order to achieve their common goal; that is why, in a group work we have found that the majority of students have participated in classroom since the group leader assigns roles for each member in the group; as a result, each student feels responsible for the success of the whole group.

Section three: General observation of the teacher-learner interaction in the classroom.

The section attempts to know more about what happens between people, especially between the teacher and his students in the classroom situation.

Item one: In oral expression course, the highest amount of talk is taken by the teacher.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 13: The teacher's amount of talk in classroom

In both sessions which we have attended with group one, we have observed that the highest amount of talk was taken by the teacher since he was regarded as the provider of

information to his students, asking them questions, corrected their errors, asked them about their opinions and thoughts and so on. In addition, inside the classroom the teacher gave sometimes students some pieces of advice concerning their learning process like how to avoid their speaking mistakes in the future in order to develop their speaking proficiency.

Item two: The teacher provides his students with a comprehensible input that is suitable to their level.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 14: The teacher's comprehensible input

During the two sessions we have attended with the students of this group, we have observed that the teacher always provided his learners with a comprehensible input in order to make all the learners get the ideas and the messages that the teacher wants to convey. Since classroom interaction is based on the comprehensible input, the teacher tries all the time to be understood by his students in order to make them participate and interact with him because if the teacher did not provide his students with a comprehensible input, there will be no teacher-learner interaction inside the classroom.

Item three: The teacher gives opportunities for the students to interact with him during the classroom oral tasks.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

Table 15: The students' opportunities for interaction

During the observation of the students' interaction in the classroom either with their teacher or with other classmates, we have noticed that the teacher always gave opportunities to students in order to speak and interact inside the classroom. The teacher, with whom we have attended two sessions in an oral expression course within group one, provided his students with opportunities to speak and participate during the classroom interaction, and sometimes he obliged his students to practice the speaking skill by threatening to minimize their scores in order to make them benefit from the classroom interaction since the students are considered as the central part in the learning process.

Item four: The teacher uses some speaking activities as communication games, information gap activities and discussion task during classroom interaction.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 16: The speaking activities used by the teacher inside the classroom

In the oral expression sessions that we have attended with the students inside the classroom, we have observed that the teacher sometimes relied on role plays when doing group works. Also, the activity that we have observed more was discussion because the

teacher started always his session with a topic discussion and after finishing discussing such topic, the teacher asked his students to prepare some activities outside the classroom in order to present it as an oral presentation in the next session.

Item five: The teacher uses some speaking tests as a means to assess the speaking skill in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	0	1
Percentage	0%	50%	0%	50%

Table 17: The teacher’s assessment of students’ speaking skill

In the first session, we have observed that the teacher has used some speaking tests as interviews for example to assess the students speaking skill. However, in the second session, the teacher did not use any type of spoken tests may be because of his objective to make all the students participate as a whole class.

Item six: The teacher uses some expressions as “good”, “well done” and “ok” to motivate students to talk in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

Table 18: The teacher’s motivation in the classroom

Inside the classroom, when we were observing the students interaction not only among each other but also with their teacher, we have noticed that the teacher used some expressions to motivate his learners as “good”, “well done” and so on. This motivation strategy also used by the teacher as a means to make the other learners who did not perform

well, more motivated and to push them to do better in the next sessions in order to develop their speaking level.

Item seven: In the classroom, the teacher uses many types of correction strategies to adjust the learners' mistakes.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 19: The teacher's correction of students' mistakes

Generally speaking, in the two sessions that we were observing the students classroom interaction within group one, we have noticed that the students sometimes have made some mistakes and the teacher corrected these mistakes by the use of some correction strategies as "time monitoring" that is to give students time to monitor or correct themselves. Also, the teacher in most cases has asked students to repeat what they have said in order to make them discover their mistakes by themselves and then, at the end, the teacher provided his students with the appropriate feedback that may help them to reduce their mistakes in the future.

The second classroom: Group two

Section one: General observation of the classroom management

The current section attempts to investigate whether the classroom environment affects the students' interaction inside the classroom.

Item one: The physical setting is clean, organized, spacious, light and comfortable so that learners can interact and speak with each other.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 20: The physical environment

The physical setting was clean and lightened, but it was full of tables and chairs which made the students felt uncomfortable when they were interacting with each other. However, in the second session, the physical setting took place in another different room, which was organized and spacious, so the students were sometimes interacting with their teacher and with other classmates.

Item two: The teacher moves around learners to give suggestions and checks for comprehension.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

Table 21: The teacher's actions in the classroom

In the first session that we have attended with group two, we have noticed that the teacher rarely moved around learners to ask them questions, give them suggestions or check for comprehension. Also, within this group, we have observed that the first session was taken by the teacher to bring such topics or games as “Tongue-twisters”. The teacher in this session, gave learners time to prepare themselves to read quickly this written game in order to evaluate his students using marks. Whereas in the next session, the students were asked to

perform such plays or talk about any topics they found interesting. In this second session, the teacher did not move at all around learners, he relied only on the students' performance in order to give them such comments concerning their work.

Item three: The teacher controls some irrelevant behaviours such as the students use of L1 instead of L2.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 22: The teacher's control of students' behaviours

During the two sessions that we were observing the students interaction within group two, we have noticed that the students sometimes have used L1 instead of L2 in classroom. The teacher sometimes gave some pieces of advice to his students concerning this problem of interference of L1. Also, the teacher, during these two sessions has controlled the students' use of L1 and he sometimes has made his students aware of the negative interference from L1 to L2.

Item four: The teacher sets out the objectives of the lesson.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

Table 23: The teacher's course objectives

In each session, the teacher rarely stated the objectives of the oral course since the teacher has organized the two oral expression sessions in form of the teacher's session and the students' session. The teacher's session was devoted for the teacher to prepare something

for his students or bring them such new topics to discuss in classroom in order to make all the learners interact with him in classroom; however, the students' session was devoted for learners to present their work either individually or collectively as a group work for example, in order to make all the students practice their speaking skill inside the classroom.

Section two: General observation of the learners' interaction inside the classroom

Section two aims at getting more real life data concerning the students' classroom interaction either with their teacher or among themselves as learners.

Item one: Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or other classmates.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 24: The students' classroom interaction

In the first session, we have noticed that learners when there is a topic discussion in form of a game as "Tongue-twisters", they did not have many opportunities to interact in classroom since the teacher obliged them just to read this game quickly in order to get marks. Unlike the second session where learners had much time to talk, ask questions concerning their oral performance, share ideas with other classmates or with the teacher because this session was designed mainly for the learners' performance in classroom.

Item two: Learners express willingness to speak in the classroom when dealing with a topic discussion.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	0	1	0
Percentage	50%	0%	50%	0%

Table 25: The learners' willingness to speak in classroom

Since the first session we have attended with students of group two was programmed by the teacher previously to do the topic of “Tongue-twisters” as a game, it was not appropriate for classroom interaction because it relied more on the students reading ability. However, in the second session students had shown more willingness to speak in the classroom, especially when they were working in groups consisting of three or four students because each learner was involved to give his opinion about the topic that they worked on as a group.

Item three: Learners express new ideas in a classroom situation.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	0	1
Percentage	0%	50%	0%	50%

Table 26: The learners' ideas in classroom

During the first session we have attended with this group, students did not express such new ideas, because of the topic discussion that is depended more on the students reading skill. Whereas, in the second session, the students were more comfortable, so they interacted with their teacher; by providing new ideas concerning their topics that they had

chosen to perform and also they brought some new ideas about the way they will present their topics of oral expression inside the classroom situation.

Item four: Learners participate in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 27: The learners’ participation in classroom

When we were observing students’ participation in classroom, we have noticed that the students rarely participate during the first session. This lack of participation was may be due to the students’ lack of ideas and thoughts that were related to the topic discussion. However, in the second session, the learners had shown some readiness and motivation to participate and interact during the classroom oral performance in order to improve their speaking skill inside the classroom situation. This interaction happened either between the learners and the teacher or between the learners themselves as members of groups.

Item five: Learners hesitate and express themselves in a difficult way in the classroom.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 28: Learner’s feelings toward expressing themselves in classroom

The first session was needed by the learners to be more proficient readers when doing such reading tasks as “Tongue-twisters” game for example, in order to get good marks, the students when doing this type of games, they did not focus on the speaking skill because they were reading from papers, so they did not hesitate and they felt more

comfortable when speaking in classroom. However, in the second session, the students gave more importance to the speaking skill when they were preparing for the oral presentation in classroom since the teacher will evaluate their oral performance. Because the focus in the second session was on the speaking skill, some students hesitated and felt anxious when expressing themselves orally in classroom.

Item six: Students speaking ability is developed through classroom interaction progress.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

Table 29: The students' development of their speaking ability

Since classroom interaction was considered by the teacher as a key factor for the students to improve their speaking ability, the teacher during the two sessions of oral expression that we have attended with, has asked his students to speak and interact not only with him but also with other classmates, by asking questions about the other's topics of presentation. Also, when the students did not respond to their teacher and they did not want to speak in classroom, he obliged them to speak by calling students with their names which were chosen randomly from the list in order to present their oral task, because the teacher knew about the value of interaction with the teacher or between the students themselves through affecting each other's oral performance in order to enhance their speaking levels.

Item seven: The students correct each other's errors in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

Table 30: The students' correction of each other's errors

In the two oral expression sessions that we were spent observing the students of group two, we have noticed that students rarely corrected each other's errors because each student was concentrated on his/her work, and also students did not give importance to the others errors since they were focusing on their turns in order to present their work; this did not mean that there was no students correction but the students were relied more on the teacher's correction, because the teacher was the one who often corrects his students mistakes in the classroom.

Item eight: Learners show readiness and motivation to work with peers and feel comfortable within the group.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 31: The students' attitudes toward working with peers and groups

Since the first session was programmed by the teacher to make each learner has presented his/her task individually, it was not consisted of students group work so that students rarely shown readiness to work with peers. However, in the second session, the learners were obliged to work in groups, so they have shown readiness and motivation to do such tasks within the group; since the students have chosen not only the group with whom

they will work but also they have already selected the topic which will be presented as their oral performance task. Also, in each group, we have noticed that the students have already divided the work among them in order to make each learner has focused on his/her part of the speaking task.

Section three: General observation of the teacher-learner interaction in the classroom

This section attempts to find what goes between the teacher and his/her students in the classroom.

Item one: In oral expression course, the highest amount of talk is taken by the teacher.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	0	1	0
Percentage	50%	0%	50%	0%

Table 32: The teacher’s amount of talk in classroom

During the first session, we observed that the highest amount of talk was taken by the teacher since the teacher focused on the students reading ability (the game of Tongue-twisters). However, in the second session we noticed that the students were talking more than the teacher because the teacher’s focus in this session was on the students’ oral performance; in order to make them interact with other groups of the same classroom, so the students were more interactive in classroom to develop their speaking level.

Item two: The teacher provides his students with a comprehensible input that is suitable to their level.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 33: The teacher's comprehensible input

When we were observing the students of this group, we noticed that the teacher did not provide his students all the time with a comprehensible input. Since the first session was taken by the teacher, the teacher was obliged to provide his learners with some comprehensible topics to discuss in classroom. Whereas in the next session, the teacher rarely provided his students with a comprehensible input because he relied more on the students output when presenting their work. Also, the teacher, in this session, concentrated only on the students' oral performance in order to evaluate their oral presentation at the end of each group work.

Item three: The teacher gives opportunities for the students to interact with him during the classroom oral tasks.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 34: The students' opportunities for interaction

The teacher in both sessions that we have attended gave his students opportunities to interact with him either by asking questions or by giving their opinions in the classroom. Also, during these sessions, we have observed that the teacher always tries to make his

students speak and interact in classroom, by making them free and comfortable, especially when giving suggestions and sharing ideas with him, and sometimes the teacher obliged his learners to speak in classroom using the marks as a pressure.

Item four: The teacher uses some speaking activities as communication games, information gap activities and discussion task during classroom interaction.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 35: The speaking activities used by the teacher inside the classroom

When we were observing the students of this class during the two sessions of oral expression, we have noticed that the teacher sometimes interacted with his students when discussing such topics. Also, we have observed that the teacher sometimes became one of the students not their teacher; in order to make them feel more comfortable when dealing with such speaking activity during the classroom interaction since making students relaxed in a topic discussion led them to increase the degree of their classroom interaction not only with the teacher, but also with other classmates.

Item five: The teacher uses some speaking tests as a means to assess the speaking skill in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

Table 36: The teacher's assessment of students speaking skill

Concerning the teacher’s use of some speaking tests as interviews for example to assess the learners speaking ability, we have observed that the teacher rarely used these kind of spoken tests may be because of the time allocated which was limited (one hour and half for each session); thus, the teacher found that it took too much time to interview each student alone; that is why, he found himself obliged to discuss such topics as a whole group rather than with each individual learner. Also, the teacher tried to make the students interact as a whole group in order to benefit from each other.

Item six: The teacher uses some expressions as “good”, “well done” and “ok” to motivate students to talk in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 37: The teacher’s motivation in the classroom

Following the teacher’s motivation inside the classroom during the two oral expression sessions, we have observed that the teacher always motivate his students to speak or interact in classroom by the use of some reward expressions as “good”, “well done” and “ok” in order to make them ready and more motivated for the classroom interaction. Also, we have noticed that at the end of each oral presentation task, the teacher thanked his students for their efforts and motivated them to do well in the next sessions.

Item seven: In the classroom, the teacher uses many types of correction strategies to adjust the learners' mistakes.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 38: The teacher's correction of students' mistakes

During the two oral expression sessions, we observed that the teacher in each session corrected the students' errors either the pronunciation or the grammar mistakes. Also, in these two sessions, we have noticed that the teacher's correction was made either by asking students to repeat their speech or by giving them time to prepare themselves before presenting their oral tasks as a strategy to reduce their speaking mistakes.

The third classroom: group six

Section one: General observation of the classroom management

The section aims at obtaining real life information concerning the effects of the physical setting on the students' classroom interaction.

Item one: The physical setting is clean, organized, spacious, light and comfortable so that learners can interact and speak with each other.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

Table 39: The physical environment

The physical setting was rarely organized and spacious, and it consisted of a huge number of students about thirty two students with the majority of females. The students in both sessions that we have attended with them were interactive in classroom since they felt comfortable to speak and interact with each other as a whole class during the oral expression course. Also, in these two sessions, we have observed that the students' interaction in this classroom did not affected by the physical setting narrowness, since the students were more aware about the benefits of classroom interaction to improve their speaking level.

Item two: The teacher moves around learners to give suggestions and checks for comprehension.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 40: The teacher's actions in the classroom

In the two sessions, we observed that the teacher has always moved around learners to give them suggestions and check for their comprehension. Also, the teacher in this classroom was always followed his students work either as a group work or as a classroom discussion by asking such questions concerning their oral presentation in classroom.

Item three: The teacher controls some irrelevant behaviours such as the students use of L1 instead of L2.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 41: The teacher's control of students' behaviours

In the first session, we have observed that the teacher has sometimes controlled such behaviours that may occur inside the classroom; for example, the students' use of L1 instead of L2. During this session, the teacher did not give students chance to speak or use L1 but just L2. However, in the second session, the teacher rarely controlled the students' behaviours since the students were relying only on the L2 learning without using L1 in order to get a higher speaking proficiency.

Item four: The teacher sets out the objectives of the lesson.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 42: The teacher's course objectives

During two sessions, we have noticed that the teacher, at the end of each session, stated his task objectives of the following session in order to make his students aware about their preparation outside the classroom concerning their oral expression performance. Also, we have observed that the teacher of this class has relied more on the students' group works inside the classroom to make them more comfortable when they were showing their speaking abilities during their oral performance.

Section two: General observation of the learners' interaction inside the classroom

This section attempts to get more information about the students' interaction inside the classroom.

Item one: Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with other classmates.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

Table 43: The students' classroom interaction

When we were observing the students of this classroom during the two sessions of oral expression, we have noticed that in the first session the students were always giving opinions provide suggestions and share ideas in the classroom either with the teacher or with other classmates. Whereas in the second session, the students were sometimes shared some ideas with the teacher in classroom. Also, the teacher has asked students to provide some suggestions concerning such topics in order to make all of them involved in the classroom oral course.

Item two: Learners express willingness to speak in the classroom when dealing with a topic discussion.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 44: The learners' willingness to speak in classroom

Since the students of this class were more active and comfortable, they were always expressed willingness to speak in the classroom when dealing with not only a topic discussion but also with the other students' oral performance. Also, we have noticed that the students' interaction in classroom was increased from one session to another. This students' willingness to speak in classroom was may be due to the teacher's strategies in teaching the oral expression module.

Item three: Learners express new ideas in a classroom situation.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 45: The learners' ideas in classroom

As the table above has shown, the students during the two sessions of classroom observation, were sometimes expressed some new ideas concerning the topic discussion that was provided by the teacher in classroom and also we have found that students sometimes were given some new ideas that were related to the other students oral performance in form of opinions. Also, the teacher during these two sessions asked students about such new ideas in order to know about his students back ground knowledge.

Item four: Learners participate in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

Table 46: The learners' participation in classroom

In the first session, we have observed that the students sometimes participated in the classroom either by answering the teacher’s questions or by giving some comments on the other students work. Also, the students in this session were interacting and participating in classroom through asking their teacher some questions or asking for repetition when they were not getting the ideas that the teacher wants to convey. However in the second session, we have observed that the teacher asked his students about their feelings concerning such oral presentations that were presented in the classroom in order to make them participating and interacting either with him or with each other.

Item five: Learners hesitate and express themselves in a difficult way in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

Table 47: Learners’ feelings toward expressing themselves in classroom

Concerning the learners’ hesitation in the classroom, we have observed that the students did not felt anxious when they were expressing themselves in the classroom since they know each other. Also, the students felt more comfortable when they were interacting in classroom because the teacher tries all the time to create a good atmosphere in the classroom in order to make his students more relaxed during classroom interaction and to make them more interactive in the classroom.

Item six: Students speaking ability is developed through classroom interaction progress.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 48: The students' development of their speaking ability

Since our classroom observation was made mainly for the sake of knowing more about the students' classroom interaction, the students speaking ability that we have observed in the classroom was always developed through classroom interaction progress; because we have noticed that the students speaking ability was always related to the classroom interaction progress. This means that when the students interacted well in classroom during the first session, their speaking ability was increased in the next sessions, especially when they were working with peers or in groups.

Item seven: The students correct each other's errors in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 49: The students' correction of each other's errors

During the two sessions that we were observing students' classroom interaction, we have noticed that the students sometimes corrected each other's errors, especially when they were working in groups since the student-student interaction will make them benefit from each other's as a group work to make their group successful. Also, in this session, the

students felt more comfortable and interactive since they were encouraging each others in the classroom which will make them more interactive during the oral expression course.

Item eight: Learners show readiness and motivation to work with peers and feel comfortable within the group.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 50: The students' attitudes toward working with peers and groups

In the sessions that we spent observing the students interaction in the classroom, we have noticed that the students always had shown readiness and motivation to work with peers and they also felt more comfortable when they were working in groups since they had opportunities to show their real performance when presenting their works. Also, the teacher at the end of each group work gave his students some positive comments in order to motivate them to go ahead. This students' readiness and motivation toward working in groups was may be because they were chosen previously with whom they will work so that they will not face such problems concerning their work.

Section three: General observation of the teacher-learner interaction in the classroom

The current section attempts to know more about the teacher's interaction with his/her learners inside the classroom.

Item one: In oral expression course, the highest amount of talk is taken by the teacher.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

Table 51: The teacher's amount of talk in classroom

In both sessions, we have observed that the teacher rarely talked in classroom because the students of this class were more talkative; thus, the teacher in most times let them to talk and interact in classroom either with him or among each other. Also, in these two sessions, we have noticed that the students were more interacting since the teacher knew how to make his students speak during the classroom oral course.

Item two: The teacher provides his students with a comprehensible input that is suitable to their level.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 52: The teacher's comprehensible input

During the two sessions of oral expression, we have observed that the teacher always provided his students with a comprehensible input in order to make them aware about what are going on inside the classroom. Also, the teacher was always trying to make his students understood his speech in order to convey his message. This comprehensible input that was provided by the teacher led the students to understand the teacher's talk and give their output; thus, this comprehensible input will increase the teacher-learner interaction in the classroom.

Item three: The teacher gives opportunities for the students to interact with him during the classroom oral task.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 53: The students' opportunities for interaction

In this classroom, we have observed that in the oral expression sessions, the teacher always gave his students opportunities to interact with him as a teacher during the classroom oral tasks. Therefore, the students' degree of classroom interaction was high since the teacher did not rely only on his input but also on the students output in order to make them benefited from their classroom interaction so as, they can improve their speaking ability.

Item four: The teacher uses some speaking activities as communication games, information gap activities and discussion task during the classroom interaction.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 54: The speaking activities used by the teacher inside the classroom

In the first and the second sessions that we have attended with this group, we have observed that the teacher used some speaking activities in order to make his students interacted in the classroom. Also the teacher, during these two sessions, relied more on the communication games and the discussion task since his objective was to raise the degree of students' classroom interaction as a key to improve their speaking skill.

Item five: The teacher uses some speaking tests as a means to assess the speaking skill in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

Table 55: The teacher’s assessment of students speaking skill

After the students finished doing such speaking task, the teacher gave each student time to discuss with him/her the difficulties that he/she, as a student, faced in that speaking activity. This small discussion, which took place between the teacher and each individual learner, was regarded as a speaking test (interview) used by the teacher to assess the students speaking skill in the classroom. Also, in the classroom topic discussion, the teacher may assess his students’ speaking skill through the discussions that occurred between the teacher and his learners inside the classroom. The teacher used these types of spoken tests in order to increase the degree of teacher-learner interaction in the classroom.

Item six: The teacher uses some expressions as “good”, “well done” and “ok” to motivate students to talk in the classroom.

Rating scales	Always	sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Table 56: The teacher’s motivation in the classroom

During the two sessions of oral expression, we have noticed that the teacher always used some expressions as “good”, “well done” and so on to encourage students to talk and interact in the classroom. Also, in this class, the teacher always thanked students for their

work efforts inside the classroom in order to make the students who performed well go ahead, and the students who did not presented well do their best in the next sessions.

Item seven: In the classroom, the teacher uses many types of correction strategies to adjust the learners' mistakes.

Rating scales	Always	sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Table 57: The teacher's correction of students' mistakes

In the first session that we have attended with this group, we have noticed that the teacher used sometimes some correction strategies to adjust the learners' mistakes, by giving them time to prepare themselves before any oral presentation task. Also, we have observed that the teacher, at the end of this session, corrected some students' errors during their group work in order to make the students avoid these mistakes in the next oral presentation. However, in the second session, the teacher rarely corrected his students since the students did not make a lot of errors when they have presented their works in classroom. This teacher's correction of the students' mistakes was considered as a teacher's feedback to develop the students speaking proficiency.

3.1.3. Discussion of the Classroom Observation Results

The results obtained from the classroom observation helped us a lot in deducing that classroom interaction differs not only from one student to another but also from one group to another. This means that in each group, the students are interacting differently according to their speaking ability. For example, the students of first group, with whom we have attended two sessions of oral expression were interacting in classroom, especially when discussing

such topics through which they can meet their needs and interests since the teacher of this group is aware of the importance of the students classroom interaction as an effective strategy to develop the students speaking skill inside the classroom, unlike the students of group two who prefer to speak and interact in their oral performance session rather than the teacher's session because in the students session, the focus is given only to the learners performance as a way to improve their oral skills but in the teacher's session, the teacher concentrated on developing such other language skills as reading; for example. However, in the third class, we have remarked that it is the job of the good teacher which can make the students more interactive in classroom. For instance, in this group, the student were always active and ready for their classroom interaction either with the teacher or with other classmates since the teacher has always shown his interest concerning the students oral performances inside the classroom, so the learners always felt more comfortable during the classroom interaction.

Generally speaking, we deduce that increasing the students' classroom interaction depends on the teacher's use of some effective teaching strategies that will make all the students participate as a way to improve their speaking proficiency.

3.2. Description and Analysis of Teachers' Interview

Introduction

In order to investigate whether the teachers of oral expression at Biskra University apply classroom interaction as a pedagogical strategy to improve the learners' speaking skill, we carried out this structured interview for teachers to explore their opinions concerning the importance of classroom interaction in enhancing the learners' speaking ability.

3.2.1. Design and Description of Teachers' interview

Teachers' interview consists of fifteen (15) open ended questions where the teachers are requested to give explanation or specifications. This interview was made with five teachers of oral expression module in the division of English at Biskra University. Our interviewees were asked in the beginning about their currently held degree to see if the high degrees are needed or just being a fluent speaker is enough to teach the oral expression course. Teachers were also asked about their teaching period in order to know about their experience in teaching the oral skills; also, they were asked about whether they give opportunities to their learners to speak in the classroom, and if they provide their students with a comprehensible input or not. In addition, in this interview, the teachers were asked about the speaking activities that they rely on when teaching speaking skill and the way they deal with the silent students in classroom, also they were asked about their motivation in classroom and the main speaking difficulties that students may encounter in the oral expression courses. Moreover, our interviewees were asked whether they interact with students inside the classroom, and whether they know about the value of classroom interaction; thus, they were asked to specify some of its characteristics and whether they apply it in classroom or not. Furthermore, the interviewees were asked about the students' feelings toward the learner-learner interaction and if they think, as teachers, that asking students to interact in classroom will help them to develop their speaking proficiency. Also this interview has dealt with the teacher-learner interaction as a way to reduce the students' mistakes and the possibility to make all the learners participate in the classroom during the oral expression sessions.

3.2.2. Analysis of teacher's interview

Question one: What is the degree you currently held?

Teacher one: Magister

Teacher two: License

Teacher three: Magister

Teacher four: Magister

Teacher five: License

The majority of our interviewees (3 teachers) are highly experienced since they get the Magister degree. This let us to consider their answers and suggestions as very reliable to our research. However, the rest of teachers (2) are less experienced educators, but through those teachers' responses, this short experience may help us a lot in our research.

Question two: How many years have you been teaching oral expression?

Teacher one: “six years”

Teacher two: “five years”

Teacher three: “eight years”

Teacher four: “seven years”

Teacher five: “two years”

Most of the teachers respond that they have a long teaching experience in the oral expression course because they have spent a long period in teaching the oral expression module from 5-8 years. This indicates that they are experienced teachers, so they know how to deal with the students' classroom interaction. However, only one teacher has a

short experience in teaching oral expression, so he/she is less experienced teacher since he/she has taught this module just for two years.

Question three: Do you give opportunities to your students to speak in classroom?

Teacher one: “yes”

Teacher two: “of course”

Teacher three: “yes, I do”

Teacher four: “yes”

Teacher five: “of course”

From the teachers’ responses, we can deduce that all the teachers give opportunities to their students to speak in classroom in order to make them more interactive in the classroom because the learners are considered as the central part in the learning process. This also indicates that the teachers really want their students to be involved with them in the classroom interaction since it affects their speaking ability.

Question four: In the oral expression course, do you provide your students with comprehensible input?

Teacher one: “yes”

Teacher two: “yes, according to the subject”

Teacher three: “yes of course”

Teacher four: “yes”

Teacher five: “not always, they prepare by themselves and perform in their session”

Almost all the teachers agreed that they provide their students with a comprehensible input that is suitable to the students' level. This comprehensible input is considered as a core of any successful interactive task which the learners need in order to interact with their teacher, because this comprehensible input is the only source through which learners can benefit from. However, one of the teachers with whom we have attended some oral expression sessions, has declared that he/she did not always provide his/her students with a comprehensible input since he/she always give the second session of oral expression to the students to present their work so that, the teacher did not give much input during the students' session.

Question five: In the oral expression session, what are the speaking activities you rely on? Say why

Teacher one: "Role play and Reading comprehension"

Teacher two: "Discussions, role play, class task. To improve their speaking skill"

Teacher three: "Role plays, discussions, and storytelling"

Teacher four: "Role plays, telling stories, songs, and describing pictures"

Teacher five: "Reading novels, short stories. To read and narrate to their classmates"

Two of our interviewees respond that the most speaking activities they rely on are: discussion, role plays, class task, reading novels and short stories; they justify their answers under the development of students speaking skill. This indicates that discussing such topics or narrating events to other classmates will improve the students speaking ability. However, the other teachers agree that they rely on role plays, discussion and storytelling without providing justifications. This indicates that those teachers rely on these types of speaking activities may be because they have noticed that giving students such

interactive activity will lead them to interact and practice the speaking skill inside the classroom since the learners do not interact in English outside the classroom. This reveals that the best context for communication is the classroom.

Question six: In the classroom situation, how do you make the silent students speak and express their thoughts in classroom?

Teacher one: “I try to ask them about their interests so to be taken into account and give them the opportunity to practice the language.”

Teacher two: “I simply ask them to stand on the stage and driving them to speak.”

Teacher three: “Through grouping them with other students who often speak, I also encourage them and help them to be involved in classroom activities.”

Teacher four: “Tasks, choice of topics, questioning them directly.”

Teacher five: “They have to for the marks, I oblige them to present something every week for marks.”

As it is shown in the answers of question six, our interviewees have different strategies to follow in order to make the silent students speak and interact in classroom either by questioning them, grouping them with other students who often speak, or by obliging them to speak in order to get marks. These ways or strategies that are used by the teachers in classroom are may be for the sake of making all the students involved in the classroom oral tasks, so each student has his/her own opportunity to give his/ her opinion and express his/her thoughts inside the classroom.

Question seven: How do you motivate your students to speak in classroom?

Teacher one: “I try to ask them about their interests so to be taken into account.”

Teacher two: “no answer.”

Teacher three: “I vary the tasks.”

Teacher four: “choice of topics.”

Teacher five: “make jokes, talk about movies so they watch them, playing funny games and group work.”

The majority of our interviewees confirmed that motivating students to speak in classroom is either by questioning them, varying the speaking tasks, giving the students chance to choose the topics that they think are interesting since the choice of the topic discussion is important for the successful interaction, or by creating a good atmosphere in the classroom through making jokes, playing funny games and so on. The teacher’s motivation is needed always by the students to perform well in the classroom as a result; the students will improve their speaking skill. However, one of our interviewees did not answer this question may be because he/she did not have the requested answer.

Question eight: In your opinion, what are the major speaking difficulties that students face in oral expression course? Please, specify.

Teacher one: “Their shyness and fear of committing mistakes in front of their classmates.”

Teacher two: “the use of tenses and lack of vocabularies.”

Teacher three: “lack of ideas and vocabulary and lack of fluency.”

Teacher four: “lack of vocabulary, grammar and shyness.”

Teacher five: “interference of L1 inL2, shyness and speaking afraid to make mistakes.”

The interviewees declared that the major students' speaking difficulties are mainly related to the students lack of vocabulary, shyness and poor listening practice since the students do not read a lot in order to increase their amount of vocabulary which will help them to reduce their anxiety and anxious feelings, so they could interact either with the teacher or with other classmates in front of the whole classroom. This indicates that those learners low self-confidence may be because in classroom interaction, the students are supposed to speak and listen more than to write and read.

Question nine: Do you interact with your students during the classroom oral expression course?

Teacher one: "Sure"

Teacher two: "Absolutely"

Teacher three: "Yes, I do"

Teacher four: "Yes"

Teacher five: "Of course always, sometimes I become one of them not their teacher"

All the interviewees agreed that they interact with their students during the classroom oral expression course. This indicates that the teachers always want to involve the students in the topic discussion during the oral expression course since the teachers are aware that when they interact with their students, this will make the students more comfortable because they are not neglected so that, they will improve their oral capacities through classroom interaction.

Question ten: Do you know about the value of classroom interaction? If yes, could you specify some of its characteristics?

Teacher one: “no answer.”

Teacher two: “improve their communicative skills, learn from each other, and monitor each other’s information.”

Teacher three: “yes, it motivates students to engage more effectively in classroom activities. It creates a close relationship between the teacher and his/her students.”

Teacher four: “it should be authentic and it should involve negotiation of meaning.”

Teacher five: “let the students be social and get end of their shyness, learn how to work with groups.”

On the whole, the majority of our interviewees have shown some knowledge and interest to the value of classroom interaction. From their previous answers, we can deduce that the teacher’s interaction with his/her students can successfully lead the students to improve their speaking skill through the feedback that they can get from their teacher’s experience. This indicates that the majority of our interviewees are aware of the students’ classroom interaction since the lack of interaction will affect their speaking abilities. However, one of the teachers did not answer this question may be because he/she did not get the full meaning of this question, so he/she could not provide us with the requested answer.

Question eleven: Do you often apply classroom interaction in teaching the oral skills?

Justify your answer.

Teacher one: “of course, because it is quite essential to know about and assess the students ‘oral proficiency level.”

Teacher two: “of course, to improve their communication skills, learn from each other, monitor each other information.”

Teacher three: “yes, I often do, I try to speak with all students in class and give everyone a chance to express himself and then, I provide them with appropriate feedback.”

Teacher four: “yes, sure. It is the only way to learn a language according to many theories.”

Teacher five: “yes, I let them interact with their classmates to learn how to work with partners.”

All the interviewees agreed that they apply classroom interaction when they teach the oral skills. The teachers have justified their answers according to the way they applied classroom interaction, for example, some teachers said that classroom interaction is important for the students to improve their communication skills, whereas the other teachers agreed that classroom interaction, that occurs not only between the teacher and the students as when providing feedback for the learners, but also between the students themselves, is the only way for the students to learn the second language. This indicates that all the teachers are aware about the necessity of classroom interaction for the students to develop their speaking proficiency.

Question twelve: When doing classroom interaction, do students enjoy the learner-learner interaction? Please, explain.

Teacher one: “not all the time, because some of them do not welcome their peer’s correction.”

Teacher two: “of course, because everyone needs to boast about what he/she”

Teacher three: “yes, because they feel more comfortable when sharing with peers (no teacher control).”

Teacher four: “yes”

Teacher five: “yes, they do. They feel at ease and strength their relations and be more social.”

Most of the teachers we have interviewed agreed that in classroom interaction, the students enjoy learner-learner interaction since they feel more comfortable when interacting with each other, sharing ideas, giving their opinions to each other and so on, even though there are some students who do not appreciate peer’s correction of their mistakes as one of the interviewees has declared. Also, because the majority of learners enjoy learner-learner interaction, this indicates that they find this type of interaction as the best and the most successful to speak freely in classroom.

Question thirteen: As an oral expression teacher, do you think that asking students interact in the classroom will help them to develop their speaking proficiency? Please, explain.

Teacher one: “Quite sure because this is their chance to practice the language, know their mistakes and try to learn from them.”

Teacher two: “yes, I think so, because interacting with peers and the teacher releases the students’ shyness and enhances self confidence.”

Teacher three: “yes, by acquiring intensive vocabulary.”

Teacher four: “yes, but they need practice and input.”

Teacher five: “yes, they feel at ease and strength their relations and be more social.”

All the teachers with whom we have made this interview confirmed that asking students to interact in the classroom will help them to develop their speaking proficiency since they feel more comfortable and with more self –confidence, so they can acquire new vocabularies which lead them to practice the language inside the classroom. As an indication, the students need more interaction in classroom in order to improve their speaking skill.

Question fourteen: Does your regular interaction with your learners in classroom help them to reduce their speaking mistakes? If yes, how?

Teacher one: “somehow.”

Teacher two: “yes, correcting each other, self correction.”

Teacher three: “not all of them. Those who try to make efforts to develop their language benefit from the interaction.”

Teacher four: “yes, because we provide feedback to learners.”

Teacher five: “yes, sometimes I try to be their model.”

Almost all the teachers responses reveal that classroom interaction will help them to reduce the students’ mistakes since getting them involved in such oral task with their teacher may lead them to enhance their speaking skill through the teacher’s correction of the students’ mistakes, as when giving them feedback that they can benefit from. However, the rest of the interviewees agree that not all the students can benefit from the teacher-learner interaction but just the ones who want to improve their speaking level. This indicates that, if the students want to be proficient speakers, they need to give much importance to the teacher-learner interaction inside the classroom.

Question fifteen: From your experience as a teacher, is it possible to make all the Students participate in the classroom? Please, explain.

Teacher one: “yes, it is up to the teacher’s own strategy to motivate his/her students, to choose interacting topics that work with their needs and wants so that, he/she will succeed in getting most of them if not all involved in the course.”

Teacher two: “yes, by compulsion.”

Teacher three: “yes, through creating a comfortable atmosphere that reduces anxiety and makes students feel free to say what they think. The frequent interaction with students familiarizes them with the environment and reduces the feeling of fear of making mistakes, giving equal attention to all the students will increase their engagement because they feel that they are not neglected.”

Teacher four: “yes, we can make them participate by tasks, by choice of topics, by the way you correct, and we sometimes oblige them to speak using the marks.”

Teacher five: “yes, they have to for marks that lead them to participate and with time they will do it just because they want, not for marks only.”

All the interviewees agreed that it is possible to make all the students participate in the classroom speaking tasks. For them, this participation depends on the teacher’s choice of topics, his or her way of teaching and the comfortable atmosphere that is created by the teacher in classroom; however, some of the teachers have obliged their learners to participate in classroom by making them performing such oral tasks individually, so all the students have to participate in order to get their marks. This reveals that the teachers are aware about the students’ participation in classroom as a strategy to develop their speaking proficiency.

3.2.3 Discussion of the Teachers' Interview Results

The obtained results from the teachers' interview revealed that the oral expression teachers at Biskra University consider classroom interaction as an appropriate way for developing the students' speaking skill since it gives more attention to the students' practice of their speaking skill inside the classroom. For example, most of the teachers' answers concerning the students' interaction inside the classroom, the teachers' application of classroom interaction, the teachers' knowledge about the value of classroom interaction and the teacher-learner interaction in classroom show that the teachers of oral expression agree about the importance of classroom interaction as a pedagogical strategy to improve the students' speaking proficiency.

The above results have shown also that all the teachers of oral expression course agree about applying classroom interaction in their oral expression sessions as a strategy to enhance the students' speaking level since making all the students speak and interact in classroom is considered as the main objective of any oral expression teacher.

Conclusion

Generally speaking, both results of classroom observation and teachers' interview have revealed that classroom interaction is an important strategy that the students should follow in order to improve their speaking skill. The analysis of students' classroom observation revealed that classroom interaction is an important strategy for learners in order to improve their speaking skill, and the analysis of the teachers' interview indicates that the teachers of oral expression consider that classroom interaction plays an important role in making students more aware of improving their speaking abilities in classroom. These results also have shown that classroom interaction did not depend only on the students' themselves, but also it depends on the teachers' use of some effective teaching

strategies that will make all the students participate as a way to enhance their speaking proficiency, so classroom interaction with all opportunities it offers can stand as a key for both students and teachers in the learning teaching processes.

Some Pedagogical Recommendations

After having consulted the role of classroom interaction in improving the learners' speaking skill, we are in a good situation to suggest some pedagogical implications that could be helpful for both students at first place and teachers as well. Since developing the students' speaking skill can be said to be a fundamental aspect in the learning and teaching, it is necessary for foreign language learners to practice the speaking skill inside the classroom in order to be good speakers of that language (foreign language).

Suggestions for Learners

From the classroom observation findings about the students' classroom interaction, we think that it will be better if we enrich our research by providing some suggestions for students that will help them to be more interactive inside the classroom in order to develop their speaking skill.

First of all, students have to think about the purpose of speaking that will help them to deal better with the topic discussion. Also, the students should do their best to acquire a high oral competence through the interaction inside the classroom; in order to be good speakers in the future. In addition, the students have to be more conscious about the importance of practicing the oral skill in the classroom since classroom interaction is regarded as the most suitable setting, where the learners feel comfortable when using the second language. Moreover, the students should speak and interact in classroom regularly as an attempt to get rid of their shyness and hesitation. Furthermore, the learners need to be

aware about the necessity of the speaking skill as an important factor in the second language learning process.

Suggestions for Teachers

Based on the results obtained, developing the students speaking skill can be said to be a fundamental aspect in EFL learning and teaching. To be a good communicator, it is necessary to focus on practicing speaking skill inside the classroom. The results obtained from this study lead us to draw the following suggestions and recommendations for oral expression teachers in order to make them more aware of the value of classroom interaction as a strategy to improve the learners speaking skill.

Oral expression teachers need to provide a real classroom atmosphere with the best learning environment so that learners can speak and interact freely in the classroom. Also, those teachers need to give much importance to the speaking skill by focusing on the discussion tasks which should meet the learners' needs, level and interests.

More time should be allocated to the oral expression course so that the teachers can do their best to improve the learners' oral capacities through varying the teaching strategies and the oral activities. Also, the oral expression teachers need to know how to create motivation among learners to make them communicate frequently.

Since the teacher is the one who controls the instruction, he/she has the right to ask his/her students work in groups so that they benefit from each other, especially by practicing the oral skill regularly in order to be good speakers. Also, the teachers of oral expression need to know how to make the students respect each other, especially when correcting each other's mistakes.

Generally speaking, the students' suggestions consist of some implications which we think can provide help for third year LMD students of English to develop their speaking ability. However, the teachers' suggestions were including some pedagogical recommendations, which we think may contribute in helping oral expression teachers to apply classroom interaction as an important strategy in enhancing the students speaking skill.

GENERAL CONCLUSION

This study aims at investigating the role of classroom interaction as a pedagogical strategy to improve the learners speaking skill since the primary aim of learning any language is to use it proficiently in communication.

The investigation was conducted in the Division of English at Biskra University. It aims at confirming or rejecting the hypotheses that the development of the students speaking skill is affected not only by the students frequent interaction in classroom but also by the teacher's raising of the students interaction degree in the classroom. The research case study was third year LMD students at Biskra University selected randomly for the academic year 2012 / 2013 using classroom observation and teachers' interview as a data gathering tool.

The obtained data from the classroom observation and the teachers' interview revealed that learner - learner interaction and teacher – learner interaction are considered as key factors in improving the learners speaking skill.

The present study signifies that classroom interaction plays an important role in developing the learners' oral skill because it provides opportunities for learners to practice their speaking skill inside the classroom. Also, teachers need to be aware of the importance of classroom interaction as a strategy to improve the learners' speaking ability in order to be able to suggest some pedagogical implications for them to reach good speaking level.

The current research asserts that third year LMD students enjoy learner- learner interaction and teacher – learner interaction since they consider the classroom as the only setting in which they can practice and improve their speaking proficiency. Therefore, as a research requirement, we have suggested some implications which aim to show the great

importance of classroom interaction and to make EFL learners aware of its significance.

The suggestions were designed for both learners and teachers.

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Appendices

APPENDIX ONE

Observation Checklist for Classroom Interaction

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

Rating scales

A-Always

B-Sometimes

C-Rarely

D-Never

General observation of the classroom	A	B	C	D
<p>Section one: General observation of the classroom</p> <p>Management</p> <p>1-The physical setting is clean, organized, spacious, light and comfortable so that, learners can interact and speak with each other.</p> <p>2-The teacher moves around learners to give suggestions and checks for comprehension.</p> <p>3-The teacher controls some irrelevant behaviours such as the students use of L1 instead of L2.</p> <p>4-The teacher sets out the objectives of the lesson.</p>				
<p>Section two: General observation of the learners interaction</p> <p>Inside the classroom</p> <p>1-Learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with other classmates.</p> <p>2-Learners express willingness to speak in the classroom when dealing with a topic discussion.</p> <p>3-Learners express new ideas in a classroom situation.</p> <p>4-Learners participate in the classroom.</p> <p>5-Learners hesitate and express themselves in a difficult way in the classroom.</p> <p>6-Students speaking ability is developed through classroom interaction progress.</p>				

<p>7-The students correct each other's errors in the classroom.</p> <p>8-Learners show readiness and motivation to work with peers and feel comfortable within the group.</p>				
<p>Section three: General observation of the teacher-learner Interaction in the classroom</p> <p>1-In oral expression course, the highest amount of talk is taken by the teacher.</p> <p>2-The teacher provides his students with a comprehensible input that is suitable to their level.</p> <p>3-The teacher gives opportunities for the students to interact with him during the classroom oral tasks.</p> <p>4-The teacher uses some speaking activities as communication games, information gap activities and discussion task during classroom interaction.</p> <p>5-The teacher uses some speaking tests as a means to assess the speaking skill in the classroom.</p> <p>6-The teacher uses some expressions as “good”, “well done” and “ok” to motivate students to talk in the classroom.</p> <p>7-In the classroom, the teacher uses many types of correction strategies to adjust the learners' mistakes.</p>				

APPENDIX TWO

Teachers' Interview

Dear teachers,

This interview aims at collecting information about the role of classroom interaction in improving the learners speaking skill. We would be grateful if you could answer these questions and provide us with the best insights concerning classroom interaction in order to help us in our research for the Master's degree in language sciences. Thank you in advance for your collaboration.

The questions

1. What is the degree you currently held?

.....

2. How many years have you been teaching Oral Expression?

.....

3. Do you give opportunities to your students to speak in the classroom?

.....

4. In the Oral Expression course, do you provide your students with a comprehensible input?

.....

5. In the Oral Expression session, what are the speaking activities you relay on? Say why

.....

.....

6. In the classroom situation, how do you make the silent students speak and express their thoughts in classroom?

.....

7. How do you motivate your students to speak in classroom?

.....

8. In your opinion, what are the major speaking difficulties that student face in Oral Expression course? Please specify.

.....

9. Do you interact with your students during the classroom Oral Expression course?

.....

10. Do you know about the value of classroom interaction? If yes, could you specify some of its characteristics?

.....

.....

11. Do you often apply classroom interaction in teaching the oral skills? Justify your answer.

.....

12. When doing classroom interaction, do students enjoy the learner-learner interaction?

Please, explain.

.....

13. As an Oral Expression teacher, do you think that asking students to interact in the classroom will help them to develop their speaking proficiency? Please, explain.

.....

.....

14. Does your regular interaction with your learners in classroom help them to reduce their speaking mistakes? If yes, how?

.....

15. From your experience as a teacher, is it possible to make all the students participate in the classroom? Please explain.

.....

APPENDIX THREE

Résumé

Notre étude tente de découvrir le rôle de l'interaction en classe pour améliorer compétences des apprenants. L'objectif principale de l'apprentissage d'une langue étrangère est d'utiliser l'oral dans la communication on encourageant l'interaction en classe. L'interaction est un élément clé pour atteindre cet objectif.

Notre étude présent d'abord un aperçu général sur la compétence, on mentionnant son importance dans l'apprentissage d'une langue étrangère. Ensuite, en va montrer l'interaction entre apprenants eux même et la relation entre l'enseignant et les apprenants est son efficacité de cette relation dans l'apprentissage de l'orale. Cette interaction est la meilleure stratégie pédagogique pour développer les compétences orales des apprenants.

A travers les résultats nous avons obtenu d'après l'observation en classe et l'interview des enseignants on ce prouvé que les apprenants et les enseignants considèrent que l'interaction en classe est une stratégie importante pour développer l'oral chez l'apprenant.

ملخص

تتناول هذه الدراسة مشكلة كبيرة يعاني منها الطلبة خلال اكتسابهم للغة الأجنبية و هي عدم قدرتهم على استعمال اللغة و يعود السبب في ذلك إلى غياب التواصل فيما بينهم. الهدف الأساسي من هذا العمل و إبراز دور التعلم التفاعلي سواء بين الطلبة و الأستاذ أو بين الطلبة فيما بينهم من أجل تطوير مهارة استعمال ه ذه اللغة خلال المحادثات التي تتم بين الطلبة داخل القسم بالإضافة إلى إتباع الأستا ذ لمنهجية الاتصال حيث يوفر للطالب الحرية الكاملة في إظهار وتطوير قدراته، لإثبات ه ذه الفرضية قمنا بملاحظة كيفية تفاعل الطلبة داخل القسم بالإضافة إلى عمل حوارات مع بعض الأسات ذة لمعرفة آرائهم حول تطبيق إستراتيجية التعلم التفاعلي كأداة ل تطوير استعمال اللغة بين الطلاب.

أظهرت النتائج المتحصل عليها أن معظم الأسات ذة و الطلاب على اطلاع واسع لدور التعلم التفاعلي سواء بين الطلبة و الأستاذ أو بين الطلبة فيما بينهم لتطوير استعمال اللغة داخل القسم وخارجه، كما بينت النتائج أن الطالب في حاجة إلى استعمال أكثر للغة لتطوير قدراته.