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The Importance of Classroom Interaction in Improving EFL Student's Speaking Skill

The case of A1 students of English at "CEIL" of Mohamed khider Biskra
University

Dissertation submitted in Partial Fulfillment of the Requirements for Master Degree
in Sciences of Language

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May 2015

Dedication

To my shining diamonds; to the ones who gave birth and sacrificed for my happiness, to the persons who filled me up with love and hope:

To my father who motivated and encouraged me all the way long.

To my lovely mother who raised and pushed me to do my best.

To my sympathetic supervisor.

To my sisters and brothers.

To my nephews and nieces.

To my best friend : Mechgoug Lamia who has always been a sister and a friend.

To all my friends and colleagues at work.

I dedicate this work.

Acknowledgements

This work would never be accomplished without the strength and ability that Allah Almighty had given me, and if I thank him day and night It would never be sufficient.

I would very much acknowledge my warmest gratitude to my lovely and empathetic supervisor Mrs. Guettel Imen who had been a serious guide and a source of motivation.

I am enormously thankful to the members of the jury : Ms. Khouni Warda and Dr. Chelli Saliha who read and correct my work with an extreme good will, which will eventually help me to shine my work.

My endless thanks and love to my parents, who always have been a source of strength and motivation.

My limitless gratitude to my teachers at the department of letters and foreign languages (division of English).

My endless gratitude and thanks to both the director and the pedagogical coordinator of the intensive languages teaching center (CEIL) Dr. Madouni Ali, and Mrs. Bedjaoui Nabila for their help and support and for everything they had provided me with.

Abstract

This study examines the relationship between classroom interaction and the improvement of English as foreign language learners speaking skill. The present work investigates the importance of classroom interaction with both its types (teacher- student interaction and student- student interaction), in maximizing and improving learner's oral production. The hypothesis adopted in this study sets out that teaching oral skills (speaking) through more interaction in foreign language classes will enhance student's oral proficiency and then speaking difficulties can be traced. The research method adopted for this piece of work was purely descriptive. Which explains, it aims to describe the importance of classroom interaction in improving student's speaking skill . The required data were gathered through self- completion questionnaires administered to A1 students of English ,as well as their teachers at the intensive language teaching center of Mohamed Khider Biskra University. The results obtained have shown that classroom interaction is an effective pedagogical tool for increasing learner's language use and fostering classroom participation which in turn improves student's speaking skill. On the light of these results, the earlier stated hypothesis was successfully confirmed in that enhancing oral skills basically speaking need to be accompanied with interaction as a first-aid technique to reduce speaking problems and improve student's oral proficiency. On the basis of the results obtained, some recommendations have been proposed to help students overcome their difficulties in order to improve their speaking skill, and others to help teachers in their way of teaching the oral skills.

List of abbreviations and acronyms

CLT : Communicative Language Teaching.

FB : Feedback.

EFL : English as Foreign Language.

ELLS : English Language Learners.

FL : Foreign Language.

FLA : Foreign Language Acquisition.

FLTs : Foreign Language Teachers.

IELTS : International English Language System.

L1: First Language.

MSG : Message.

ST : Student.

T : Teacher.

TL : Target Language.

VS : Versus.

% : Percentage.

List of tables

Table 2.1: Teachers roles and responsibilities.....	39
Table 3.1: The student's gender	51
Table 3.2: The student's age	51
Table 3.3 : The student's job	52
Table 3.4 : The student's level in English.....	54
Table 3.5 : The student's reasons for choosing English.....	55
Table 3.6: The most important skill to be developed.....	56
Table 3.7: The student's attitude towards speaking English.....	57
Table 3.8 : The teacher's encouragement.....	58
Table 3.9: Speaking difficulties.....	59
Table 3.10: Overcoming difficulties.....	60
Table 3.11: The teacher's roles.....	61
Table 3.12: The teacher's oral activities.....	62
Table 3.13: The teacher's speaking error correction.....	63
Table 3.14: The teacher's oral feedback.....	64
Table 3.15: Classroom interaction and reducing speaking mistakes.....	64
Table 3.16: The frequency of the teacher's evaluation.....	66
Table 3.17: Student- teacher relationship.....	66
Table 3.18: Amount of talking time in class.....	67
Table 3.19: The frequency of teacher- student interaction.....	68
Table 3.20: The frequency of student- student interaction.....	69
Table 3.21: Interaction activities that students enjoy.....	70
Table 3.22: Students attitudes towards teachers.....	71
Table 3.23: Reasons of classroom interaction	72
Table 3.24: Type of interaction that students prefer the most.....	73
Table 3.25: Classroom interaction effectiveness.....	74
Table 3.26: The student's speaking ability as a result of classroom interaction.....	75
Table 3.27: The teacher's gender.....	80
Table 3.28: The teacher's degree held.....	80
Table 3.29: The teacher's attitude towards the skills that English learners need to develop the most.....	82

Table 3.30: Teachers techniques to encourage learners to speak.....	83
Table 3.31: Students difficulties in oral expression.....	84
Table 3.32: The aspects that teachers focus on more while teaching oral skills.....	85
Table 3.33: Teachers speaking mistakes correction.....	87
Table 3.34: Teachers interruption for correcting student's mistakes	88
Table 3.35: Teachers attitudes towards listening to foreign language.....	89
Table 3.36: The teacher's assessment of the students speaking skill.....	90
Table 3.37: The teacher's amount of talking time in the classroom.....	91
Table 3.38: Teachers attitudes towards classroom interaction.....	92
Table 3.39: The implementation of classroom interaction.....	93
Table 3.40: The frequency of the teacher's invitation to students to interact.....	94
Table 3.41: The teacher's techniques to make students interact in the classroom.....	95
Table 3.42: Type of interaction that students enjoy the most.....	96
Table 3.43: Teachers attitudes towards classroom interaction.....	97

List of diagrams and histograms

List of diagrams

Diagram 1.1: The Communication Process	6
Diagram 1.2: Oral Communication	16
Diagram 2.3: Classroom Interaction.....	26
Diagram 2.4: A model of interaction	32
Diagram 2.5: interaction between the teacher and the students.....	34
Diagram 2.6: interaction between students.....	36

List of histograms

Histogram 3.1: The student's gender.....	51
Histogram 3.2: The student's age	52
Histogram 3.3 : The student's job	53
Histogram 3.4 : The student's level in English	54
Histogram 3.5 : The student's reasons for choosing English	55
Histogram 3.6: The most important skill to be developed	56
Histogram 3.7: The student's attitude towards speaking English.....	57
Histogram 3.8 : The teacher's encouragement.....	58
Histogram 3.9: The student's speaking difficulties	59
Histogram 3.10: Overcoming difficulties.....	60
Histogram 3.11: The teacher's roles.....	61
Histogram 3.12: The teacher's oral activities.....	62
Histogram 3.13: The teacher's speaking errors correction.....	63
Histogram 3.14: The teacher's oral feedback.....	64
Histogram 3.15: Classroom interaction and reducing speaking mistakes.....	65
Histogram 3.16: The frequency of the teacher's evaluation.....	66
Histogram 3.17: The student- teacher relationship.....	67
Histogram 3.18: Amount of talking time in class.....	67
Histogram 3.19: The frequency of teacher- student interaction.....	68
Histogram 3.20: The frequency of student- student interaction.....	69
Histogram 3.21: Interaction activities that students enjoy.....	70
Histogram 3.22 : Students attitudes towards teachers.....	71
Histogram 3.23: Reasons of classroom interaction.....	72

Histogram 3.24: Type of interaction that students prefer the most.....	73
Histogram 3.25: Classroom interaction effectiveness.....	74
Histogram 3.26: The student's speaking ability as result of classroom interaction.....	75
Histogram 3.27: The teacher's gender.....	80
Histogram 3.28: The teacher's degree held.....	81
Histogram 3.29 : The teacher's attitude towards the skills that English learners need to develop the most.....	82
Histogram 3.30: Teachers techniques to encourage learners to speak.....	83
Histogram 3.31: Students difficulties in oral expression.....	85
Histogram 3.32: The aspects that teachers focus on more while teaching oral skills.....	86
Histogram 3.33: Teachers speaking mistakes correction.....	87
Histogram 3.34: Teachers interruption for correcting student's mistakes.....	88
Histogram 3.35: Teachers attitudes towards listening to foreign language.....	89
Histogram 3.36: The teacher's assessment of the students speaking skill.....	90
Histogram 3.37: The teacher's amount of talking time in the classroom.....	91
Histogram 3.38: Teachers attitudes towards classroom interaction.....	92
Histogram 3.39: The implementation of classroom interaction.....	93
Histogram 3.40: The frequency of the teacher's invitation to students to interact.....	94
Histogram 3.41: The teacher's techniques to make students interact in the classroom.....	95
Histogram 3.42: Type of interaction that students enjoy the most.....	96
Histogram 3.43: Teachers attitudes towards classroom interaction.....	97

Table of contents

II. Dedication	II
III. Acknowledgement	III
IV. Abstract	IV
V. List of abbreviations and acronyms	V
X. List of tables	X
X. List of diagrams and histograms	X

General Introduction.....	1
1. Statement of the problem.....	1
2. Aim of the study.....	3
3. Research questions.....	3
4. Hypothesis.....	3
5. Research instruments.....	3
6. Structure of the dissertation	4

Chapter One: Speaking skill

Introduction.....	5
1.1. Speaking as a skill.....	5
1.2. Definition of speaking.....	6
1.3. The importance of the speaking skill.....	8
1.4. Basic types of speaking.....	9
1.4.1. Imitative.....	9
1.4.2. Intensive.....	9
1.4.3. Responsive.....	9
1.4.4. Transactional (dialogue).....	10
1.4.5. Interpersonal (dialogue).....	10
1.4.6. Extensive (monologue).....	11
1.5. Elements of speaking.....	11
1.5.1. Language features.....	11
1.5.1.1. connected speech.....	11
1.5.1.2. expressive devices	11

1.5.1.3. Lexis and grammar	11
1.5.1.4. Negotiation and meaning	12
1.5.2. Mental /social processing.....	12
1.5.2.1. language processing	12
1.5.2.2. Interacting with others	12
1.5.2.3. Information processing	12
1.6. Characteristics of speaking performance.....	13
1.6.1. Fluency.....	13
1.6.2. Accuracy.....	14
1.7. The relationship between speaking and listening.....	15
1.8. Speaking difficulties in foreign language learning.....	16
1.8.1. Inhibition.....	17
1.8.2. Nothing to say.....	17
1.8.3. Low or uneven participation.....	18
1.8.4. Mother tongue use.....	18
1.9. Techniques for developing fluency in speaking.....	19
1.9.1. The 4/3/2 technique.....	19
1.9.2. The best recording technique.....	19
1.9.3. The ask and answer technique.....	20
1.9.4. Rehearsed talks technique.....	20
1.10. Speaking errors and correction strategies.....	20
1.10.1. types of speaking errors	20
1.10.1.1. systematic errors versus mistakes	20
1.10.1.2. global errors versus local errors	20
1.10.2. speaking errors correction strategies	21
1.11. Assessing speaking.....	22
Conclusion.....	23

Chapter Two : Classroom interaction

Introduction.....	24
2.1. An overview of the communicative language teaching approach (CLT).....	24
2.2. What is classroom interaction ?	25

2.3. The importance of classroom interaction.....	27
2.4. Aspects of classroom interaction.....	29
2.4.1. Negotiation of meaning	29
2.4.2. Feedback	30
2.4.2.1. Explicit feedback.....	32
2.4.2.2. Implicit feedback	32
2.5. Types of classroom interaction.....	33
2.5.1. Teacher - student interaction.....	33
2.5.2. Student- student interaction.....	35
2.6. Interaction in language acquisition.....	38
2.6.1. interaction hypothesis	39
2.7. Teachers roles and responsibilities.....	39
2.8. Interaction techniques.....	40
2.8.1. Pair work.....	40
2.8.2. Group work.....	41
2.8.3. Discussion.....	41
2.8.4. Simulation and role play.....	41
2.9. The management of interaction in the classroom.....	42
2.10. Techniques for classroom interaction.....	43
2.10.1. The scaffolding technique.....	43
2.10.2. The questioning technique.....	43
2.10.3. Collaborative learning technique.....	44
2.11. Factors influencing oral interaction.....	44
2.12. Developing interaction among learners.....	46
Conclusion.....	47

Chapter Three : Data Analysis

Introduction	48
3.1. The student's questionnaire.....	48
3.1.1. Aim of the questionnaire.....	48
3.1.2. Description of the questionnaire.....	48
3.1.3. Administration of the questionnaire	50

3.2. Data analysis	50
3.3. Interpretation of the result.....	75
3.4. The teachers questionnaire.....	77
3.4.1. Aim of the questionnaire.....	77
3.4.2. Description of the questionnaire.....	78
3.4.3. Administration of the questionnaire.....	79
3.5. Data analysis	80
3.6. Interpretation of the results.....	98
Conclusion.....	100
General conclusion.....	101
Recommendations for further research	103
Bibliography.....	105
Appendices	
Appendix I : The students Questionnaire	113
Appendix II : The teacher's Questionnaire	121

Introduction

Foreign language teaching and learning purely comprises a kind of interaction, which basically requires active participation from both parts : the teacher and the student. The ultimate need for more fruitful, thriving, and dynamic ways in the discipline of foreign language learning, drove many researchers to believe that languages are best learned under interactive settings. Consequently, the emphasis shifts from studying the language as a system to studying it as communication, which in turn creates an extreme demand for classroom interaction to enhance the quality of learning languages.

Hence, classroom interaction is a vital element and plays a major role in the learning process. Researchers though, emphasized on the concept of classroom interaction because it fosters the exchange of knowledge, and creates some sort of sense of belonging when students work either in pairs or in groups. Accordingly, the implementation of classroom interaction as a pedagogical strategy virtually contributes to improving the student's oral production. For that reason, and since speaking skill has been proved as the most desirable skill to be developed by foreign language learners, shedding the light on it is one of the current research concerns.

Thus, the major interest of this study is proving and investigating the stated hypothesis that focuses on the idea of the importance of using classroom interaction as a tool to improve the student's oral performance (speaking skill).

Statement of the Problem

Classroom interaction is very important for the development of the spoken language, the fact that led many researchers and scholars as well as some linguists to insist on its significance in the enhancement of EFL student's speaking skill . They believe that classroom interaction is a crucial and a paramount pattern for developing the skills of foreign language learning. Speaking is one of the major skills that needs to be developed for learning a foreign language. The student's lack of participation leads eventually to poor production in speaking the foreign language and it leads also to several speaking difficulties such as inhibition, nothing to say, etc.

Besides, foreign language teachers have been advised to use a variety of teaching techniques as a pedagogical gadget that may help their students to interact more in the classroom. Different kinds of activities and tasks can raise to a great extent students interaction, and it can also keep

them involved in the subject matter. Scholars from different disciplines agreed on the assumption that some foreign language teachers fear the use of these variety of techniques like group work for instance because they feel they may lose control over their classrooms, that there may be too much noise, that their students may over-use their mother tongue, do the task badly or not at all, etc and their fears are often well founded.

A class may not be ready yet for group work if it is used for being teacher-directed. But, this is something that can be learned through practice, so foreign language teachers should not give up if their first attempts at group work with a class are unsatisfactory. Classroom interaction therefore, requires the use and the application of different activities that increases the student's involvement and participation that will enhance EFL student's speaking skill.

Most of students in EFL classes face problems and difficulties in speaking because of the lack of vocabulary , anxiety, inhibition, or the fear of making mistakes and the like which reduce participation and interaction. Lack of interaction in EFL classes, and lack of the teacher's encouragement and support for learners to interact in the learning environment , could be the first lead to student's oral poor productions. Classroom interaction then, is considered as an effective tool in the learning process which may in turn help these students in overcoming their speaking problems and enhancing their oral proficiency and language use.

Therefore, the problem that the current research is dealing with is investigating the existing relationship between classroom interaction and its importance in the development of the speaking skill. Considering that the main concern of classroom interaction is developing the student's speaking skill, the precise research question to be asked is :

Does classroom interaction really lead eventually to the development of the student's speaking skill ? or is the student able to realize better achievement in speaking the language through interacting in the classroom ? In what way does interaction activities influence EFL student's speaking skill ? How the teacher's talk affect the classroom interaction ? .

Aim of the Study

This study is meant to contribute to the development of learner's oral production in English through the implementation of classroom interaction in foreign language teaching. It aims at investigating to what extent classroom interaction could help the student's of A1 level at the "CEIL" of Mohamed Khider Biskra University to improve and enhance their speaking skill. It aims also at finding some interactive tools that may help EFL students to interact more. Another primordial aspect and above all that this research is heavily based on is showing the actuality of classroom interaction within (A1) EFL classes and among (A1) EFL students.

Research questions

This research attempts to answer the following questions :

1. What are the different types of interactions that can take place in the classroom ?
2. Does classroom interaction enhances EFL student's speaking skill ?
3. Could students difficulties in speaking be lessened if EFL teachers interact more with their learners ?
4. What are the roles and responsibilities of EFL teacher during classroom interaction?
5. How does the teacher handle the mechanisms of students participation in the construction of classroom interaction ?
6. What are the characteristics of the speaking performance ?

Hypothesis

Through this study , we hypothesize that :

- 1- If we use classroom interaction while teaching oral skills (speaking), student's oral proficiency will be enhanced and speaking difficulties can be traced.

Research instruments

Our research will rely mainly on quantitative data collection method (questionnaire) as an appropriate method or way of analyzing the information gathered within this research. The type of questionnaire that will be used is semi-structured questionnaire. According to the history learning site a questionnaire is :

“ A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations “.

This research method will be more helpful to facilitate the link between two variables (the independent variable is classroom interaction and the dependent variable is the enhancement of EFL learner’s speaking skill). We will choose 10 students from each group allocated randomly from “A1 level “ of the “ CEIL” of Mohamed khider Biskra university to answer our questionnaire according to the amount of knowledge that they have about classroom interaction and the development of the speaking skill. The students questionnaire will be consisted of twenty- seven (27) questions which are arranged in a logical way. The questions will take different forms like closed questions, where the students are supposed to choose “yes“ or,” no“ answers with the justification of their choice, multiple choice questions, where the students are asked to pick up the appropriate answer from a number of choices, and open questions which require students to give their own answers and justify them.

Secondly , another questionnaire will be addressed to teachers of “A1 level “ at” CEIL” of Mohamed Khider Biskra university considering their experience and perception in teaching. The teacher’s questionnaire, intended for 8 teachers of ” CEIL” ,and it aims at investigating the teachers opinions about applying interaction as a pedagogical tool to enhance learners speaking skill. The teacher’s questionnaire will be consisted of twenty-two (21) questions which will be divided into three main sections. The questions are either closed questions, where the teachers are asked to choose “yes” or “no” answers with the justification of their choice , or multiple choice questions where they are supposed to pick up the appropriate answer from a number of choices, or open questions where they are requested to give explanation or suggest other alternatives.

Structure of the dissertation

Our research is divided into two main parts :descriptive part which includes two main chapters, and an empirical part which includes one chapter, the data analysis of the student’s and teacher’s questionnaires.

Chapter one is devoted to the speaking skill, its definition, importance, and difficulties in speaking. Whereas the second chapter emphasizes on the main types of classroom interaction and its aspects and main principles. Finally, the third chapter is purely concerned with analyzing and interpreting data gathered from both student’s and teacher’s questionnaires.

Chapter One : Speaking Skill

Introduction

Language is a tool for communication. We communicate with others, to express our ideas, and to know other's ideas as well. Communication takes place where there is speech and without speech, we cannot communicate with one another. Speaking is at the heart of a foreign language learning. One of the major responsibilities of any teacher working with English Language Learners (ELLs) is to enable them to communicate effectively through oral language and to develop their ability to use the target language for communicative purposes.

This chapter, will deal with general issues about speaking; its definition, importance, types, elements and characteristics. The relationship between speaking and listening. Then, it will discuss some difficulties that ELLs face in speaking and some techniques for developing their speaking fluency. Finally, identifying some errors in speaking and correction strategies as well as assessing speaking in the teaching process.

1.1. Speaking as a Skill

Speaking is one of the main skills required to start communication in any language, especially for non- native speakers. Foreign language learners' speech then is based on the process of trial and error. Therefore, speaking is a complex skill; it relies on making efforts and practice. Luoma (2004) argues that “*Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop.*”(p. 1). Consequently, being a competent speaker requires the knowledge and the ability to use certain appropriate utterances in a specific and different situations. MacCarthy (1972) says:

“When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud.” (p. 9).

Moreover, speaking in its nature is considered as a process based mainly on the use of gestures, and body language or the so- called “ paralinguistics ” since, it helps speakers to hold a

conversation successfully. Thornbury (2005) emphasized on the concept of “paralinguistics” in mastering the speaking skill. He states:

“ *Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation*” (p. 9) Which in turn affect the flow of any kind of conversation being taken . In other contexts, researchers regard speaking skill as symbols and signs that may take either forms the verbal or the non-verbal one which construct and create meaning (Chaney, 1988, p. 13).

Moreover, speaking is one of four macro skills that can be used in daily life routines and situations that are based merely on sending and receiving messages as Huebner (1960, p. 5) sees. Others may believe that speaking is a way of chatting or stating a set of ideas fluently (Lado, 1961, p. 25). In addition, speaking is regarded as of a phonological nature, since it requires one’s to have the ability to produce appropriate utterances, sounds or words to express, or to demonstrate and think about ideas, notions, taught and feeling. (Tarigan, 1985, p. 80).

1.2. Definition of Speaking

The major concern behind learning a foreign language is to speak, and communicate in the language fluently. Speaking is a fundamental skill that language learners should master with the rest of other language skills, and it is defined as a complex process of sending and receiving messages via verbal forms of expressions, but it also includes non verbal forms and symbols such as gestures and facial expressions, which form the communication process. The figure below illustrates the latter definition:

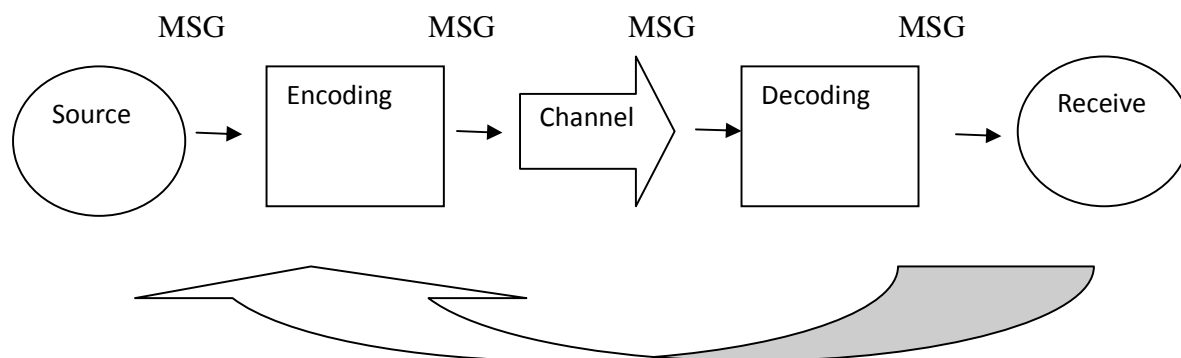


Diagram 1.1: The Communication Process (www.mindtools.com)

Thriving communication needs specific process that leads to successful speaking. The process starts with a source or the speaker who encodes the message which goes through the channel to be decoded, and received by the hearer. The hearer then responds to it through giving a feedback. Hedge (2000, p. 261) defines speaking as “*a skill by which people are judged while first impressions are being formed.*” That is to say, speaking is a crucial skill which needs more attention in both first and foreign language because it reflects people’s thoughts and personalities. Speaking therefore, is said to be a dynamic and productive skill.

Scholars, such as Gumperz (1999) who sees speaking skill from pragmatic side, assuming that the skill is constructed from the speaker’s cooperative utterances. He says: “*Speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participant’s utterances*” (p. 101). Speaking though is a way of verbal communication completely required in interpersonal and transactional purposes (Nunan, 1999, p. 228).

Hence, speaking is a multidimensional concept; and for that reason it was seen from different angles and fields of knowledge. Therefore, in sociolinguistics speaking is a situation where people engage to achieve social purposes in different contexts and settings. Burnkart (1998) for instance, argues that speaking in its nature is a spoken discourse that is mostly social and requires speakers to engage in for social purposes and in social contexts. It entails three areas of knowledge. First, the mechanisms of language (pronunciation, grammar, and vocabulary), which allow the speaker to use the exact words with the correct structure and the right pronunciation. Second, the functions of speaking (transaction and interaction), which enable the speaker to know which situation needs clarification (as in holding the transaction or in the exchanging of knowledge) and which situation does not necessitate a profound comprehension (as in the development of relations). Third, the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable the speaker to realize the conversational situation, whom he is talking to, and what is the purpose of speaking . (P. 108).

1.3. Importance of Speaking Skill

In English as a Foreign Language (EFL) environment, increasing speaking competence and confidence for students tends to be a crucial question among instructors. The speaking skill has acquired a very important place in the communication skills. In foreign language learning, the ability to speak is the most essential skill since it is the basis for communication, and it is the most difficult skill. Researchers stated that speaking is the most difficult for learners, and this results from learners' lack of exposure to the target language that allow them to use it for communication and expression. Furthermore, learners are not exposed to the cultures of the native speakers. The mastery of the speaking skill necessitate the speaker possess precise knowledge of the language. Speaking therefore, is the most important and essential skill. Ur (2000, p. 120) states:

“ Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as “ speakers “ of that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”

This skill demands more attention to be developed since, it is the key element in language learning. Students who are not able to speak the language that are about to acquire, face a lot of difficulties in transmitting their thoughts and attitudes within the teaching process. The fact that led many researchers to consider its significance and importance while acquiring or learning the target language. In this sense, Bygate (1987,p.2) says: *“Speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language ”*. It is then, the vehicle and medium through which successful learning lies.

Mastering the speaking skill is crucial and vital element for foreign language learners due to its value in evaluating the student's performance and achievement.

Nunan (1991, p.39) writes: *“ To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language”*. It is seen nowadays as a complex skill to teach ,and one of the basic problems in foreign language teaching is preparing learners to be able to use the language in different contexts and situations. Speaking is a fundamental medium used

to convey messages, knowledge, emotion, feelings, ideas, and opinions directly in an interaction with the others.

In the same context, Hedge (2000, p. 261) declares that: “ *For many students, learning to speak competently in English is a priority. They may need this skill for a variety of reasons, for example to keep up a rapport in relationships, influence people, and win or lose negotiations* “.

1.4. Basic Types of Speaking

Brown (2004, p271-272.) put forward a taxonomy for oral production, which include six basic types of speaking and are: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

1.4.1. Imitative

Speaking performance relies heavily on the ability to imitate a word, phrase, or possibly a sentence. A very few times of classroom speaking may be devoted to imitative talk, for example, when a learner practice an intonation or tries to pronounce certain syllables of a word, imitation, then can be helpful since the focus is on some particular elements of language form.

1.4.2. Intensive

In intensive speaking, the student practices some phonological or grammatical aspect of the language. Unlike imitators, intensive, requires working between pairs or groups where learners are learning certain forms of the language.

1.4.3. Responsive

Responsive speaking includes interaction, but; it should not exceed the pattern of very short conversation ranging from greetings and small talk to simple requests and comments. The students talk need to be brief, comprehensible, and short in which he/she gives answers to the teacher’s questions or peers' comments. These answers, therefore, should not extend to long conversations, rather; it should be meaningful and authentic like the following example:

2. A: How are you today?
3. B: Fine, thanks, and you?

4. A: What is the main idea of the first paragraph of this text?
5. B: The United Nations should have more authority.
6. A: So, what did you write on question number one?
7. B: Well, I was not sure, so I left it blank.

1.4.4. Transactional (dialogue)

In transactional dialogue or speaking, the learner conveys meaning, exchange knowledge and specific information in a form of long conversations where the major concern, is in sharing views and ideas. Transactional talks then, seem to work in the opposite way of responsive talks or speaking, and is more extensive than the responsive one. An authentic conversation may be given to illustrate the previous ideas in the example below:

A: What is the main idea of the first paragraph of this text?

B: The United Nations should have more authority.

A: More authority than what?

B: Then it does right now

A: What do you mean?

B: Well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.

A: You don't think the United Nations has that power now?

B: Obviously not. Iraq is still manufacturing nuclear bombs.

1.4.5. Interpersonal (dialogue)

Another type is the interpersonal dialogue, which was created to maintain social relationships rather than the transmission of the knowledge and information. Interpersonal speaking may include some tricky factors that learners can involve, such as: a causal register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda. The following example shows a kind of interpersonal conversation between Jane and John.

Jane: Hello, John, How's it going?

John: Oh, so-so.

Jane: Not a great weekend, huh?

John: Well, far be it from me to criticize, but I was pretty miffed about last week.

Jane: Oh, wow, this is great, wonderful. Back to square one. For crying out, loud, John, I thought we'd settled this before. Well, what more can I say?

1.4.6. Extensive (monologue)

Finally, the last type of speaking includes extensive monologue or oral production, which can be mainly realized through giving speeches, oral presentations, and even storytelling where students get more opportunities for classroom interaction. This form of speaking can be applied within intermediate or advanced classes, and the language should be more formal and comprehensible. This monologue can be planned or improvised.

1.5. Elements of Speaking

The following features are necessary for successful speaking as Harmer (2001, p. 269) sets out.

1.5.1. Language Features

The main language features are: connected speech, expressive devices, Lexis and grammar, and negotiation language.

1.5.1.1. Connected Speech

EFL students need to be able not only to produce individual phonemes, but also use fluent connected speech. Connected speech sounds are modified, omitted, added, or weakened through the use of contractions and stress patterning for example. For that reason, teachers are requested to involve their students in activities designed specifically to improve their connected speech.

1.5.1.2. Expressive Devices

Foreign language learners should be able to change the pitch and stress of particular parts of utterances, vary volume and speed, and show by physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction), since the use of these devices contributes to conveying meaning and creating successful and effective communication.

1.5.1.3. Lexis and Grammar

Lexical phrases are very important in performing a language and students should be able to use these phrases for different functions such as agreeing or disagreeing, expressing surprise,

shock, approval and the like. So as to be involved in specific speaking contexts such as job interview and so on.

1.5.1.4. Negotiation Language

Through the negotiation of language, learners attempt to seek clarification and show the structure of what they are saying. Learners also need to perform their utterances effectively if they seek to be well understood and clear, especially when they can see that the other interlocutors did not understand them.

1.5.2. Mental / Social Processing

The mental processing and social elements are: language processing, interacting with others, and information processing.

1.5.2.1. Language Processing

Effective speakers need to be able to process the target language in their brains, and put it into coherent order to sound more comprehensible, and convey the intended meaning. Speaking activities during language courses are very essential since they provide learners with effective tools to enhance their habits of rapid language processing in English.

1.5.2.2. Interacting with Others

The process of interaction usually involves interacting with one or more participants. This also involves a good deal of listening, an understanding of how other participants are feeling, and the knowledge of certain linguistic turn-takings or to allow other to do so.

1.5.2.3. Information Processing

Students when they interact in the foreign language context, they should be able to process the information provided to them on the hot spot. The more it is slow the more they are less effective communicators.

1.6. Characteristics of Speaking Performance

Recently, many teaching approaches have emphasized on giving more attention to classroom activities that provide learners with elements of enhancing their speaking fluency and accuracy. According to the communicative approach, for example, fluency and accuracy are very important in accomplishing learning outcomes, and they are obviously complementary.

Richards and Rodgers therefore, (2001, p. 157) mention that “*Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract, but in context*”, and this is a clear idea since, the emphasis of CLT is in the process of communication between learners or between teachers and learners, rather than mastery of the language forms. Speaking fluently requires students to produce correct utterances to be fully understood and communicatively competent.

1.6.1. Fluency

EFL teachers always seek to achieve oral fluency in teaching the macro skills exactly the productive skill of speaking. Since, it is the skill through which learners are evaluated and assessed in terms of their performance. Hughes (2002, p. 80) defines fluency as” The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest”. In achieving fluency, teachers are asked to engage their learners in the learning process by giving them the opportunity to speak freely and interact during classroom courses, and through encouraging them not to be afraid of making mistakes. Hedge (2000, p. 54) also adds that “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with the facility and without strain or inappropriate showiness, or undue hesitation.”

One may refer to fluency as the ability to link words to form sentences with the use of stress and intonation and with the right pronunciation, but it should happen quickly. In this sense, Redmond and Vrchota (2007, p. 104) argue that “*It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.*” Others support that, fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to the link

of ideas together in a coherent way. Hughes (2002, p. 98). So, speech rate and speech continuity are the key indicators of coherence. The fact that led many language learners, consider fluency as a way of speaking rapidly and without making pauses.

Thornbury (2005, p. 120) in the same context argues that speed is an important factor in fluency and pausing too, because speakers need to take breath and even native speakers need to pause from time to time in order to let the interlocutors catch what they say. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called "tricks" or production strategies, which is the ability to fill the pauses. The most common pause fillers are "uh" and "um", vague expressions such as "sort of" and "I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

1.6.2. Accuracy

Most of EFL students seek to be fluent speakers in the target language and neglect the importance of accuracy in their speech. Producing accurate utterances is crucial in language learning since it helps the way learners speak to sound more comprehensible to their interlocutors. Skehan (1996 b:, p. 23 cited in Ellis and Barkhuizen 2005, p. 139) define accuracy as referring *"To how well the target language is produced in relation to the rule system of the target language."* Accuracy therefore, is the grammar structures that learners need to develop. According to IELTS (2001, p. 15 cited in Hughes 2002) *"The grammatical accuracy refers to the range and the appropriate use of the learners grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses"*. However, the grammatical structures in speaking differ from those in writing and are characterized by the following features as Thornbury (2005, p. 220) suggests:

- The clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

1.7. The Relationship Between Speaking and Listening

Foreign language macro-skills are said to be complementary skills. The productive skill of speaking relies mostly on the receptive skill of listening since listening enables learners to understand what other people are saying or communicating in order to be able to respond to them. Foreign language teachers (FLTS) need to devote enough of class time to developing oral productive skills. However, listening cannot be left to take care of itself. In their book on listening, Avery and Ehrlich (1992, p. 36) distinguish between reciprocal and non-reciprocal listening. The latter refers to tasks such as listening to the radio or formal lectures where the transfer of information is in one direction, only from the speaker to the listener. Whereas, the former refers to those listening tasks where there is an opportunity for the listener to interact with the speaker and to negotiate the content of the interaction. They stress the active function of the listening.

Byrne (1976, p. 8) states that the listening skill is as important as the speaking skill, because both the speaker and the listener have a positive function to perform. Thus, what makes up the whole communication is the interrelationship between the speaker and the listener during face-to-face communication. Listening is essentially an active process. In this sense, Nunan (1989, p. 23) states that: “We do not simply take a language in like a tape-recorder, but interpret what we hear according to our purpose in listening and our background knowledge”.

The process of communication requires people who are communicating to listen to their interlocutors in order to respond to them through verbal utterances or speech. So, There is “A *natural link between speaking and listening*” (Brown, 2001, p. 275), and when teachers center their attention on speaking, listening is always there. The figure shows the integration of speaking and listening.

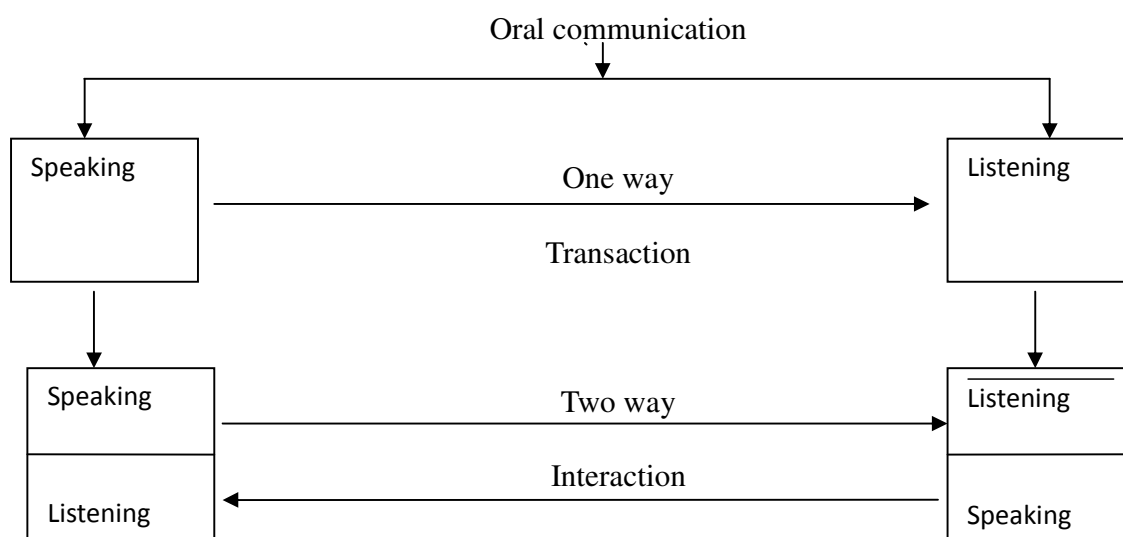


Diagram 1.2: Oral Communication (www.languageinindia.com).

The link is so clear in almost all the activities used to teach speaking; they both strengthen one another. Therefore, the scope of listening should be treated as an integral part of the speaking skill. In the communicative movement, both the listening and the speaking skills receive a special attention. To conclude, the listening skill is as important as the speaking skill to communicate effectively and appropriately.

1.8. Speaking Difficulties in Foreign Language Learning

Most of EFL learners master the language rules, but they often face some difficulties in speaking the target language. Practicing speaking requires some real tools that teachers should provide their learners with. In the same context, Parrott (1993, p. 105) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities in order to speak English effectively. Researchers point out some difficulties that could be an obstacle for EFL students in speaking the foreign language. Ur (2000, p121) for example, mentioned four main problems which are: inhibition, nothing to say, low uneven participation, and mother tongue use.

1.8.1. Inhibition

In classroom participation most of learners face what is called “inhibition “. Such students have a lot to say, but something prevents them psychologically. Effective teachers never leave a room for inhibition in their classes since inhibition and anxiety may be the most common factors that invade the foreign language contexts easily and that is what Littlewood (1999, p. 93) tried to prove saying that “*It is too easy for a foreign language classroom to create inhibition and anxiety.*” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes, especially if they will speak to critical audience. Ur (2000, p. 111) states that: “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.” This view was also supported by Bowman et al. (1989, p.40) who argued that in teaching speaking, teachers usually ask their learners to express themselves in front of the whole class, the fact that make them experience what is called “stress “ while practicing some speaking activities. Stress and anxiety are two main psychological factors that may hurdle the student’s speaking process.

1.8.2. Nothing to Say

The problem of “nothing to say “ comes from imposed participation that teachers use in their trial to reduce anxiety and inhibition, but this strategy puts students in an awkward situation where they may say their common expression like “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. When students lack the motivation factor in expressing themselves or talking over a chosen topic they are likely facing the “nothing to say “ problem. Rivers (1968, p. 192) writes:“The teacher may have chosen a topic which is uncongenial to him [the learner]or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”. Teachers need to choose topics which are familiar to the learner to avoid having “nothing to say “ expressions.

In addition, sudden questions from the teacher’s part that fall as heavy rains on the learner may put him in a situation where he finds it difficult to answer when he is asked to do so. Accordingly, Baker and Westrup (2003, p. 75) support that many students find it difficult to answer when teachers ask them to say anything in the target language. Learners may have only

some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Students, therefore, could not carry out the discussion on topics that are not interesting for them.

1.8.3. Low or Uneven Participation

Foreign language classes are bounded by many factors, one of these is the amount of talking time giving to each student. However, some students may seem dominating the class and they spend much time talking without giving their classmates the floor to speak. Rivers (1968, p.98) claims that some personality factors can affect participation in a FL and teachers then should recognize them. Other students may prefer not to talk due to their doubts of being correct about what they say, and some others keep silent, show no interest or participation all along the course. Harmer (2001,p.120) suggests streaming weak participators in groups and letting them work together. In such cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation.

Furthermore, classroom arrangement could be another problem for students to practice their speaking activities effectively. Bowman et al. (1989, p. 40) support the idea by saying that *“Traditional classroom seating arrangements often work against you in your interactive teaching”*. The teacher’s motivation is an important factor to reduce low participation in learning contexts. When teachers do not motivate their learners, the talkative ones also will show no interest. Consequently, increasing and directing students motivation is one of the teacher’s responsibilities.

1.8.4. Mother Tongue Use

FL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p. 12) *“Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”* Therefore, learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

Students use their L1 when performing pedagogical tasks, especially when one student is explaining something to another. “ This is a habit that in most cases will occur without encouragement from the teacher ” (Harbord, 1992, p. 354). Another cause of mother tongue use can be teachers themselves. If, they frequently use the student’s language (whether or not they themselves are native speakers of that language), then students will feel comfortable doing it too. Teachers need, therefore, to be aware of the kind of example they themselves are providing. (Harmer, 2001, p. 131).

1.9. Techniques for Developing Fluency in Speaking

There are many techniques that teachers may use as pedagogical tools to develop fluency in their students speaking. Nation and Newton (2009, p. 161) highlighted some of these techniques by mentioning the four fundamental ones: the 4/3/2, the best recording, ask and answer, and rehearsal talks techniques.

1.9.1. The 4/3/2 Technique

This technique includes the characteristics of focusing on the content of a message, the amount of the student’s oral production, the student’s ability to control the chosen topic and the nature of the language used, repetition, and time pressure to reach a high rate of oral production through reducing the amount of time available for each student’s talk.

1.9.2. The Best Recording Technique

The best recording is a useful fluency activity involving the use of authentic materials like tapes or digital recorders or even the language laboratory. The technique reinforces the student to use these materials by telling a story, or reporting an event , or describing an incident, etc. The student then listens to himself narrating through replaying the recording and trying to focus on the development made. The learner therefore, keeps repeating the same operation till he figures out that he made an improvement. This technique, though, emphasis on the process of repetition, which in turn encourages the student to make efforts.

1.9.3. The Ask and Answer Technique

The ask and answer technique includes focusing on reading materials, so that learners read the text carefully and they should fully understand and comprehend the text in order to give them the chance to work in pairs, in which they ask and answer questions about the passage read from the teacher's list of questions. This activity requires students to summarize the main ideas of the text in a form of answers. The main concern of this activity is to prepare learners beforehand to practice asking and answering, and gives them the chance to develop their oral proficiency.

1.9.4. Rehearsal Talks Technique

Rehearsed talks necessitates students to use the hierarchy process of first preparing the piece of talk individually, then rehearsing it with a partner, and later with a small group, and finally presenting it in front of the whole class. This activity works as a scaffold before presenting the work, and it also helps student to reduce anxiety and reinforce self- confidence.

1.10. Speaking Errors and Correction Strategies

Researchers identified common types of errors and provided some strategies to correct these mistakes or errors.

1.10.1. Types of Speaking Errors

Researchers set different types of speaking errors that students might make in their learning process. Hedge (2000, p. 289) distinguishes between two types of errors in speaking:

1.10.1.1. Systematic Errors Versus Mistakes

Systematic errors are mainly the errors that appear at the beginning of FL learning. Therefore, lack of FL knowledge drive EFL students to make such errors. While, mistakes are those problems that students face during their performance because of tiredness, carelessness and so forth.

1.10.1.2. Global Errors Versus Local Errors

Another type of speaking errors is the global vs the local ones. These errors take place during communication. In the global errors, listeners face a kind of misunderstanding, whereas; local

errors deal with what a hearer receives and understands from an utterance. For instance, an utterance like “ there are many cars in my street “ can be understood by the learner as a lot of traffic.

1.10.2. Speaking Error Correction Strategies

Hedge (2000, p. 290- 291) observed different teacher’s corrections during controlled practice, and listed six main strategies as follows:

- a- The teacher frowns and says “ No, you don’t say that. What do you say? Can anybody help Juan? “
- b- The teacher repeats a sentence the student has just said, with rising intonation up to the point of the mistake, and waits for the student to self correct.
- c- The student has just produced a present-tense answer to past-tense question from the teacher. The teacher repeats the question, stressing the past tense form, and waits for the student to self-correct.
- d- The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks the class for choral repetition, an individual repetition, and finally returns to the original student.
- e- The teacher looks puzzled and requests clarification by asking “ what did you say? “ which the students recognize as indication of an error. Then the teacher waits for the student to self correct.
- f- The teacher moves his or her hand to indicate error, gives the correct version, and asks the student to repeat it.(ibid).

As a result, the strategies used above are basically used when the error takes place during a conversations or discussions, which may cause some disturbances in the task being prepared or to the student’s way of talking. In addition, sometimes when the learner is interrupted each time for the sake of correction will drive them away from the main goal of the activity and cut the flow of their ideas while performance. Consequently, Harmer (2001, p. 131) discusses another strategy, in which the teacher listens to student’s discussion and starts taking notes. After that, the teacher asks learners about their opinions of the discussion before the feedback is given. At the end, all the mistakes are either written on the board, discussed with the whole class or given to the learners who make the mistakes individually.

1.11. Assessing Speaking

Assessment refers to a regularly evaluation taking by EFL teachers to check their learners progress and performance. Accordingly, Haley and Austin (2004, p. 117) state that “[it] involves the development of materials, processes, activities and criteria to be used as tool for determining how well and how much learning is taking place.” Similarly, Lindsay and knight (2006) state that: Assessment is the process of analyzing and measuring knowledge and ability, in this case, the learner’s knowledge of the language and the ability to communicate. (P. 121)

Assessment of speaking involves evaluating the student’s language skills in terms of grammar, pronunciation, vocabulary, and the like, but also the student’s abilities and knowledge to communicate effectively. Thornbury (2005, p. 124) states that speaking assessment can be done either formally or informally. Informal assessment can take place at the beginning and at the end of language courses as well as at various occasions during the course itself-by asking questions to check whether learners have understood or not. Whereas, formal assessment can be done through tests-using placement, diagnostic, progress or development tests - and examinations.

The real aim behind assessing the learner’s speaking is to encourage them to speak (this can include being interviewed, having to describe something for someone to draw, being involved in a discussion, etc.). Teachers may find it difficult sometimes to test their students oral performance since speaking is regarded as a complex skill due to its integrated elements and features. Thornbury (2005, p. 132) in his book “ How to teach speaking “ answered the main question in assessing speaking which is how does one go about assessing speaking?.

According to Thornbury, teachers may use two main ways: the holistic scoring and the analytical scoring. In the holistic scoring either giving it a single score on the basis of overall impression (e.g. Giving an overall mark out of, say, 20). This way has the advantage of being quicker, and is probably adequate for informal testing of progress. Whereas, in the analytical scoring, teachers may give separate scores for different aspects of the task, but it is characterized by taking longer time, and requires testers or teachers to take into account many factors. If these factors are well chosen, the test is probably both fairer and reliable.

Language teaching programs that give priority to the speaking skill and do not provide tips for assessing it, is likely to be described as non-effective programs since speaking assessment is a

vital element to check after the student's language progress. Testing plays a major role in foreign language learning, both as a motivational factor "to practice more speaking " in class, and as a tool for the teacher to determine what skills and knowledge the learners do have and what points need to be developed. Testing oral production means testing what the learner does with the foreign language, his ability to comprehend the spoken language, and his ability to express his ideas competently with correct structure and appropriate vocabulary.

To conclude, assessing speaking should take a major part in the teaching process of oral language because learning a language requires practicing it, and the latter needs a real evaluation for going further in language fluency and accuracy.

Conclusion

In general , speaking functions as a vehicle that language learners depend on to achieve their learning outcomes. EFL students reach this aim via target language exposure. Since, it provides them with tools for developing their speaking skill in terms of oral proficiency (fluency), and correct utterances (accuracy). Many researchers in the field of applied linguistics have emphasized on the importance of speaking in learning languages, and asked teachers to direct their attention to it through permanent assessing and practicing such as engaging learners in different speaking activities to improve their speaking production and performance. To conclude, speaking can be described as the student's profile through which their language development can be judged and thus evaluated.

Chapter Two : Classroom Interaction

Introduction

Teaching English as a foreign language encompasses basic elements which are considered as the artery of successful language learning. Classroom interaction then, plays a major role in the whole learning process. It pushes the wheel of language development forward, and provides EFL students with real gadgets to enhance their oral fluency and proficiency . This chapter, deals with the concept and the notion of interaction within EFL classes considered as an effective, and significant tool for language improvement, starting by a short overview about the communicative language teaching approach (CLT) because this approach highly emphasizes on classroom interaction. Then , presenting the importance, types, and aspects of classroom interaction. Besides, interaction in language acquisition, the teachers roles and responsibilities, and interaction activities. Finally, mentioning management and techniques of classroom interaction, factors influencing oral interaction and ways for developing it among learners.

2.1. An Overview on the Communicative Language Teaching Approach

Some language teaching approaches emphasize on interactions within classrooms, one of these approaches is the communicative approach which is based mainly on the premise of “communication “. According to Richards (2006) the “ *CLT*” can be seen as “A set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”(p.2). In CLT, classroom interaction is strongly needed as an important feature in the development of foreign language learning.

According to this approach, classroom interaction can occur either between the teacher and students or among the students themselves. This kind of interaction is seen by Angelo (1993, p. 81) as one of keys of effective and successful teaching, he states that: “Classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching “. It is believed that, CLT approach improves the student psychological state through raising their confidence and encouraging them to use the foreign language in their conversations as Akram & Mehmood (2011) claim: “CLT enhances the learners confidence and it gives a sense of satisfaction to the teacher as well in the sense that s/he is successful in making the students use the foreign language in their conversation”(p.175).

It is clear also from this quotation that CLT approach gives teachers a sense of satisfaction because their students are able to make a successful conversations *due* to the implication of this approach . Since, the main goal of CLT approach is learning through communications rather than mastering the language rules, learners are given the chance to be active participants in the language classroom as Richards & Rodgers (2001) illustrate :”The emphasis in communicative language teaching on the process of communication rather than mastery of language forms, leads to different role for learners from those found in more traditional second language classrooms”(p.166).

2.2. What is a Classroom Interaction?

Defining the concept classroom interaction implies defining each term separately. The word classroom then, is considered as the primary situation in which the teacher and the students have opportunity to use the target language. Commonly, language use in classroom can be used as media to create meaningful interaction during the lesson.

Whereas, the term interaction was defined differently in many English dictionaries. Two of these dictionaries: the Cambridge and the Oxford dictionaries. The former defines the verb ‘to interact’ as ‘*to communicate with or react to (each other)*’.Whereas, the latter, defines the noun ‘interaction’ as a ‘*reciprocal action or influence*’. It includes acting reciprocally, acting upon each other. Hence , according the Vocabulary website, The term Interaction comes from Latin” *inter*”, meaning between, and “*ago*” meaning to do or to act. Any “action between” is considered an interaction, like the interaction between a teacher and a student in the classroom. Being on the same path, Rivers (1987,p. 57) describes the word through its Latin roots: ‘*agere*’ meaning ‘*to do*’ and ‘*inter*’ meaning ‘*among*’.

Scholars and researchers also, attempt to define the concept classroom interaction from different angles and perspectives. Robinson (1994) for instance sees that *Interaction* refers “*To reciprocal face-to-face action. This can be verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental factors, etc*”. (p.7). Robinson therefore, in his definition tries to explain the nature of interaction by saying that it is a face-to-face action which means it is a reciprocal process in which students face each other or their teacher.

Malamah-Thomas (1987) proposed a diagram for classroom interaction which explains the relationship between the teacher, and his learners during interactions. She described class interactions as a methodological device and as an action followed by a reaction through which learners get feedback as the figure below shows:

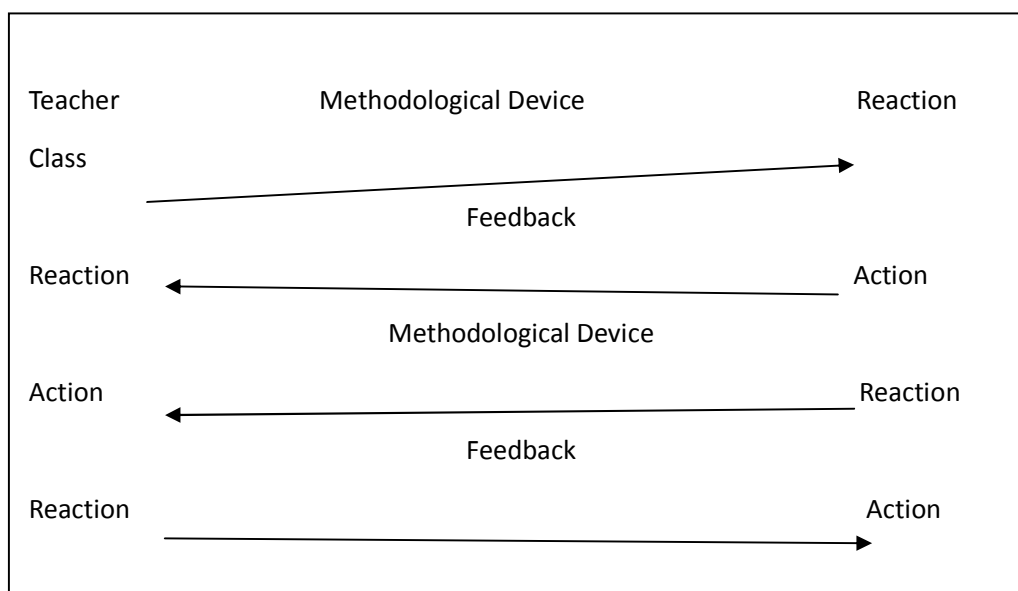


Diagram 2.3: Classroom Interaction. (Malamah-Thomas,1987,p. 39)

Classroom interaction then, is defined according to Marshal (1998) in the online dictionary of sociology as “ The relationship between teacher and students in the classroom “. This kind of relationship is seen as reciprocal action as it was mentioned previously .Other scholars like Ellis (1985, p.23) who defines interaction as: “ The discourse jointly constructed by the learner and his interlocutors and input is the result of interaction”. Ellis in his precise definition, shed the light on the core of interaction by mentioning the expression of “ discourse jointly constructed by the learner and his interlocutors” which illustrates that the learner is the centred-point in the classroom where he/she may construct and create effective interaction. In addition, Celce-Murcia (1989,p.25) claims that the concept classroom interaction is " A system of giving and receiving information." So, it can be considered as a mutual sharing of information whether among students themselves or with their teachers.

Moreover, Malamah-Thomas (1987,p.7) argues that classroom interaction "*Means acting reciprocally* " , where the process of giving and receiving is dominating the class. She also

maintains that, "The teacher acts upon the class, but the class reaction subsequently modifies his next action, and so on." This definition focuses more importantly on the involvement of the teacher's acts that can be influenced by the students reactions during classroom interactions.

In another context, Ellis (1999, p.1) defines interaction as "The social behavior that occurs when one person communicates with another ". Ellis, sees interaction from a social perspective by describing it as a "social behavior" when having a conversation with others. This implies that the term interaction according to him is more about behavior than action.

2.3. The Importance of Classroom Interaction

Successful foreign language learning process relies heavily on the concept of classroom interaction, where the teacher and students create enjoyable atmosphere full of actions followed by reactions. On this sense, Allwright (1984) claims on the importance of classroom interaction in language learning and FL lessons saying that it is "Inherent in the very notion of classroom pedagogy itself".(p.158). This enjoyable atmosphere that leads to reciprocal mutual understanding is supposed to be shaped by the learner himself by being active participant inside the classroom. (Woolfolk &Galloway ,1985, p.77-78) . Classroom interaction therefore, is considered as a key to foreign language learning. Since, it provides opportunities for effective communication that is the core of the speaking skill, it also allows students to foster their amount of participation during a course session, through producing a comprehensible output as a result of comprehensible input provided by teachers, as it was mentioned in the acquisition theories held by Krashen and many others.

According to Brown (2001), "In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about."(p.35). This desperately, reveals that classroom interaction can be the language pedagogical tool that best facilitates the language learning process due to its opportunities of creating chances for turn-takings. Though, theories in communicative competence emphasize on the importance of interaction as learners use language in various contexts to negotiate meaning (Choudhury ,2005,p.80). This, implies that learner's negotiation of meaning may eventually lead to peer interaction.

Moreover , Rosenberg (2004) speaks about his teaching methodology to increase participation and interaction in the classroom saying that “ I try to implement activation techniques that focus on the students in the classroom, on keeping them involved, on having them doing and producing rather than passively receiving information”(p.27). Rosenberg therefore, through his techniques tries to push his learners to be active participants rather than being spoon fed.

Besides, Allwright & Breen (1989) as quoted by Chaudron (1998,p.10) state further that interaction is considered important for the following reasons:

- a. Only through interaction can the learner decompose the target language (TL) structure.
- b. Interaction gives learners opportunities to incorporate TL structure into their own speech.
- c. The meaningfulness for learners of classroom event of any kind, whether thought as an interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learner.

Whereas, other scholars like Levine (1989) relate classroom interaction to successful teaching since, it brings joy and relaxed atmosphere to both teachers and students. According to Levine, teachers highly value the process of classroom interaction, and they consider it as an essential part of the teaching process. He declares that “Interaction is an extremely complex and difficult process, but it is also the part of teaching that many teachers say they enjoy and value the most” (p.73).As a result, Classroom interaction is considered as a productive teaching technique and the management of the learning process is chained and closely related to the process of classroom interaction .As it is claimed by Allright (1984) classroom interaction “ It is the process whereby classroom language learning is managed”(p.156-171).

In addition, Yu in the Asian social science journal (2008,p.28) writes that “Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself”. This reveals that, the development of language can only be realized through classroom interaction which constructs the whole operation.

2.4. The Aspects of Classroom Interaction

Classroom interaction consists of two complementary aspects: negotiation of meaning and feedback which are the core of successful language learning. According to Yu in the Asian Social Science Journal (2008, p.28), in classroom interaction, both teachers and students can create learning opportunities, which motivate the student's interest and potential to communicate with others.

2.4.1. Negotiation of meaning

Negotiation of meaning in classroom interaction refers to the skill of communicating ideas clearly which includes the way participants signal understanding during an exchange as Bygate (1987, p.67) sees, and it is considered as an aspect of spoken interaction. This kind of negotiation occurs when students do not understand or comprehend part of the foreign language lesson, they ask each other seeking for more clarification and that is what Chaudron (1998, p.131) put forward saying that "When understanding does not take place, either on the part of the learner nor on the teacher, they can ask for each other clarification by means of comprehension checks, confirmation checks, or clarification request"

Therefore, negotiation of meaning is seen as a vital element that plays a major role in classroom interaction because, it encourages peer interaction or what is known as student-student interaction. Negotiation also, plays other roles in assisting language development, such as the following which are based on Long's detailed discussion of interaction (Long, 1996, p. 445–454).
Negotiation:

1. it makes input understandable without simplifying it, so that learnable language features are retained.
2. it breaks the input into smaller digestible pieces.
3. it raises awareness of formal features of the input.
4. it gives learners opportunities for direct learning of new forms.
5. it provides a "scaffold" within which learners can produce increasingly complex utterances.
6. it pushes learners to express themselves more clearly and precisely "pushed output".
7. it makes learners more sensitive to their need to be comprehensible.

Long, in his discussion about classroom interaction, gives a strong emphasis on the aspect of negotiation of meaning by showing its importance on the learner's language development, and its influence on the learner's input and output. Gass (1997) on the other side, sums up the value of negotiation in the following quotation saying that :

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

Gass, relates negotiation of meaning to the learning process, and the notion of comprehensible input claiming that negotiation can promote input to become more comprehensible to learners. Other scholars shed the light on the importance of negotiation of meaning in classroom interaction by seeing it from different angles. Pica (1994) for example, supports the importance of interaction in language learning, and she focuses on a specific aspect of interaction which is negotiation of meaning, and she defines it as:

"The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways." (p.494).

She refers to the cause of negotiation to difficulty of comprehensibility of a message, that can be deciphered and decoded through a quite linguistic modification by changing vocabulary, and structure.

2.4.2. Feedback

Feedback, is the second aspect of classroom interaction that is considered quite significant in foreign language classes. Many researchers in the field of applied linguistics define feedback in different terms. UR (2000,p.53) for instance, defines FB as those responses which are given by teachers to learners to know if their performance is good or bad. In the same context, Sàrosdy , Farczàdibencze , Poor and Vadnay (2006,p.253),say that "Feedback refers to the information that

learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement”.

Mainly, students in classroom interaction are very careful about their performance, and are more concentrated to avoid errors in order to get a positive feedback from their teachers. Mackey (2007,p. 30) has spoken about this idea claiming that: “Through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification.” Students therefore, seek to create modifications to their output.

Besides, the improvement of the learning process is much more related to feedback. Voerman, Meijer, Korthagen& Simons (2012,p.45) then, declare that the goal and the aim of feedback is improving learning. The Feedback aspect is then, highly recommended in foreign language classes since, it promotes the students learning and achievement, students then can get positive feedback about what they have performed through giving them positive remarks like: good, excellent,etc or negative feedback like saying: no that’s wrong answer, not good, and the like.

In addition, in some educational websites many university instructors in different countries emphasize on the use of feedback as a motivational factor for developing classroom interaction. Academia website for instance, considers feedback as a powerful gadget for the development of the learning process , it writes : “To enhance learning, it is necessary that the teacher give the learner feedback, which typically include error correction. On the other hand, feedback may come from the part of the learner, for instance as a clarification request”. Students may ask for more explanation about some points in the lesson, feedback is not provided only by teachers but by learners too.

Other scholars, may relate feedback to assessment as a tool to evaluate the learner’s performance saying that : “ The feedback encompasses not only correcting students, but also offering them an assessment of how well they have done” (Harmer, 2001,p.99). Teachers need to evaluate their students participation, or work through considering it as a correction and as a type of classroom assessment during classroom interaction. For example, Brophy (1981,p.18) sees feedback as an important, and essential process in language learning where classroom interaction takes place, he writes “ Feedback is an essential aspect of any language learning and it is important that students get feedback about their classroom conduct ”. Providing learners with

effective feedback therefore, make them able to firmly decide about rules and principles of language. Mackey presented a model for classroom interaction and feedback which was illustrated in the diagram below:

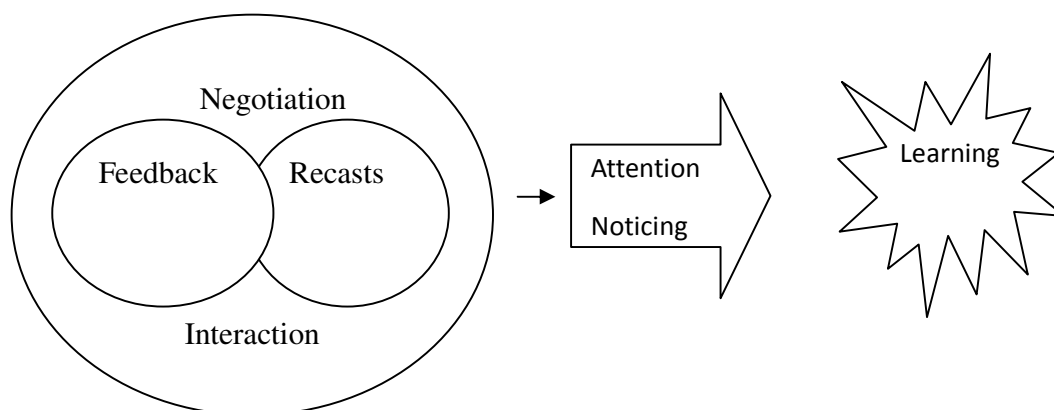


Diagram 2.4: A model of interaction (Mackey, 2007, p. 79).

This diagram summarizes the relationship between interaction and feedback through negotiation and recasts (changing roles) which may then influence the learning process. The learner therefore, negotiates for meaning, interacts with classmates or teacher, and then gets a feedback.

2.4.2.1. Explicit Feedback

The first type of feedback is the explicit one, which deals mainly with correcting the form of the learner’s responses when they make linguistic mistakes in their speech. Teachers therefore, focus on providing constructive advice, and guidance to learners in their effort to raise their performance level. Harmer (2001) describes explicit feedback as form feedback by saying: “Form feedback deals with the linguistic accuracy of the student’s performance. The teacher will record the errors the students are making during the activity, and will give a feedback on their successful achievement as well as discuss their errors and mistakes” (p.246). In explicit feedback, the primary concern is on the form of the language because the teacher draws the learner’s attention directly to the error to avoid repeating them again.

2.4.2.2. Implicit Feedback

Unlike explicit feedback, implicit feedback focuses on the content of the learner’s responses and how successful is the student’s utterance, and teachers reformulate their students responses by changing only one or more utterance to say it correctly. Harmer (2001) writes about implicit feedback by describing it as content feedback, he says: “Content feedback involves the assessment of

how good the student's performance was in the communicative activity, focusing on their ability to perform the task rather than dealing with the correctness of their language used in the activity" (p.246). Hence, in implicit feedback the teacher's focus shifts from form to content, which is called corrective feedback.

2.5. Types of Classroom Interaction

In foreign language classrooms, interaction plays a crucial role in developing the students language and, it determines what learning opportunities they may get. Classroom interaction then has two main types : student-student interaction, and student- teacher interaction.

2.5.1. Teacher – Student interaction

The teacher–student interaction, is one of the most powerful element within the learning environment, and it is also a major factor which affects the student's development, achievement, and performance. Teacher–student interaction, forms the basis of the social context in which learning takes place. This type of interaction occurs when the teacher asks questions to learners, and learners answer these questions and vice versa; or when the teacher participates in learning activities.

Such interaction takes place also between the teacher, and the class and/or small groups in the class and/or individuals. In the traditional way of teaching, the teacher only sits or stands behind a desk, and spends a large amount of time giving lectures and directions, whereas student's role is sitting, listening and taking notes passively. The focus of interaction was predominant between the teacher and learners. The teacher's central role is to dominate in terms of the talking time and of the running of the process. The teacher controls the topic for classroom talk, and determines when start and stop talking in the classroom (Cazden, 1988,p.118) &(Tsui ,1995,p.80). At times, students are required to participate only by answering questions which their teacher already knows the answers. They also have no time to ask questions and always rely on the teacher's instructions and cannot solve problems independently as Kundu (1993) 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)

However, recent approaches of language teaching such as “ The silent way or method “ heavily emphasizes on reducing the teacher’s talking time for the sake of giving more chances for students to “ Run the show “ with their teacher. Students then, will feel that they are engaged in the subject matter, and they will feel independent to share the lesson with the teacher since teaching is always a shared-relationship job. It involves many participation from learners as Brown (2001) recommends: “Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk”.(p. 99)

Harmer (2001) on the other side, insists on engaging students in communication activities saying that : “ To foster learners to produce communicative outputs, learners should be engaged in communicative activities”. (p.49). It means the teacher’s intervention should be avoided. It is highly believed that, the student’s involvement within the teaching process will promote their achievements in learning the target language, making them comfortable and self-confident, and highly motivated.

Scrivener (2005,p.85) therefore, proposed a diagram for teacher- student interaction by showing the way teachers interact with their learners. The diagram below indicates the reciprocity of the teaching process in which the teacher provides information and gets a feedback in return from his/ her students.

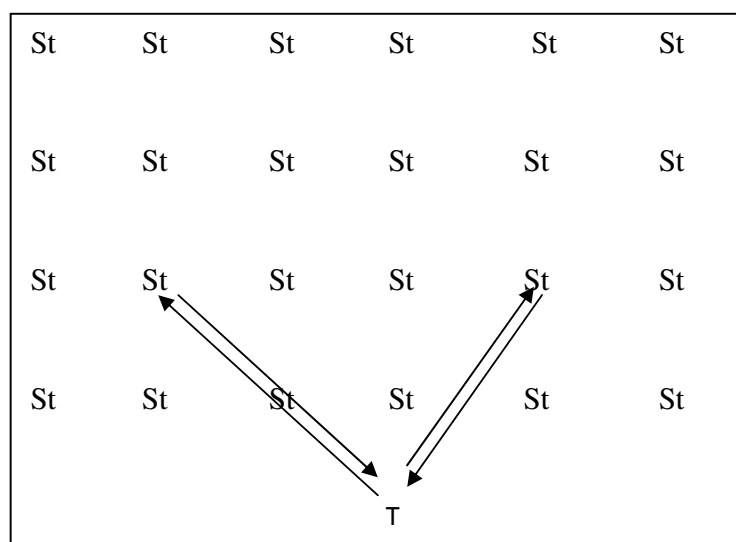



Diagram 2.5: interaction between the teacher and the students (Scrivener, 2005,p. 85)

Key:

 Teacher interacts with student

 Student interacts with teacher

St Student

T Teacher

Teacher- student interaction facilitates the teaching process since, students do much of the talk in the classroom, and present part of the lesson indirectly through their interactions with their teacher. Studies on classroom interaction have shown that in this type of interactions, teachers present 50% of the lesson and the other 50% is provided by the students.

2.5.2. Student- student interaction

More attention has been given to understanding communication by looking at the interaction that occurs between teachers and students. However, by doing so that means that we are ignoring a very important dimension of classroom interaction, that is, the interaction that occurs between students themselves, and the impact that student-student interaction has on the patterns of communication, classroom learning, and opportunities for foreign language acquisition.

Initially, student-student interaction occurs among learners within a classroom context. In this form of interaction, the teacher plays the role of a monitor and learners are the main participants. Student-student interaction which occurs in groups is called student-student interaction, whereas, interaction in pairs is called peer interaction.(Tuan& Nhu, 2010,p.35). Students interaction therefore, occurs when learners share information with their peers, and receive feedback (sharp & Huett,2005,p.95). Based on this view, studies on interaction, indicate that in student-student interactions, learners receive comprehensible input, opportunities to negotiate for meaning and receive other's feedback, and opportunities to produce modified output. (Mackey, 2007,p. 29).

However, little attention has been given to the nature and impact of student- student interaction on classroom learning in much of the classroom –based educational research. Johnson (1981,cited in Johnson, 1995,p.5) faults much of this research as” being centrism “ ,which

Key:

↗ Student-student interaction

St Student

T teacher

Commonly, appropriate structuring and the well management of Student- student interaction, can play an important role in student’s cognitive development, educational achievement, and emerging social competencies. Student- student interaction can induce cognitive conflict, and thus foster cognitive restructuring and development. It can foster the use of more exploratory language and encourage informal learning styles and strategies among students. It can also enhance student’s abilities to work collaboratively, encourage collaborative learning rather than competitive social relationship among students, and promote positive attitudes toward learning. Clearly, student-student interaction is a vital dimension of classroom communication that should not be underestimated or overlooked.

Hence, Johnson (1995) in her book about “ Understanding communication in second language classrooms has pointed out that:

” Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self- select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others”.(p.189).

Moreover, student- student interaction provides a more meaningful social environment for promoting language use than traditional teacher-directed instruction, and it can increase student’s opportunities to use language for FLA. Broadly speaking, student-student interaction has the potential to play an important role not only in shaping the patterns of communication in foreign language classrooms but also in creating opportunities for students to use the language for classroom learning and FLA.

2.6. Interaction in Language Acquisition

Many researchers have been investigating the effects of classroom interaction on learner's language. Results shown that classroom interaction goes hand in hand with language learning and acquisition. Hence, according to Krashen (1981), acquisition is considered as an explicit and implicit process. The former involves learners' attending consciously to language in order to understand and memorize rules. By contrast, the latter takes place when the language is used for communication (p.190). Acquisition occurs when learners focus on conveying meaning. Language acquisition is mainly referred to as the process by which both linguistic competence, and communicative competence are acquired by learners. It can be conducted through direct exposure of the target language to learners and based on the formal language instruction (Ellis, 1999,p. 12).

Ellis (1985), considers classroom interaction as the core process of language acquisition and learning claiming that interaction is concerned with the discourse which is jointly constructed by learners, and their interlocutors and output is the result of interaction (p.102). It facilitates language learning, engages students in participating language learning activities, and make more outputs of the language. In foreign language learning context, language learning is mainly conducted and initiated by language teachers in different ways such as teacher questioning, teacher instructions, or any other kind of activities that facilitate learner's language acquisition.

In his conducted research about the relationship between interaction and second language acquisition, Mackey (1999) ,asserted that the nature of interaction and the role of learners are critical factors through interaction. He concluded that one feature interacting with the learner's internal factors to facilitate development is the participation in the interaction through the provided condition for the negotiation of meaning (p.80). Long (1990) therefore, asserts that language acquisition is the result of an interaction between the learner's mental abilities, and the linguistic environment and that interaction is necessary for foreign language acquisition (p.39). It is believed that, when students receive a comprehensible input as Krashen(1981) coined it, they will be able to produce comprehensible output.

2.6.1. The Interaction Hypothesis

The interaction Hypothesis was first put and proposed by Long in 1996. This theory generally emphasizes on the role of negotiated interaction in language development. Researchers such as Long (1996) cited in Doughty & Long (2003) declares that negotiation for meaning triggers interactional adjustment, and facilitates language acquisition because it connects input, internal learner capacities, and output in production ways (p.190). However, Long (1983a, 1983b,p.130-180) states that, for language acquisition to occur, learners should be afforded large opportunities to negotiate meaning to prevent a communicative breakdown.

Negotiation raises learner's awareness of those language features which do not match the standard of the target language, and the parts beyond them (Gass, 1997,p.157). Through negotiation, learners obtain feedback from interlocutors on their language output in the forms of conversational adjustments. The feedback serves as an indication for learners to modify their production. The interaction hypothesis then, focuses much more on the two main concepts of negotiation of meaning and feedback as complementary processes for language acquisition.

2.7. Teachers Roles and Responsibilities

In EFL classes, teachers play a significant roles to facilitate the learning process. These various roles create a room for classroom interaction, which then will develop the learner's performance. It is stated that if EFL teachers master the following roles: controller, organizer, assessor, prompter, participant, resource, tutor, and observer classroom interaction will be highly increased. These roles were classified according to Harmer(2001, p.57-62) as follows:

Role	Feature
Controller	The teacher takes charge of the whole class and activities by taking the roll, telling students instructions, organizing drills, reading aloud, and manifesting the teacher-fronted approach.
Assessor	Provides students with feedback regarding their performance and grades them in distinct ways.

Corrector	Offers students correction of their linguistic errors while assessing their language learning competence.
Organizer	Organizes students to work on classroom activities.
Prompter	Prompts students so that they can proceed with learning procedure.
Resource	Acts as students' reliable resource when they encounter difficulties.
Participant	Participates in students' classroom activities.
Tutor	Works with students individually or in small groups if they undertake challenging learning programs.
Observer	Observes students' performance to offer them individual/group feedback.

Table 2.1: Teachers roles and responsibilities. (Harmer, 2001, p.57-62)

In addition, Successful language teaching relies mostly on the ways teachers adopt to address their learners needs. The above mentioned roles are very important during classroom interactions, since, they help in enhancing the student's performance, and language development. Classroom interaction then, increases when EFL teachers play various roles to engage their learners in the learning process which eventually will give them more chance to share their notions with each other or with their teacher.

2.8. Interaction Techniques

As it was mentioned earlier, classroom interaction occurs in academic contexts and settings, and it requires certain important elements to be fully accomplished. EFL teachers often use a variety of activities to make their students interact more when foreign language classes take place. The most common interaction activities are: pair-work, group- work, discussion, and simulation and role plays.

2.8.1. Pair-work

Pair work activity, is one of the effective strategies for classroom interaction, where two students (i.e. pair) practice a language together, study a written passage, fill in the blanks of information gap activities, and write script of play or dialogues. Pair work activity increases the amount of talking time of students. So, that they can have more chance to share their knowledge

with others and feel independent and autonomous. It is then , seen as quick and easy to organize. However, pair work activity is highly considered as a noisy process since, it increases the student's talking time , the fact that led many teachers to avoid pair work activity simply because most of them lose control over their classes.

2.8.2. Group Work

In group work, learners perform a learning task through small-group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency (Ur, 2000,p. 32). Group work interaction is seen as an activity that increases the amount of learner's talk as it was mentioned by Ur (2000) in his book " A course in language teaching " saying that : " Group work increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class "(p.121).

Group work therefore, can reduce learners inhibition, and foster learners responsibility and independence. It can also promote motivation, and contribute a feeling of cooperation and warmth in the class, and it improves learning outcomes. Whereas, some teachers fear to lose control over their classes since there will be too much noise, and students may over-use their mother tongue. But, it also depends, more on the effectiveness and carefulness of classroom organization as well as management.

2.8.3. Discussion

Another kind of interaction activities is discussion, which is based mainly on a particular chosen topic to be discussed by students or even debated. It, can be also referred to as " whole class interaction " where all students participate and interact with each other and with their teacher as well. But, sometimes students feel inhibited to give an opinion in front of the whole class. Harmer (2001,p.272) proposed a solution for teachers that allows them to avoid such difficulties which is the buzz group : where students have a chance for quick discussions in small groups before any of them is asked to speak in public. In addition, discussion in foreign language classrooms fosters learners to interact to develop their speaking fluency, and overcome their inhibitions.

2.8.4. Simulation and Role Plays

Many students greatly benefit from simulation and role plays activities since, they simulate real life situations (such as: business meeting, interviews and the like). Simulation and role

plays, can be used to encourage oral fluency or to train students for specific situations. Students find simulation and role plays activities good fun, and thus motivating and it also allow them to use a wider range of language which more importantly enhances their language development and performance. This type of activity creates enjoyable atmosphere, and relationship among students, and it fosters cooperation and collaboration.

2.9. Management of Interaction in the Classroom

Successful interaction in classrooms involves mainly the teacher's management and organization. EFL teachers often ask their learners to answer particular questions orally, but the problem is that sometimes the learner is shy or anxious. So, teachers need to work towards a generally more relaxed atmosphere before they can expect the learner to be willing to speak in public. However, if all this fails, teachers may need to use the student's first language.

The objective of managing interaction among students is to give every learner the possible chance or opportunity to use the language (Black, 2005,p.51). In fact, the whole process that teachers perform in classroom is a kind of clue that gives students an insight about what possible knowledge are going to learn from being there (Brown, 2001,p. 13). Interactive language teaching involves teachers, and learners to be engaged in different tasks that create conditions for better language use, which leads to better achievement in the spoken language .

According to Brown (2001,p.15), for meaningful and effective interaction, teachers need to know their students well for example : Which students work well with other students? Are there any students who would not be comfortable to work with each other? What are learners' goals, interests, and expectations? What do they want to get from the class? Interactive opportunities flourish in the classroom when there is a sense of trust, and community among peers. The teacher can create this positive relationship by showing interest in students, encouraging them to voice their ideas and feelings, valuing what learners think and say, providing feedback,etc.

It is well stated that, knowing the psychological state of learners is the key to classroom interaction management, and that teachers who are so understandful can probably manage the process of interaction successfully in their classrooms, simply because as it was mentioned earlier by Brown (2001), teachers need to know their students well which eventually leads to the understanding of their needs.

2.10. Techniques for Classroom Interaction

Increasing interaction in EFL classrooms depends on several elements or techniques to be fully accomplished. El-Koumy (1997) in his article proposed three important techniques for EFL teachers to implement interaction in their classes. These techniques are : The scaffolding technique, the questioning technique, and collaborative learning technique (p.3).

2.10.1. The scaffolding technique

In the scaffolding technique, a teacher should consider the metaphor of scaffolding in the construction process. What comes to mind might be the image of a temporary platform or support that helps the construction team reach areas, and work on the levels of the building that would otherwise be inaccessible. Celce-Muria (2001) explained the term, “scaffolding,” as “The way in which “a teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learner’s participation in the learning task.” (p.195). Teachers need to provide these directives and clues when students tackle material that is new to them or slightly beyond their knowledge base.

Therefore, this technique includes activities such as reciprocal teaching, provision of contextual cues, and use of half-finished examples. The latter are temporary supports that help the teacher to interact with his students (Rosenshine &Guenther, 1992,p.164).

2.10.2. The Questioning Technique

One of the influential strategies in creating classroom interaction is the questioning technique. This technique is based on teacher’s questions addressed to his students, where foreign language learners do not have a great number of tools for initiating and maintaining language, encouraging them to formulate or answer questions can provide stepping stones for continued interaction (Aliponga, 2003,p.83).

Studies conducted earlier on the use of the questioning technique reveal that, this strategy had been widely used in classrooms. In the same context, Daly et al. (1994,p. 27) point out, "In classrooms, questioning on the part of teacher and students takes up a significant portion of the day. Across all grade levels, approximately 70% of average school day interaction is occupied with this activity. ...". However, the questions being asked to learners have to be challenging

questions rather than rote memory ones to encourage students to take part in classroom interaction as (Carlsen, 1991,p.127) suggests.

2.10.3. The Collaborative Learning Technique

The collaborative learning technique refers to a set of instructional activities in which students work in learning groups. Collaborative learning is opposed to individualistic and competitive learning, which has been proclaimed as an effective instructional approach that involves the characteristics of learner-centered approaches. Collaborative learning requires learners to work in groups to achieve a common goal (Chafe, 1998,p.74). Working together maximizes opportunities for student-student interaction with meaningful input, and output in a supportive environment. Moreover, collaborative learning provides students with greater opportunities to interact with each other, negotiate for meaning, work in a variety of projects that are of interest to them, and participate in real-world communicative activities more frequently than in traditional teacher-fronted classrooms.

2.11. Factors Influencing Oral Interaction

There are many factors that may influence classroom oral interaction. Researchers divide the factors influencing oral interaction each according to his/her perspective, for example Al-Seyabi (2002,p.25), divide these factors into three categories: student factors, social factors and educational factors. Student factors contain student's perception, attitudes, language factors, learning styles, background of students and personal affective factors. Then, social factors include the gender of students in class and nature community feelings in a group. Whereas, the lecturer, the course and the topic are all related to pedagogical factors or educational factors.

Thus, in Tatar (2005), study on classroom interaction, the latter is influenced by : “Learner’s lack of language skills as well as inadequate content knowledge, avoiding making mistakes in front of the teacher as well as their friends, and avoiding any embarrassing situations that can make them lose their face”(p.152). Therefore, learner’s silence is an effective face-saving strategy. Tatar’s study can be seen as a closely related to psychological factors since; he focused on the learner’s psychological state by mentioning the concepts of losing face, embarrassment, and fear of making mistakes.

In one hand, Fassinger (1995), states that there are three main factors influencing oral interaction which are : class traits, student traits and teacher traits to oral interaction. Class traits include interaction norms and emotional climate, they are pressures from other students in class such as discouragement, attention and supportiveness. Student traits come from themselves such as lack of confidence, pre-preparation, organization skills as well as communication apprehension and fear of offending. The last trait is the teacher's traits which are the supportiveness, the attention and evaluation from the teacher (p.281).

On the other hand, many researchers have proved that classroom interaction is influenced by gender, academic dominance and teacher's communication style. A study was carried out in EFL classes to investigate the influence of student's gender, academic composition, and teacher's communication style on teacher-learner interaction. Consequently, results shown differences in teacher's behaviors as an important factor in teacher-learner interaction. Besides, female's academic dominance influences classroom interaction in both directions: from the teacher to learner and from the learner to the teacher. The teacher influences learners as well as being influenced in return. The degree of this influence varies by teacher and class. The style of communication pertains to teacher's ability to control classroom interactions, and to reach all learners regardless of gender. Therefore, the academic composition of a class, teacher's composition styles and attitudes toward gender are important factors in teacher-learner interaction.

Researchers such as Walsh (2002) found teacher's choice of language and his capacity to control the language use to be crucial to facilitate or hinder learner's participation in face-to-face exchanges (p.93). Teacher verbal behaviors increases the level of learner's participation such as applying open and direct approaches to error correction, using of real-life conversational language appropriately when giving feedback, allowing extended wait-time for learner's responses, scaffolding by providing needed language to prevent communication breakdowns, and offering communication strategies to maintain and enlarge learners' turns. By contrast, teacher verbal behaviors interrupts learner's language use such as latching or completing a learner's turn, reflecting or repeating all or part of what the learner has said and making learners loose the string of their utterances.

2.12. Developing Interaction Among Learners

Commonly, the fundamental objective of EFL learners is being able to use English effectively, fluently, and accurately and being communicatively competent to express their own meanings. However, learners cannot express their own meanings in the TL in an easy way without having much experience in doing so. One way that helps learners in getting such experience is taking the responsibility of learning, what to learn? and how to learn it ?. This responsibility can be acquired in an interactive situations through collaborative learning including: group work, pair work, and evaluating success of activities.

Developing interaction among learners is not an easy matter, and to promote this kind of interaction, interdependence among learners and independence from teachers should be developed. Gower &Walters (1983,p.154- 155) gave piece of advice to teachers in order to develop interaction among their learners. The following points are some of the advice proposed by Gower& Walters :

- 1- Learners should be given a chance to get things right.
- 2- Learners should not wait their turn in order to say something.
- 3- Learners should be encouraged to by-pass the teacher and do things by themselves.
- 4- Learners should be encouraged to help each other by correcting each other's errors.
- 5- Learners should be provided by sessions in which they discuss the difficulties and the good things that face them in the classroom without being interrupted by the teacher.
- 6- Allowing learners to play the teacher's role in the classroom.

Finally, another important issue that can be added is involving learners in communicative activities since they are the core of classroom interaction. Developing interaction then, comes from the teacher's part and the student's part as well.

Conclusion

To conclude, classroom interaction is seen as the artery of successful language teaching. Teachers therefore, are requested to reduce their talking time in classroom interactions to leave enough room to students to interact and be involved in the learning process. Hence, most of the recent teaching methods have emphasized thoroughly about the implementation of classroom interaction during learning a target language, since it enhances learner's speaking skill and performance. Moreover, the student's participation is highly recommended for the reason of fostering classroom interaction through allowing learners to share their ideas, insights, etc. Consequently, and most importantly, interaction within EFL classes may develop the student's oral fluency with a noticeable progress.

Chapter Three :Data Analysis

Introduction

The present conducted research is based mainly on finding out the relationship between both the classroom interaction and speaking skill among EFL students. The research instrument used to proof the hypothesis stated earlier is a questionnaire addressed to both teachers and students of A1 level of English. The participant's opinions and views are very significant and helpful in the current investigation. The student's questionnaire is intended to discover whether students are aware about the importance and the value of interactions that take place inside the classroom in improving their speaking skill through their participation with their classmates and teachers as well. Whereas, the teacher's questionnaire aims at investigating the teacher's opinions about the significance and implementation of classroom interaction as a vital element in enhancing their students oral production through encouraging them, using various tools and activities.

3.1. The Student's Questionnaire

3.1.1. Aim of the questionnaire

This questionnaire is mainly designed to truck EFL student's progress in speaking through the implementation of classroom interaction. Second, it also attempts to investigate the importance of both types of interaction (student- student interaction, and teacher-student interaction) in activating the student's oral fluency.

3.1.2. Description of the questionnaire

Along with the design of the current questionnaire, the items required answer with dichotomies through close questions (yes/no questions), picking up the most appropriate answer from a series of options, or open questions asking students to give their opinions and views to justify their choices. The questions are basically split into three main sections which cover the variables selected and each particular aspect of the present conducted research.

Section one: The Student's Profile (Q1-Q5)

In this section, students were asked to specify their gender (Q1), age distribution (Q2), their current profession (Q3), and then, they were asked to indicate their level in English(Q4). In the

last question (Q5), they were asked to indicate the reasons behind their choice of having intensive courses in English. In this question, the respondents may tick more than one option and if the options were unsatisfactory, they were asked to specify their own in the blanks below the question.

Section two: Speaking in A1 Classes (Q6 - Q17)

This section investigates issues in the skill of speaking among EFL students. At first the respondents in (Q6) and (Q7) are requested to pick the most significant skill that they need to improve most and to indicate which of the skills is difficult to enhance and they had to explain their choices (Q7). In (Q8), students are asked to tick how they find speaking in English. Next, in (Q9) and (Q 10) the respondents are asked to tell if their teachers encourage them to speak or not, and whether they have some speaking difficulties when they do not interact in the classroom, and if “ yes “, they had to mention these difficulties. The following question (Q11), students were asked about whether they had tried to overcome these difficulties or not, and if “ yes “, they were politely requested to state how they tried to. In (Q 12), they were asked about what roles are played by their teachers in the speaking tasks. Then, in (Q13) the respondents were asked about the oral activities the most implemented by their teachers in the classroom, and if these choices were not the ones they had experienced with their teachers, they had to specify their ones in the blanks left below the question. In (Q14), students were asked about if their teachers correct their speaking errors and mistakes or not, and if yes they had to state how they feel about it. Later, in (Q15) they were asked about the way their teachers present their oral feedback. In (Q16), the respondents were requested to state whether regular interaction in classroom help them in reducing their speaking mistakes or not, and they had to justify their answers in both cases. In the last question of this section (Q17), students were asked about the frequency of their teachers speaking assessment or evaluation.

Section three: Classroom Interaction

The first question of this section, deals with the nature of the relationship that exists between the teacher and the student whether it is good or no relationship exists (Q18). The next question (Q19), seeks information about who talks the most in the classroom. In (Q20), the respondents are requested to tick the frequency of the opportunity given by their teachers to interact with them. After that, students are asked to tick again the frequency of interaction with their peers (Q21). In (Q22), the participants are requested to tick the most interaction activities they enjoy,

and if there are other interaction activities, they had to specify them in the blanks left below the question. Later in (Q23), the students are asked to tell what role should be played by their teacher to encourage them to interact in the classroom, then if these roles do not meet their satisfaction they had to specify their own. In (Q24), the respondents are asked to tell whether the teacher who asks them to interact or because they want to, when they interact in the classroom. Then, in (Q25) students were requested to tick the type of interaction they prefer the most, and whatever their answer they had to justify. In (Q26), the participants were asked to give their opinions about whether classroom interaction improves their speaking skill or not. The last question in this section, investigates the student's ability to speak as a result of classroom interaction.

3.1.3. Administration of the questionnaire

Since the possibility of conducting a research on the whole population under investigation is quite improbable, the questionnaire had been administered to EFL students in A1 classes who have different occupations, where some of them are students, workers, teachers, and others jobless. It is worthy to mention that the questionnaire had been administered on the 7th and 8th of February, 2015 at the intensive language teaching centre. Taking diversity of the students makes this study, far from being biased. The questionnaire was administered to (43) students the first day and (40) for the second day to be answered in one hour and a half. Among (83) questionnaires, (3) questionnaires were not answered due to the absence of (3) students from A1 classes. The questionnaire therefore, was administered in a friendly and a relaxed environment, and the questions were clear with simple vocabulary to help the students comprehend and answer appropriately.

3.2. Data Analysis

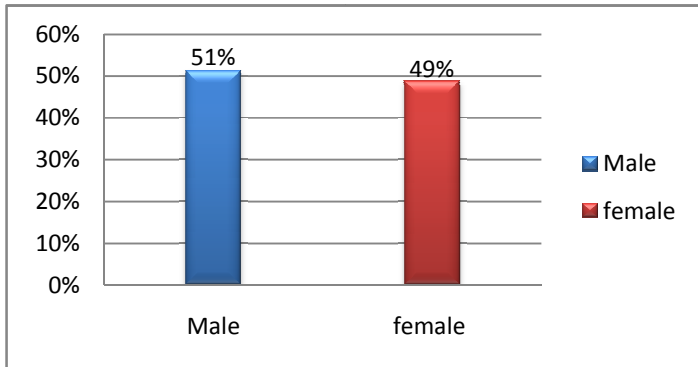
Section one: The Student's Profile

Q1: specify your gender :

- a. Female**
- b. Male**

Gender	Respondents	Percentage
Male	41	51%
female	39	49%
Total	80	100%

Table 3.1: The student's gender .



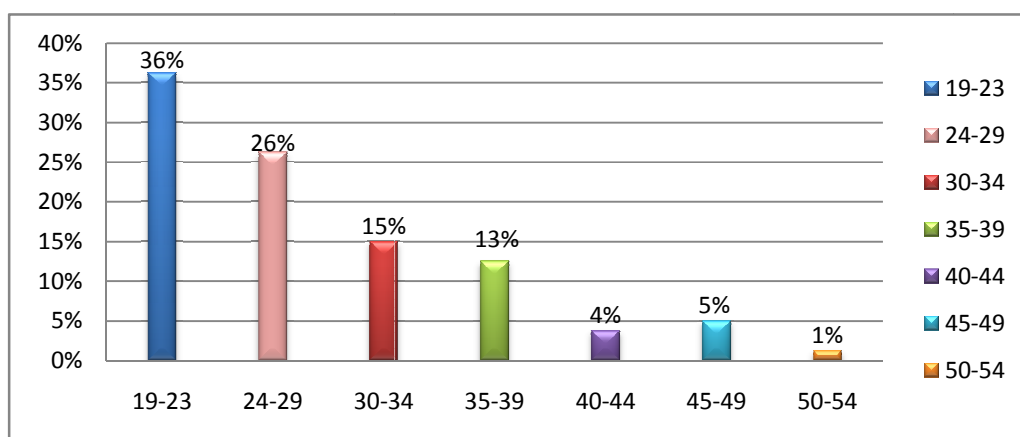
Histogram 3.1: The student's gender .

From the previous chart and diagram, one may notice that most of the sample respondents are males with percentage of 51% whereas females represent 49 % from the sample. These results in males category indicate that males are in need to learn English more than females.

Q2 : Age distribution .

Age	respondents	Percentage
19- 23	29	36%
24- 29	21	26%
30- 34	12	15%
35- 39	10	13%
40- 44	3	4%
45- 49	4	5%
50- 54	1	1%
Total	80	100%

Table 3.2: The student's age distribution



Histogram 3.2: The student's age distribution .

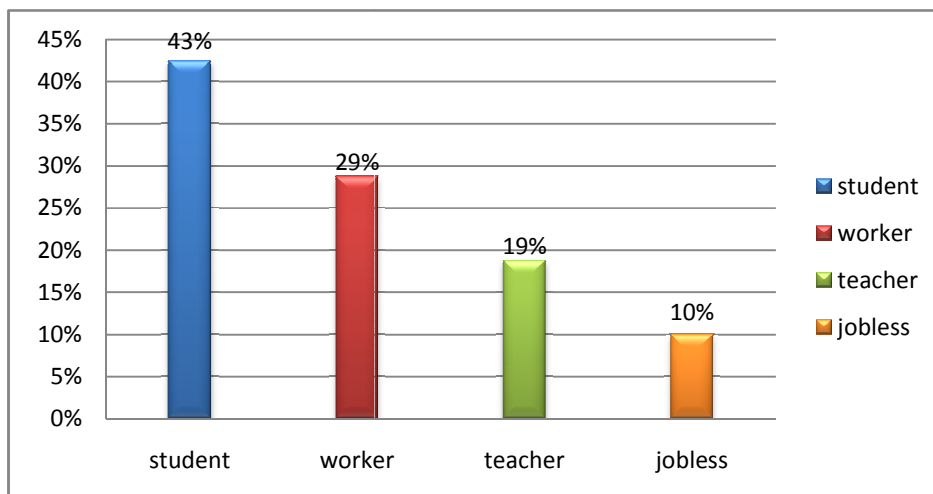
In this diagram, a conclusion may be drawn that the most age category willing to learn English is between 19 to 23 years with a proportion of 36 %. Then, students from 24 to 29 years represent 26 % of the sample, and from 30 to 34 years, the diagram shows 15 %. A noticeable decrease might be seen when the age percentage reaches 13 % for students between 35 years to 39 years. Then , respondents between 40 to 44 years represent 4 %, and from 50 to 54 years we have only 1%. Consequently, this variety in terms of age can be positive to provide a diversity in terms of views.

Q3 : Are you (you may tick more than one option)

- a. Student at university.**
- b. Worker.**
- c. Teacher .**
- d. Jobless .**

Job	Respondents	percentage
Student	34	43%
Worker	23	29%
Teacher	15	19%
Jobless	8	10%
total	80	100%

Table 3.3 : The student's job .



Histogram 3.3 : The student's job .

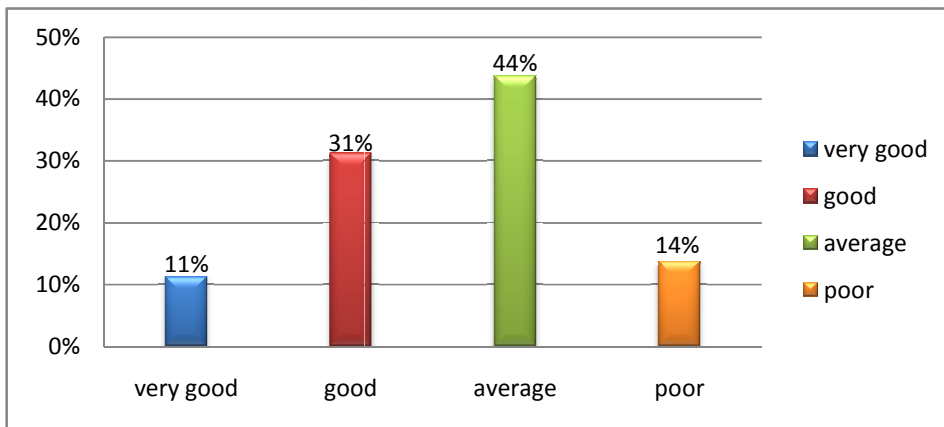
As it appears in histogram 3, 43% of the respondents were students at university, which clearly dominates the biggest percentage of the whole sample. This may result from the students needs for understanding and improving their English to achieve well in their studies. Whereas, 29 % represent the category of workers that are in need to learn English to communicate with foreigners at their work place. The teachers category represent 19 % of the sample, which obviously explains that this slice of society wants to learn English for attending international conferences related to their field of work, since English is today's world language. The last category is the jobless one that represents only 10 %, these people looking forward to learn English for getting a job in one of the companies that requires people who master the language or just for leisure.

Q 4 : How do you consider your level in English ?

- a. Very good.
- b. Good .
- c. Average .
- d. Poor .

Options	Respondents	Percentage
very good	9	11%
Good	25	31%
average	35	44%
Poor	11	14%
Total	80	100%

Table 3.4 : The student's level in English .



Histogram 3.4 : The student's level in English .

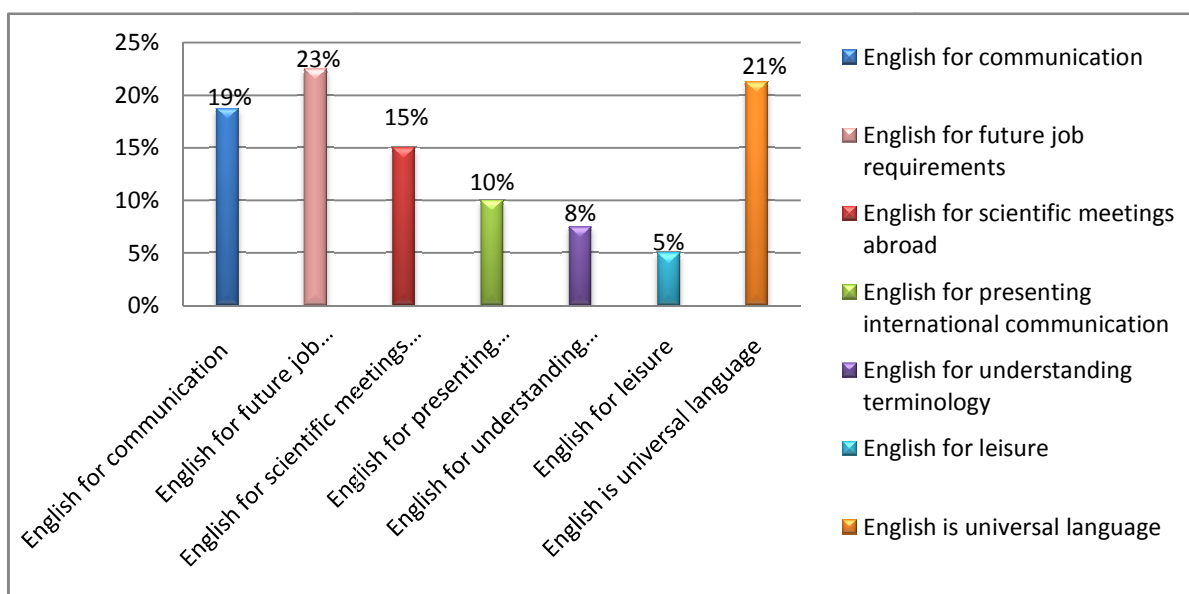
The data from histogram 4 show that the majority of the respondents have answered that their level in English is average with percentage of 44%, while 31% of them said their English is good, 14% poor, and 11% for very good spoken English. Weak proportions indicate that these learners have certain speaking difficulties that were the first lead behind the willing of learning English.

Q5 : What are the reasons that led you to choose having intensive courses in English rather than languages ? (you may tick more than one option).

If others, please specify.

Options	Respondents	percentage
English for communication	15	19%
English for future job requirements	18	23%
English for scientific meetings abroad	12	15%
English for presenting international communication	8	10%
English for understanding terminology	6	8%
English for leisure	4	5%
English is universal language	17	21%
Total	80	100%

Table 3.5 : The student's reasons for choosing English.



Histogram 3.5 : The student's reasons for choosing English .

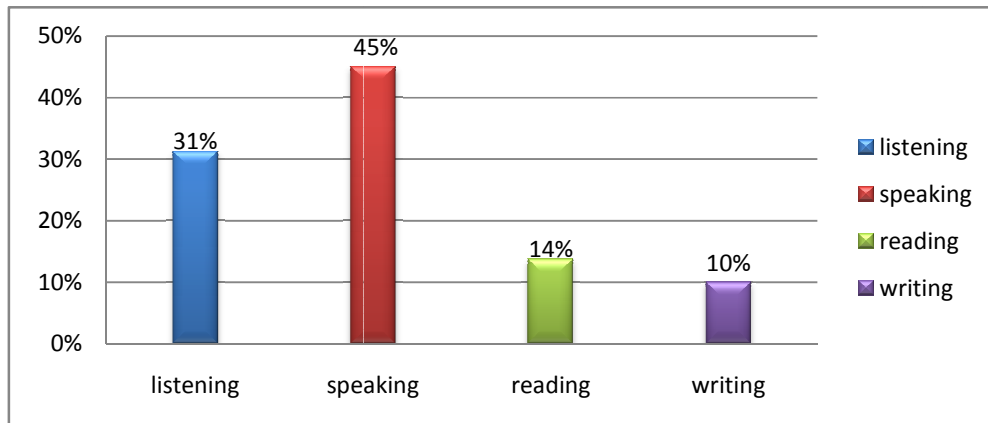
This histogram diagnoses the leading reasons for choosing studying English and having intensive courses in it. The respondents answered by giving 23% to the second option which focuses on learning English for future job requirements. Others responded by 21% for the last option which is about learning English because it becomes a universal language, 19% was given to the need of English for communication, 15% for English for scientific meetings abroad, 10% to English for presenting international communication, 8% to English for understanding terminology, and 5% to English for leisure.

Q 6: Pick the most important skill that you need to develop most?

- a. Listening**
- b. Speaking**
- c. Reading**
- d. Writing**

Options	Respondents	percentage
Listening	25	31%
speaking	36	45%
Reading	11	14%
Writing	8	10%
Total	80	100%

Table 3.6: The most important skill to be developed.



Histogram 3.6: The most important skill to be developed

From the above diagram, one may notice that the increased proportion is given to the speaking skill with 46 % because they said their primary concern is to communicate with people around them. 33 % was given to listening, since listening paves the way for the amelioration of the way they speak. While, reading and writing were given 13 % and 9 % out of the sample. This may explain that respondents needed to master the speaking skill rather than any other skill.

Q7: Which one you think is the most difficult to improve ? why ?

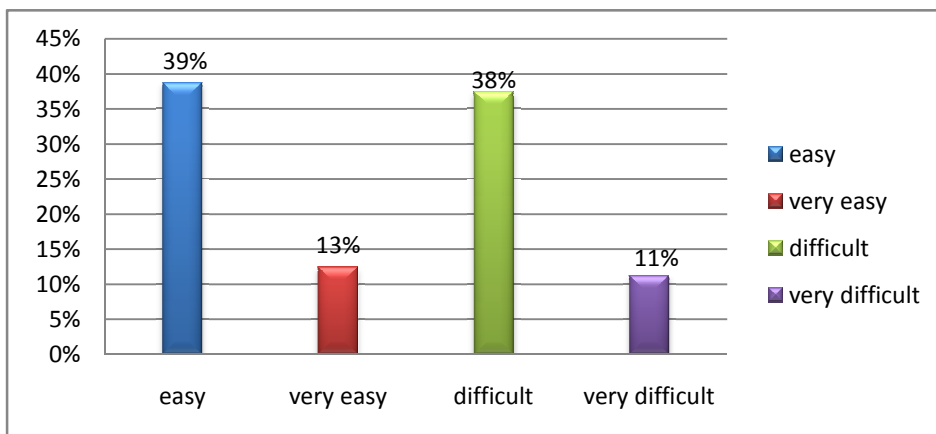
Most of the participants responses claim that speaking and listening are the most difficult skills to be improved . Speaking for example is difficult simply due to the lack of vocabulary and some psychological factors such as anxiety, fear of making mistakes, inhibition and the like. Some others, have referred to the skill of listening, as being difficult because they cannot understand some words and structures said by native speakers.

Q8: Do you find speaking in English :

- a. Easy
- b. Very easy
- c. Difficult
- d. Very difficult

options	Respondents	Percentage
Easy	31	39%
very easy	10	13%
difficult	30	38%
very difficult	9	11%
Total	80	100%

Table 3.7: The student’s attitude towards speaking English.



Histogram 3.7: The student’s attitude towards speaking English

Results reveal that 39 % of the respondents said English is easy to speak, however; others answered by giving 38 % to the option of difficult. Then , 13 % of them answered that English is

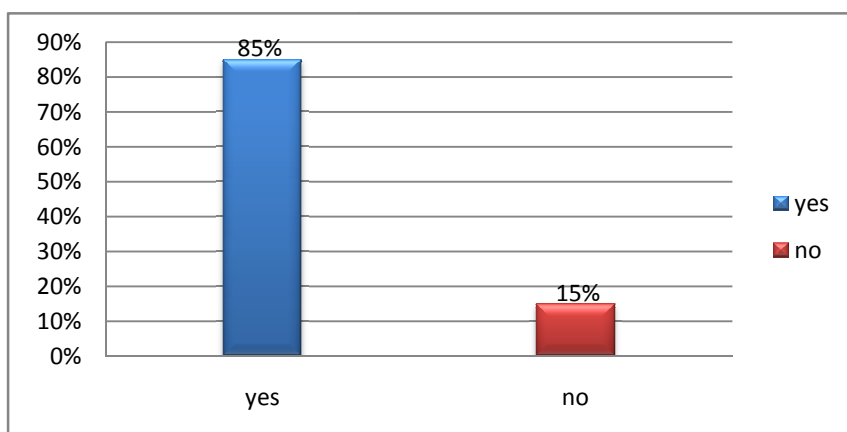
very easy. Lastly, 11 % said that is very difficult to speak in English. The highest percentage is giving to the first option where English considered as easy to speak, demonstrates that these people have ample knowledge about the nature of the language and its structure.

Q 9: Does your teacher encourage you to speak English ?

- a. Yes
- b. No

Options	Respondents	Percentage
Yes	68	85%
No	12	15%
Total	80	100%

Table 3.8 : The teacher’s encouragement.



Histogram 3.8 : The teacher’s encouragement

Since, the teacher’s encouragement plays a major role in enhancing the learning process, the majority of the respondents answered “ yes “ to reach the 85 % who answered that their teachers encourage and motivate them to speak when having courses in English. Unlike the first option, the second option reached only 15 % of the sample who said their teachers do not encourage them to speak in class.

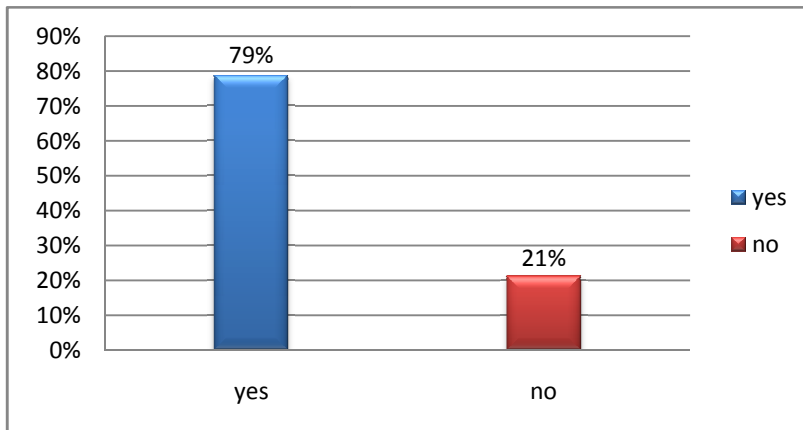
Q10: When you do not interact is it because you have some speaking difficulties ?

- a. Yes
- b. No

If, yes mention them.

Options	Respondents	percentage
Yes	63	79%
No	17	21%
Total	80	100%

Table 3.9: Speaking difficulties.



Histogram 3.9: The student's speaking difficulties

Looking at the results above in diagram 9, a noticeable increase for the first option (79%) dominates the whole percentage, and this explains that huge number of A1 students face speaking difficulties which they hurdle them from any sort of interaction in the classroom, unlike ; others (21%) who declared that their passive existence during an English course is not because of having difficulties in speaking.

If, yes mention them.

A considerable number of A1 students who said that they have certain speaking difficulties which they stand as an obstacle in their paths to be fluent speakers claim that most of these distractions are the primary result of some psychological factors like inhibition, anxiety, confusion, lack of vocabulary, fear of making mistakes, and shyness.

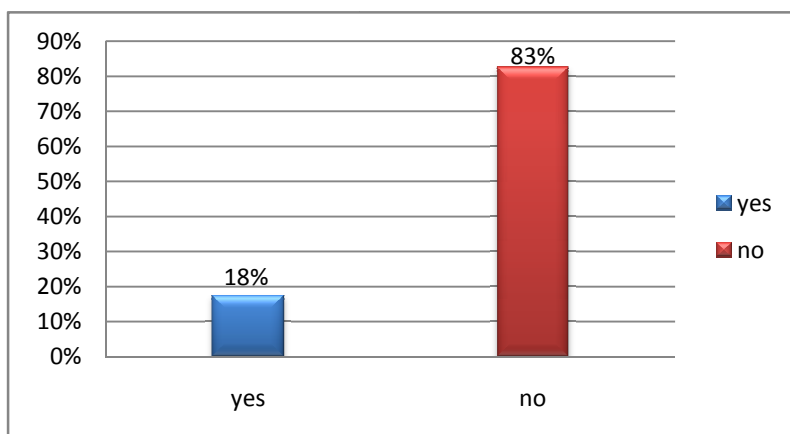
Q11: have you ever tried to overcome these difficulties?

- a. Yes
- b. No

If yes, how ?

Options	Respondents	percentage
Yes	14	18 %
No	66	83 %
Total	80	100%

Table 3.10: Overcoming difficulties



Histogram 3.10: Overcoming difficulties

Since a huge number of learners face some difficulties in speaking English, a question was posed to them about if they tried to overcome these difficulties. The results obtained showed that 83% of them said “No“ and only 18 % who said “Yes“.

If yes, how ?

The respondents who answered “ yes “ mentioned a couple of strategies and tools to help them jump the hurdle. But, most of these students wrote that they use the following tips : watching English spoken movies, BBC & CNN native English news channels, listening to songs and audio typescripts, reading books, speaking to native speakers using social networks, and practicing it with classmates in and outside the classroom.

Q12: what are the roles played by your teacher in the speaking tasks ?

- a. Controller.**
- b. Assessor.**
- c. Corrector.**
- d. Organizer.**
- e. Prompter.**
- f. Resource.**

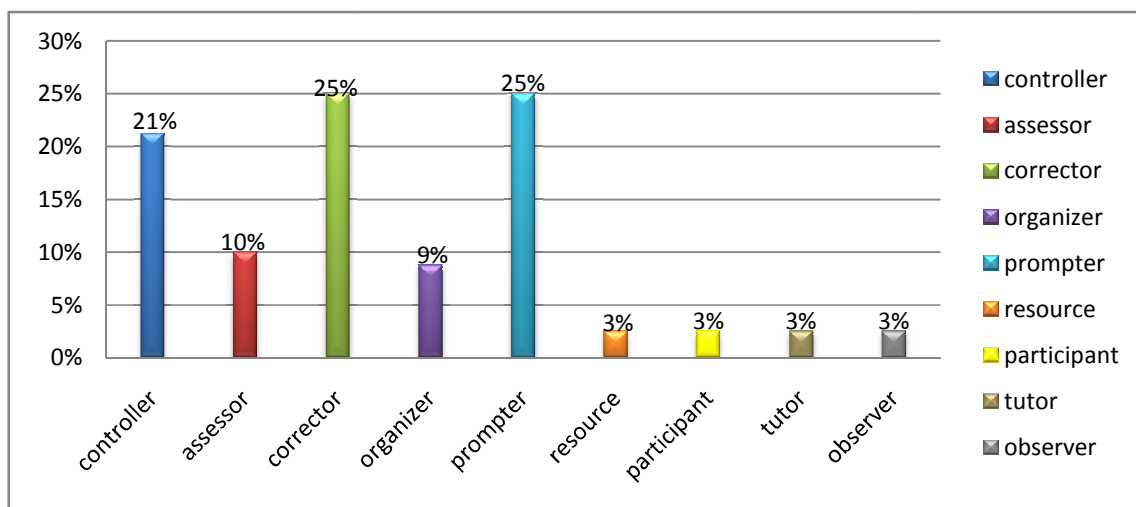
g. Participant.

h. Tutor.

i. Observer.

Options	Respondents	Percentage
Controller	17	21%
Assessor	8	10%
Corrector	20	25%
Organizer	7	9%
Prompter	20	25%
Resource	2	3%
participant	2	3%
Tutor	2	3%
Observer	2	3%
Total	80	100%

Table 3.11: The teacher's roles



Histogram 3.11: The teacher's roles

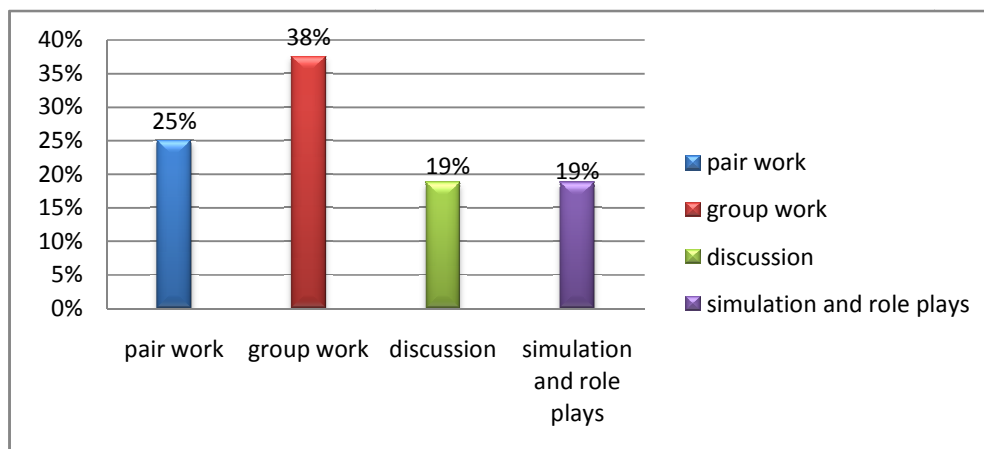
Sometimes teachers in their classrooms find themselves obliged to fulfill and play different roles to shape the learning environment. However, in the question asked earlier, students mentioned that their teachers mostly play two main and important roles the correctors (25%), and prompters (25%) which create equality. The respondents also gave 21 % to the role of controller, 10 % to assessor, 9% to organizer, 3% to resource, participant, tutor, and observer.

Q13:What are the oral activities that your teacher implement the most in the classroom ?

- a. Pair work**
- b. Group work.**
- c. Discussion.**
- d. Simulation and role plays.**

Options	Respondents	Percentage
pair work	20	25%
group work	30	38%
Discussion	15	19%
Simulation and role plays	15	19%
Total	80	100%

Table 3.12: The teacher’s oral activities



Histogram 3.12: The teacher’s oral activities

Results in diagram 12 shown that 38% of the target sample have confirmed that their teachers use mostly the group work activity, meanwhile; 25% of the respondents voted for the first option (pair work), and some others mentioned the discussion activity and simulation and role plays with equal percentage of 19%.

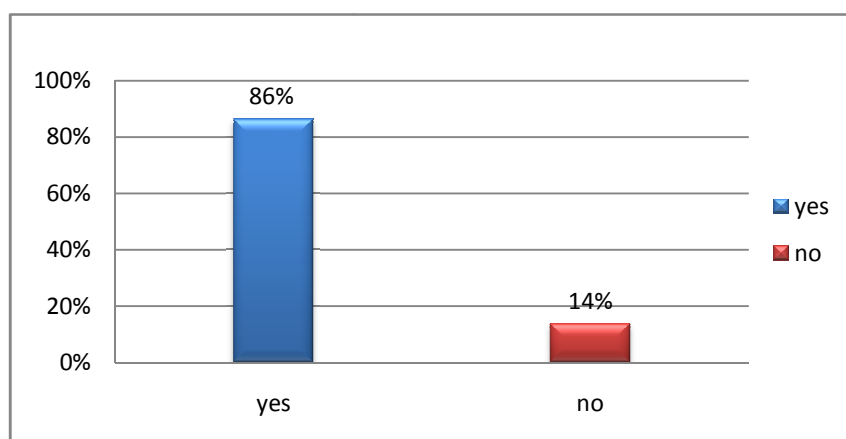
Q14: When you make some speaking errors or mistakes, does your teacher correct them for you ?

- a. Yes
- b. No

If yes, how do you feel about it ?

Options	Respondents	percentage
Yes	69	86%
No	11	14%
Total	80	100%

Table 3.13: The teacher’s speaking error correction



Histogram 3.13: The teacher’s speaking errors correction

Since the teacher’s feedback is very important and very helpful, most of the respondents responses proved that their teachers correct their mistakes and errors in speaking with 86%. Few others (14%), said their teachers do not correct their mistakes while speaking, and this may result from avoiding interrupting the student’s conversation and distracting him.

If yes, how do you feel about it ?

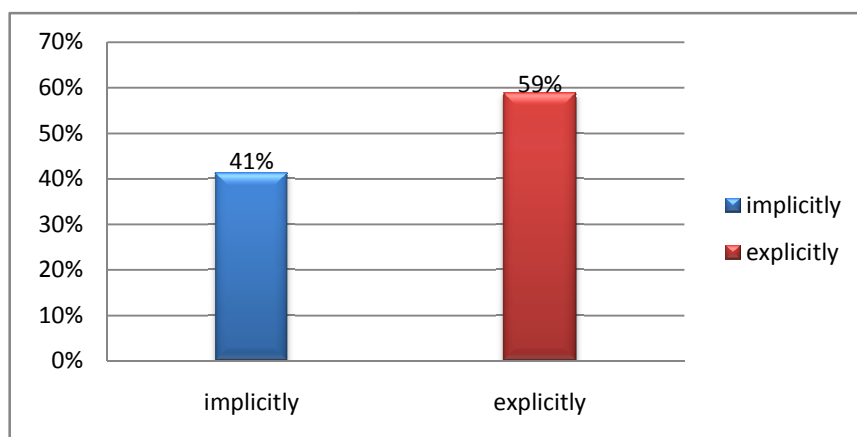
Students who answered “ yes “, said that when their teachers correct their speaking mistakes and errors they like it because they get motivated to speak , and they learn more to avoid repeating the same mistake again.

Q15: How does your teacher present his oral feedback ?

- a. Implicitly (The teacher reformulates what you say correctly)
- b. Explicitly (The teacher tells you about the form of your mistakes)

Options	Respondents	Percentage
Implicitly	33	41%
Explicitly	47	59%
total	80	100%

Table 3.14: The teacher's oral feedback



Histogram 3.14: The teacher's oral feedback

The way teachers present their feedback is very crucial in the learning environment. The teacher's feedback might take two distinctive forms either implicit or explicit. The majority of the respondents though said that their teachers present their feedback explicitly and 59% was given to that option. Whereas, 41% of them made a tick for the first option which is about the teacher's implicit way of presenting feedback.

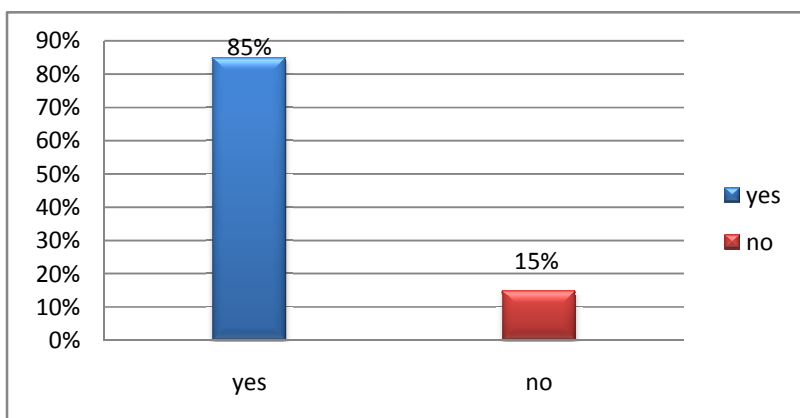
Q16: Does regular interaction in classroom help you to reduce your speaking mistakes ?

- a. Yes
- b. No

Justify your answer

Options	Respondents	Percentage
Yes	68	85%
No	12	15%
Total	80	100%

Table 3.15: Classroom interaction and reducing speaking mistakes



Histogram 3.15: Classroom interaction and reducing speaking mistakes

In diagram 15, the results obtained from the participants responses who answered “ Yes “ assert with percentage of 85% that classroom interaction does really reduce speaking mistakes, while very few others answered “ No “ given the percentage of 15 %, which means they do not find classroom interaction helpful.

Justify your answer .

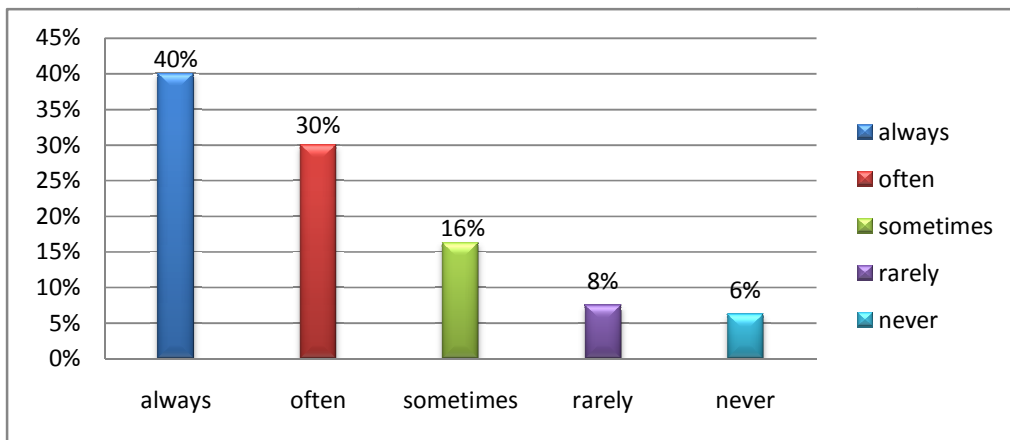
Students who answered “ Yes “ justified their chosen option by writing that when they interact in class, their teachers correct their mistakes if they make any ,so that they learn more from their mistakes. However, respondents who answered “ No “ said that regular classroom interaction do not help them reducing their speaking mistakes, one may consider this answer as related to their shyness, anxiety, inhibition and other psychological factors.

Q17: How often does your teacher evaluate your speaking skill ?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	Respondents	Percentage
Always	32	40%
Often	24	30%
sometimes	13	16%
Rarely	6	8%
Never	5	6%
Total	80	100%

Table 3.16: The frequency of the teacher’s evaluation



Histogram 3.16: The frequency of the teacher’s evaluation

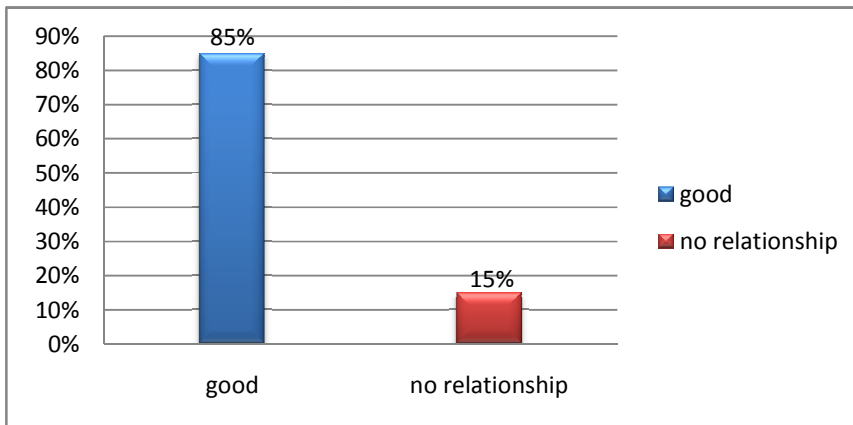
Speaking assessment is a vital element in language learning, 40% of the participants of the target sample said that their teachers “ Always “ evaluate their speaking to be followed by 30 % to the second option “ Often “, 16% to third “ sometimes “, 8 % to “ Rarely “, and finally 6% to “ Never “.

Q18: Is the relationship between you and your teacher :

- a. Good
- b. No relationship

Options	Respondents	Percentage
Good	68	85%
no relationship	12	15%
Total	80	100%

Table 3.17: Student- teacher relationship



Histogram 3.17: The student- teacher relationship

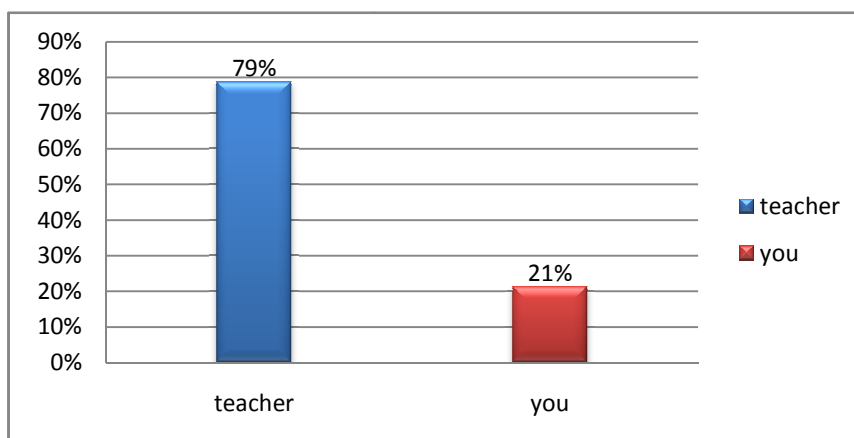
Obviously, student- teacher relationship plays a significant role in shaping the learning environment, and it gives the student the voluntary to do his best and making his efforts. Hence, 85% of the participants said the relationship between them and their teachers is quite good, by contrast; 15% others answered that no relationship exists between then and their teachers.

Q19: Who does most of the talk in the classroom ?

- a. Teacher
- b. You

Options	Respondents	Percentage
Teacher	63	79%
You	17	21%
Total	80	100%

Table 3.18: Amount of talking time in class



Histogram 3.18: Amount of talking time in class.

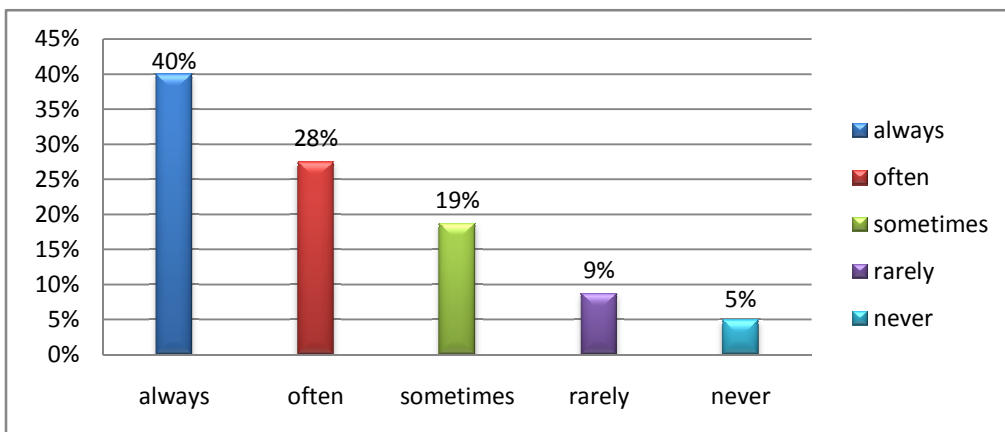
Based on the current data presented in diagram 18, a clear view can be taken from the respondents answers that teachers are the ones who dominate the amount of talking time in classrooms, where 79% said so. And 21% answered choosing the second option “ you “ which states that the students themselves who make most of the talk in the classroom.

Q20: How often the teacher gives you the opportunity to interact (give and take) with him ?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	Respondents	percentage
Always	32	40%
Often	22	28%
sometimes	15	19%
Rarely	7	9%
Never	4	5%
Total	80	100%

Table 3.19: The frequency of teacher- student interaction



Histogram 3.19: The frequency of teacher- student interaction

This question was addressed to the target participants (A1 learners) to see the frequency of the opportunity given to students in their classes to interact with their teachers. From the results obtained in diagram 19, the first option which is “ Always “ took 40% , the second option “ Often

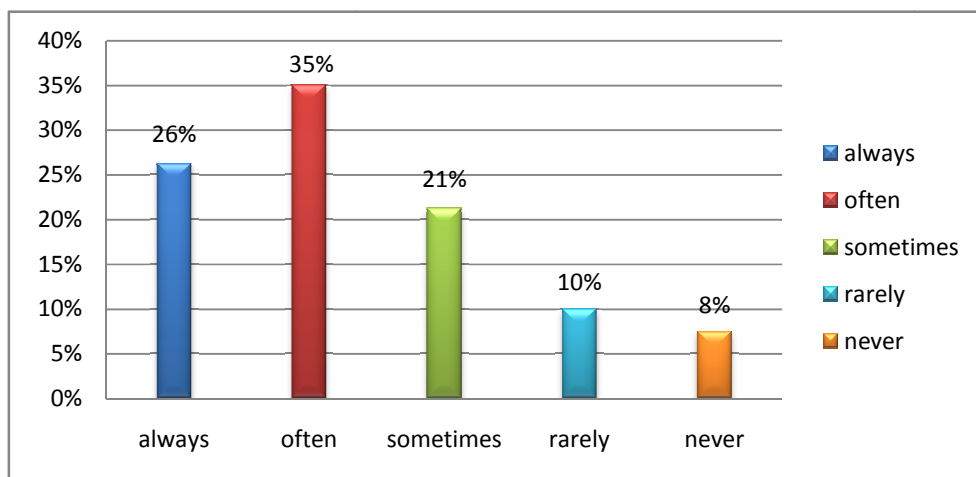
“ took 28%, the third option “ Sometimes “ took 19%, the fourth option “ Rarely “ took 9%, and finally the fifth option “ Never “ took only 5%. These results show that A1 students of English do really have the opportunity to interact with their teachers.

Q21: How often do you interact with your classmates inside the classroom ?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

Options	Respondents	Percentage
Always	21	26%
Often	28	35%
sometimes	17	21%
Rarely	8	10%
Never	6	8%
Total	80	100%

Table 3.20: The frequency of student- student interaction



Histogram 3.20: The frequency of student- student interaction

Diagram 20 shows the frequency of student-student interaction, and most of the participants responses were “ Often “ with 35% , then 26% was given to “ Always “, 21% to “ Sometimes “ . These proportions reveal to great extent that A1 learners have the great opportunity to interact

with their peers. Others have answered ticking the two left options of “Rarely “, and “ Never “ with percentages of 10% and 8%.

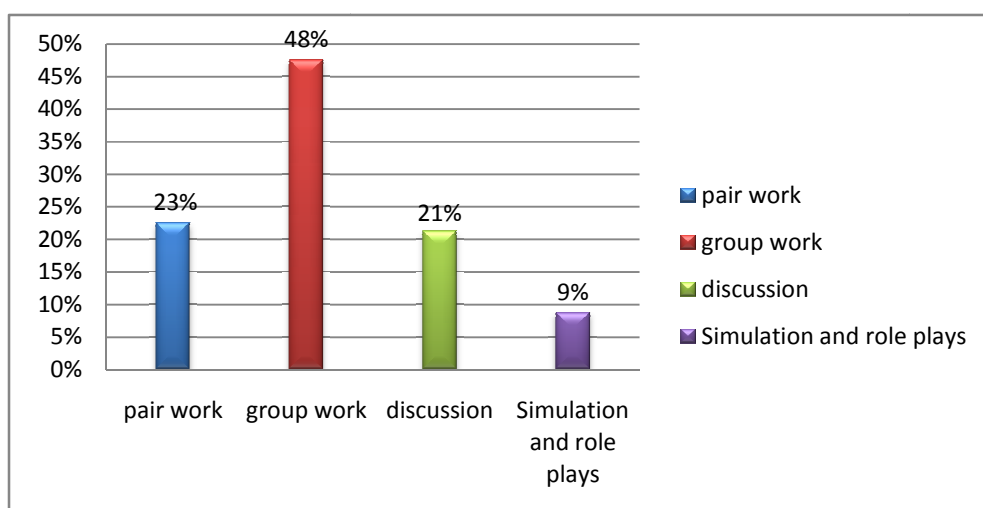
Q22: Which of the following interaction Techniques do you enjoy the most ?

- a. Pair work.
- b. Group work.
- c. Discussion.
- d. Simulation and role plays.

If Others, please specify.

Options	Respondents	Percentage
pair work	18	23%
group work	38	48%
discussion	17	21%
Simulation and role plays	7	9%
Total	80	100%

Table 3.21: Interaction techniques that students enjoy



Histogram 3.21: Interaction techniques that students enjoy

Teachers in EFL classes implement different interaction activities, but some of these activities may not meet the student’s needs. Hence , a question was posed to these students to see what kind of interaction activities they enjoy the most . The results obtained show that group work activity

gained the biggest percentage comparable to other activities with a proportion of 48%, then pair work activity reached 23%, discussion 21% and simulation and role plays 9%. These responses demonstrate that A1 students prefer cooperative group work rather than individual work.

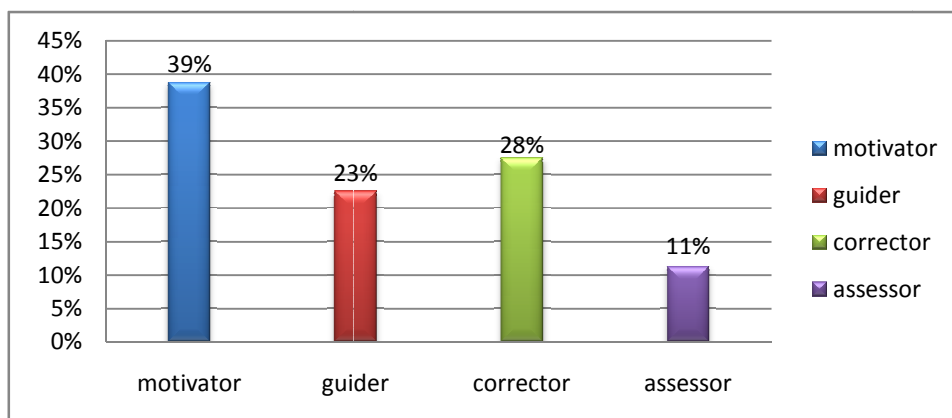
Q23: To interact in the classroom, you want your teacher to be :

- a. **Motivator.**
- b. **Guider.**
- c. **Corrector.**
- d. **Assessor.**

If others, please specify.

Options	Respondents	Percentage
Motivator	31	39%
Guider	18	23%
Corrector	22	28%
Assessor	9	11%
Total	80	100%

Table 3.22: Students attitudes towards teachers



Histogram 3.22 : Students attitudes towards teachers

In diagram 22, students expressed their attitudes towards their teachers by saying that they need them to be more motivators where there was 39% percent given to that option. The respondents also gave 28% to the second option of correctors, where they need them to correct their mistakes and errors. 23% was the percentage given to the third option (guider), and 11% to the fourth

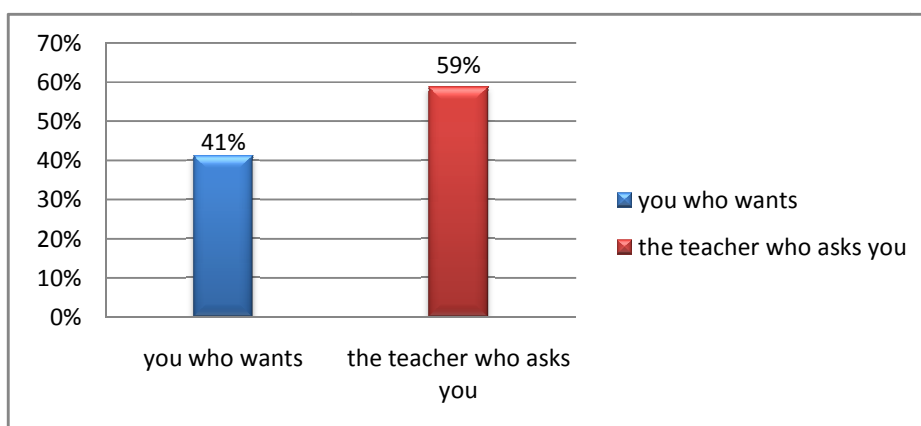
option (assessor). These responses show that A1 students want their teachers to be motivators and correctors.

Q24: When you interact in the classroom, Is it :

- a. You who wants
- b. The teacher who asks you

Options	Respondents	percentage
you who wants	33	41%
the teacher who asks you	47	59%
Total	80	100%

Table 3.23: Reasons of classroom interaction.



Histogram 3.23: Reasons of classroom interaction

Classroom interaction is based on reciprocal sharing of knowledge and in question 24, students were asked to say whether they interact by their owns or their teachers ask them to do so. Results show that a considerable number of the respondents answered “ The teacher who asks you “ with percentage of 59%, and 41% others said that they interact in class just because they want to and not the teacher who pushes them. Since the majority of the participants have answered choosing the second option, this explains that A1 teachers of English are trying hard to make their learners interact more.

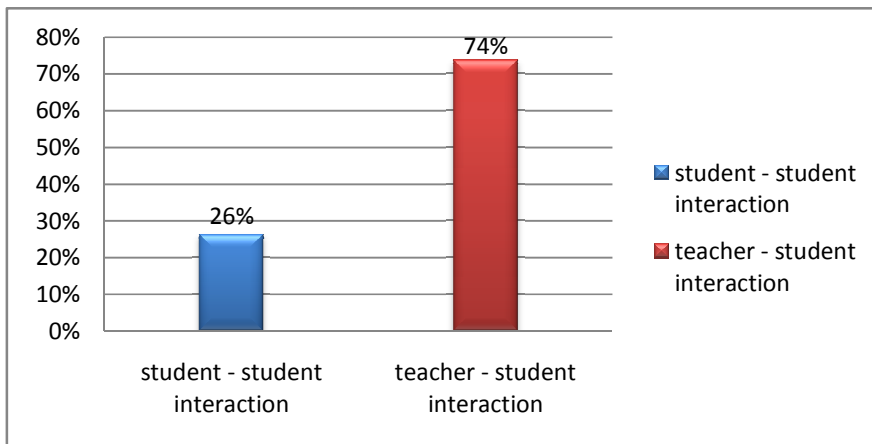
Q25: What type of interaction do you prefer most ?

- a. Student- student interaction**
- b. Teacher -student interaction**

Whatever your answer is, please justify.

Options	Respondents	percentage
student-student interaction	21	26%
Teacher-student interaction	59	74%
Total	80	100%

Table 3.24: Type of interaction that students prefer the most



Histogram 3.24: Type of interaction that students prefer the most

The respondents results about question 25 were as follows: 26% to the first option, and 74% to the second option. The question was about which type of interaction students enjoy the most, and the participants responses reached the climax in option two where 74% was obtained. Therefore, one may deduce that students prefer teacher-student interaction because it helps them most in improving their oral skills.

Whatever your answer is, please justify.

Participants who answered choosing “ Student-student interaction “ said that they prefer this type of interaction because they do not feel shy when talking to each other and they feel more comfortable than with their teachers. Whereas, students who answered choosing “ Teacher-

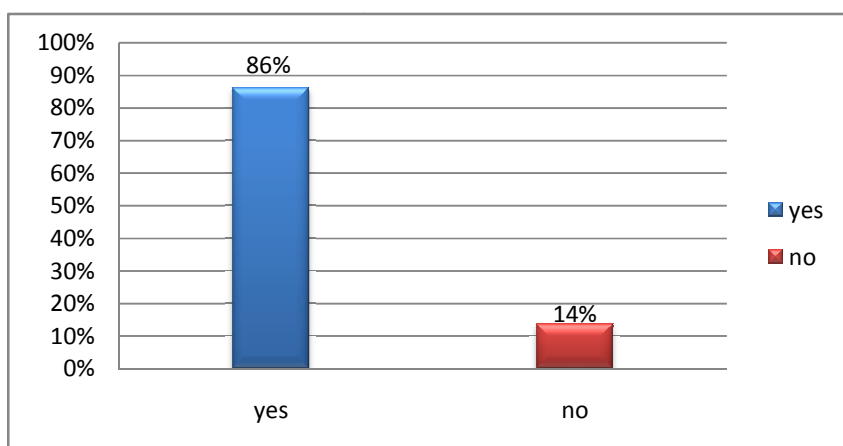
student interaction “ said that they enjoy interacting with their teachers because they correct their speaking errors and mistakes and they create a share and exchange of knowledge.

Q26: Do you think that classroom interaction improves your speaking skill ?

- a. Yes
- b. No

options	Respondents	percentage
Yes	69	86%
No	11	14%
Total	80	100%

Table 3.25: Classroom interaction effectiveness



Histogram 3.25: Classroom interaction effectiveness

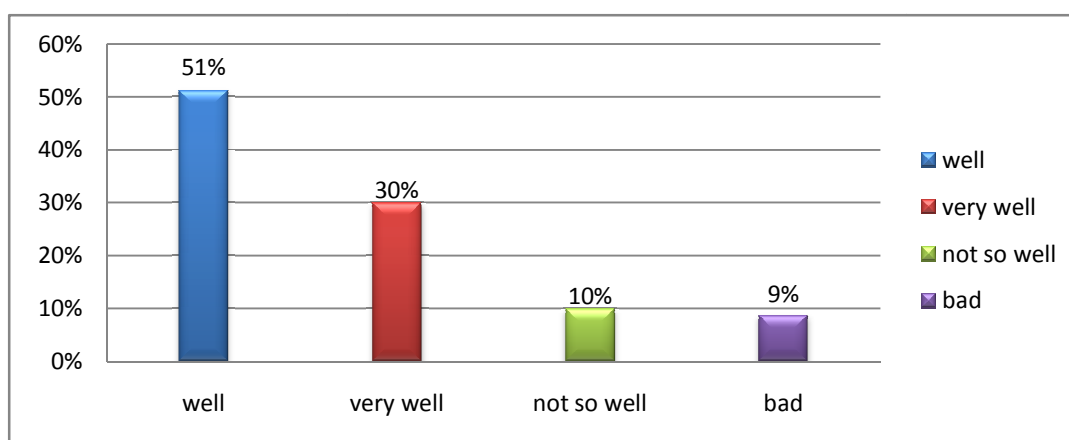
Based on the question 26 addressed to learners to obtain certain data about whether their speaking skill is really improving through classroom interaction. The results gathered show that 86% of them answered “ Yes “, which denote that they have benefited from the implementation of classroom interaction, and 14% of them answered “ No “, which explains that they did not find classroom interaction a useful tool to enhance their oral skills.

Q27: How do you judge your speaking ability as a result of classroom interaction ?

- a. Well
- b. Very well
- c. Not so well
- d. Bad

Options	Respondents	percentage
Well	41	51%
very well	24	30%
not so well	8	10%
Bad	7	9%
Total	80	100%

Table 3.26: The student’s speaking ability as a result of classroom interaction



Histogram 3.26: The student’s speaking ability as result of classroom interaction

The research hypothesis which states that classroom interaction improves the speaking ability of the learner, it may be concluded in this diagram where half (51%) of the target sample answered that their speaking ability is “ Well “ as a result of classroom interaction, 30% others answered “ Very well “, 10% answered “ Not so well “, and 9% answered “ Bad “. These responses summarize that classroom interaction do really develops the student’s speaking ability.

3.3. Interpretation of the Results

On the basis of the analysis of the student’s questionnaire, a final view may be drawn :

- 1- Initially, the student’s questionnaire begins with the student’s profile where the majority were males, which indicate that males need to have intensive courses in English mainly because they need it at work or in daily life.
- 2- The respondents age though ranged from 19 to 54 years, and most of them were students at university, and their level in English was “ Average “ the fact that led many of them choose to study English for many reasons but most of all for future job requirements.

- 3- Secondly, in section two which was basically about the student's speaking skill, the participants therefore said that they need to develop their speaking skill the most. Which, means that A1 students need to communicate in the language more than any other thing, but it was the most difficult skill to be developed because they face some factors like lack of vocabulary, inhibition, and difficulty in understanding and grasping words and the like though, they find speaking in English " Easy " .
- 4- In the next question most of the respondents said that teachers do really encourage them to speak English, and that the cause behind the lack of interaction in the classroom is because they have some speaking difficulties, and most of these difficulties were psychological ones like confusion, anxiety, and inhibition, etc . Despite the speaking difficulties that A1 students face, the majority of them said they never tried to overcome these difficulties while, few others said that they use listening to foster their speaking as well as practicing their English outside classrooms with their friends, colleagues, mates, and so on in an attempt to overcome these difficulties.
- 5- Furthermore, the learning environment requires teachers to play various roles to fulfill the student's needs. Consequently, most of A1 students said that their teachers play two major roles: corrector and prompter, which explains that A1 teachers focus more on mistakes and motivation as important elements in language learning. Obviously, teachers in EFL classes have to set different activities to create enjoyable atmosphere in their classes. The respondents though mentioned the oral activities mostly implemented by their teachers in the class, and most of all " Group work " . This reveals that teachers experienced that students enjoy cooperative group work where they exchange knowledge, interact in peers, and share views.
- 6- In an attempt to learning a language, students must go through various stages to reach the fluency in speaking, they make mistakes and errors, they hesitate, they make pauses, and the like. The respondents therefore, indicate that their teachers correct their mistakes " Explicitly " so they tell them about the form of their mistakes right away more than reformulating what they said correctly.
- 7- In a trial to prove if classroom interaction enhances the student's speaking skill and reduces speaking mistakes , the majority of responses were " Yes " because according to them in classroom interaction teachers correct the students mistakes so they can learn more from their mistakes. Finally, the last point in section two was about assessing

speaking which is very important element in teaching this skill. Responses shown that A1 teachers “ always “ assess their student’s speaking skill and oral production.

- 8- Thirdly, in the last section of the student’s questionnaire, the main focus was shedding the light on classroom interaction and its importance in EFL classes. Therefore, interaction in the classroom requires certain friendly relationship between teachers and students. The responses confirmed that students have good relationship with their teachers, which clears the path for fruitful classroom interaction. Since in classroom interaction, the class is no longer teacher- directed, rather ; students share part of it. Students responses confirm the latter idea.
- 9- In addition, teachers should give students the opportunity to interact in class. Data gathered show that A1 students share great amount of classroom talking with their teachers, and they often interact with their peers in class. Interaction techniques on one hand, are very influential in fostering interaction in classes, and developing the students speaking through the process of trial and error. Hence, the most enjoyable interaction technique students mostly prefer is the “ Group work “, A1 students enjoy cooperative group work because they feel comfortable with their classmates, and it may foster a kind of sense of belonging. On the other hand , students claimed that in order to interact in class they need their teachers to be motivators, as well as correctors.
- 10- Moreover, as it was mentioned earlier in classroom interaction the teacher is no longer dominating the class, but students where most of them indicate that they do not have to wait for their teachers to invite them to interact in class, rather they do that by their own, and they prefer teacher- student interaction, because whenever they interact, teachers correct their mistakes and this type of interaction creates an exchange of knowledge and information. In the last two questions of the student’s questionnaire, A1 students confirmed that classroom interaction do really improve their speaking skill to become “ Very well “ , these results give the current conducted research a proof that classroom interaction is really an effective tool for developing A1 students speaking skill.

3.4. Teacher’s Questionnaire

3.4.1. Aim of the Questionnaire

In an attempt to investigate the importance of classroom interaction in improving EFL student’s speaking skill , it is very crucial to gather the teachers opinions and views about its

implementation in EFL classes to develop language learning. Teachers thoughts are helpful to investigate the way English is taught and how the problems encountered in speaking could be lessened through interactional teaching.

3.4.2. Description of the Questionnaire

The teacher's questionnaire consists of (21) items, classified into three sections where each section focuses on specific aspect, and it involves different types of questions : “ closed “ and “ open-ended “ questions. Closed questions require teachers to answer “ Yes “ or “ No “ or by ticking one answer from a set of options, whereas; open- ended questions are addressed to teachers to state their point of views and share their prior knowledge about the subject.

Section one : Background information (Q1- Q4)

Questions in section one aim at gathering personal information about the target sample. Teachers were asked to specify their gender (Q1), while (Q2) seeks information about the degree held , and in (Q3) teachers are asked to state how many years they have been teaching English at University. Then, (Q4) was addressed to them to state the modules they have been teaching during this period.

Section two : Speaking (Q5- Q13)

The second section was about the way teachers teach oral skills (speaking) and their learners difficulties in that skill. In (Q5), teachers were asked to tick one of the skills that their learners need to develop the most with the justification of their answers. Then, (Q6) was addressed to teachers about which techniques they use to encourage their learners to speak choosing between three given options, and if these options were unsatisfactory they had to state their owns. Later in question (7), teachers were asked to indicate their priorities by placing numbers in the boxes to indicate the ordering of their views while the question was about which difficulties students face most in oral expression, and If these responses were not the ones students face, they had to state others from their own. Question (8) seeking answers about which aspects teachers focus on more while teaching oral skills ,then they had to explain why. Next, in (Q9) teachers were asked to state some techniques for developing fluency in speaking in the blanks left below the question. Question 10, was about giving the frequency of how often teachers correct their learners speaking mistakes.

In question (11), teachers were required to give their frequency of when their students make mistakes or errors in speaking , how often do they interrupt them to correct their mistakes. Then question 12 seeks information about if listening to foreign language really improves the student's speaking skill or not , and if “ Yes “ they have to indicate why. Finally, in question (13), teachers were asked to give the frequency of how often do they assess their students speaking skill.

Section three : Classroom interaction (Q14- Q21)

The third section which is the last one, comprises questions about teachers implementation of classroom interaction . Question (14), required teachers to rate the amount of their talking time in the classroom. Then, in question (15) teachers were asked to give their opinions if classroom interaction is important or not and if “ Yes “ they had to specify why in the gaps below the question. In question (16) teachers were required to say whether they implement classroom interaction while teaching oral skills or not, and whatever their answers they had to justify them. Later, in question (17) they had to give the frequency of how often they invite their students to interact. Next, in question (18) teachers were asked to tick what do they do to make their students interact in the classroom, and if these responses were unsatisfactory then they had to state their own ones.

In question 19, they had to state which type of classroom interaction students enjoy the most. Then, in question 20 which is an open-ended question, teachers had to indicate the factors that influence the oral interaction in the blanks left below the question. The last question in section three requires teachers to give their opinions about if they think classroom interaction really develops learners speaking skill or not ,then if “ Yes “ they have to indicate how.

3.4.3. Administration of the Questionnaire

The target population of the current piece of research consists of all A1 teachers of English at the intensive language teaching centre (CEIL) of Mohamed Khider University of Biskra. For the possibility of covering the whole population there was no chosen sample and the questionnaire was administered to (08) teachers of (08) groups of A1 level. The questionnaire though was handed out in a friendly environment and all teachers were so cooperative ,helpful and full gratitude goes to them.

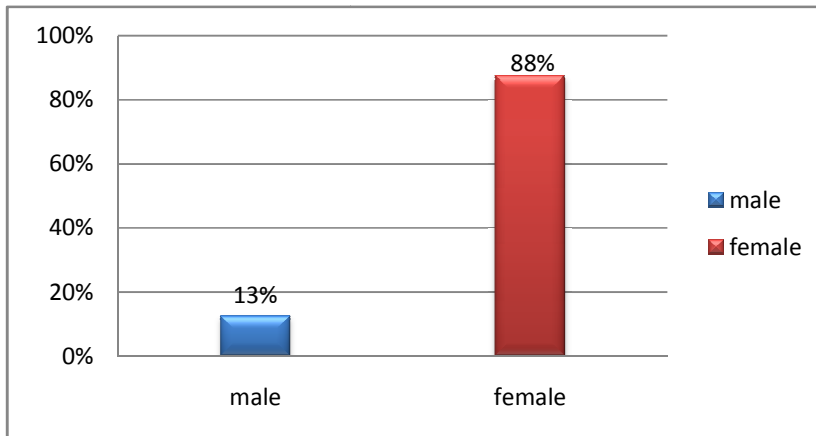
3.5. Data Analysis

Q1: Specify your gender:

- a. Female
- b. Male

Options	Respondents	Percentage
Male	1	13%
Female	7	88%
Total	8	100%

Table 3.27: The teacher's gender



Histogram 3.27: The teacher's gender.

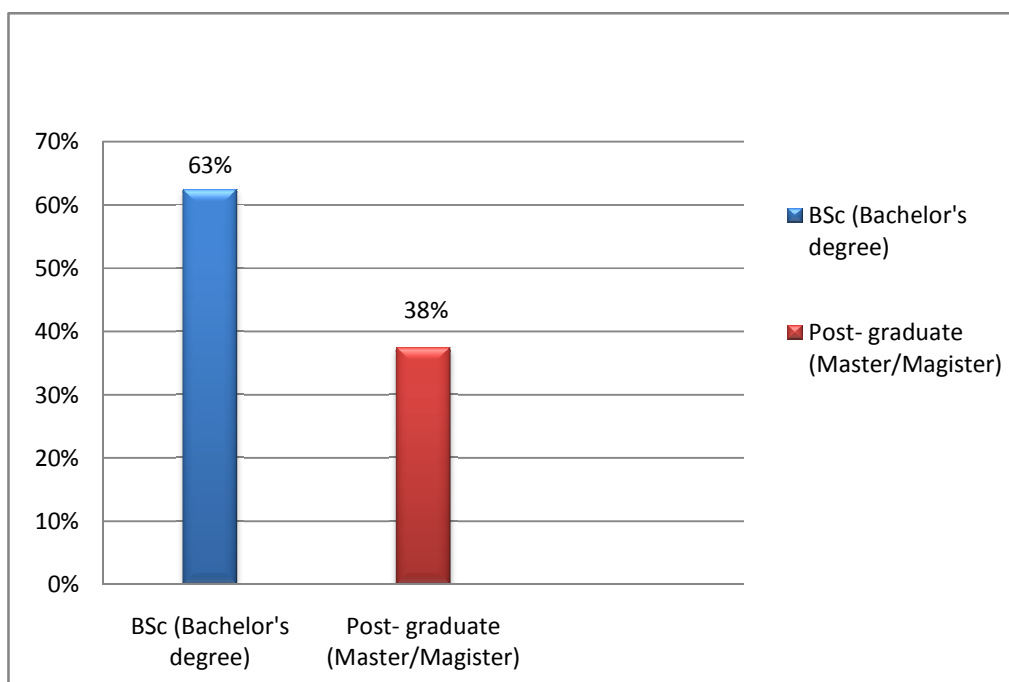
From diagram 27, a clear notice might be taken that the target population consists of only one male teacher presented with percentage of 13%, and seven female teachers with the percentage of 88%. This implies that females have the desire to teach more than males.

Q 2: Degree (s) held:

- a. BSc (Bachelor's degree)
- b. Post- graduate (Master/ Magister)

Options	Respondents	percentage
BSc (bachelor's degree)	5	63%
post- graduate (master/ magister)	3	38%
Total	8	100%

Table 3.28: The teacher's degree held.



Histogram 3.28: The teacher’s degree held

In an attempt to seek information about the teacher’s degree held, a question was addressed to them and the results obtained show that 63% of them have BSc (bachelor’s degree), while 38% have Post- graduate (master/magister) degree.

Q3: How many years have you been teaching English at university level ?

The third question was an open-ended question where teachers are required to answer in the blanks left below the question which seeks to investigate how many years have they been teaching English at University level, their responses were as follows: two teachers said that they have been teaching English since one year, another teacher since two years, another teacher since three years, two others since four years, and two others said that they never taught before. This denotes that the majority of teachers have some sort of experience in the field of teaching which in fact helps the quality of teaching to be improved in the centre.

Q4: What are the modules have you been teaching during this period ?

The next question was about the modules taught during the teaching period which was an open-ended question. Teachers’ responses reveal that some teachers taught oral expression in the department of English, some others taught grammar and phonetics modules, others taught written expression and methodology, however; others taught intensive courses in the intensive language

teaching centre “ CEIL “ of Mohamed Khaider University of Biskra, and some others never taught before.

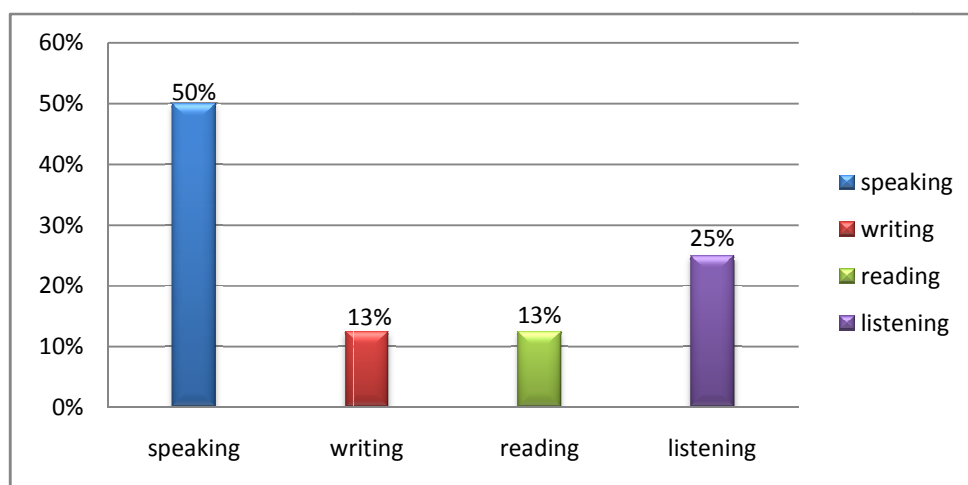
Q 5: According to you which of the following skills English learners need to develop the most ? (you may tick more than one option)

- a. Speaking .**
- b. Writing.**
- c. Reading.**
- d. Listening.**

Whatever your answer, please justify.

options	respondents	Percentage
speaking	4	50%
writing	1	13%
reading	1	13%
listening	2	25%
Total	8	100%

Table 3.29: The teacher’s attitude towards the skills that English learners need to develop the most.



Histogram 3.29 : The teacher’s attitude towards the skills that English learners need to develop the most.

The data gathered from question (5), implies that A1 teachers of English said that the most important skill English learners need to develop is the speaking skill where 50% was given to that option since A1 students came to have intensive courses in English with the goal of mastering communication so, speaking is highly needed. 25% others said that their students need to concentrate on listening to get the right pronunciation and grasp some useful vocabulary to enhance their speaking. While, the least percent (13%) was given to reading and writing.

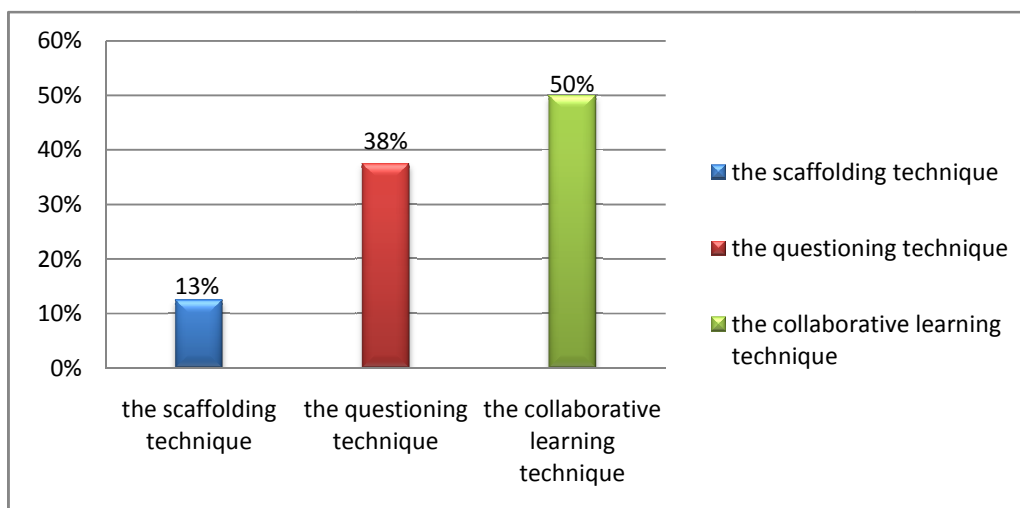
Q 6 : Which of these techniques you use to encourage your learners to speak ?

- a. The scaffolding technique.**
- b. The questioning technique.**
- c. The collaborative learning technique.**

If others, please specify.

Options	Respondents	percentage
the scaffolding technique	1	13%
the questioning technique	3	38%
the collaborative learning technique	4	50%
Total	8	100%

Table 3.30: Teachers techniques to encourage learners to speak.



Histogram 3.30: Teachers techniques to encourage learners to speak.

Histogram 30 illustrates the proportions given by teachers to the techniques they use in their EFL classes to encourage their students to speak. Hence , 50% of teachers responded that they use the collaborative learning technique which means designing pair and group works as a tool to encourage their learners to speak and interact in class. While, 38% of them use the questioning technique, and 13% others use the scaffolding technique. Teachers then, prefer the collaborative learning technique to avoid learner’s anxiety and shyness when working as a group, which create a sense of belonging to them.

Q 7 : Please indicate your priorities by placing numbers in the boxes to indicate the ordering of your views, 1= the highest priority, 2= the second highest, and so on.

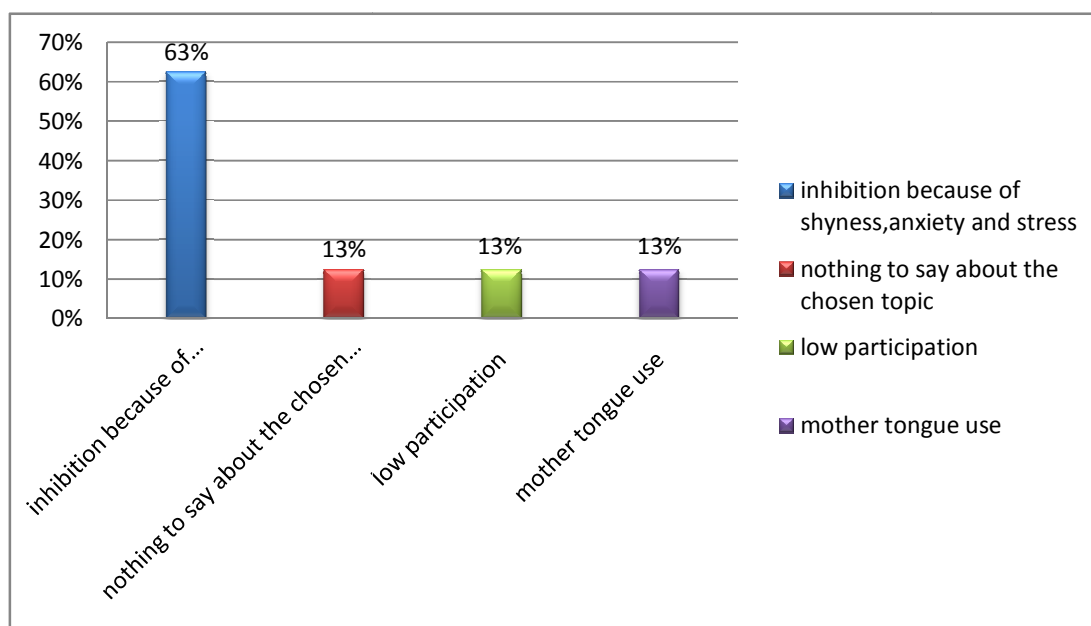
Sometimes student do not speak in the classroom because of some speaking problems. According to you which of these difficulties students most face in Oral Expression?

- a. Inhibition because of shyness, anxiety and stress**
- b. Nothing to say about the chosen topic**
- c. Low participation**
- d. Mother tongue use**

Other problems (please justify)

Options	Respondents	Percentage
inhibition because of shyness, anxiety and stress	5	63%
nothing to say about the chosen topic	1	13%
low participation	1	13%
mother tongue use	1	13%
Total	8	100%

Table 3.31: Students difficulties in oral expression.



Histogram 3.31: Students difficulties in oral expression.

The chosen target population of teachers for this conducted research were asked to indicate their priorities by placing numbers in the boxes to indicate their ordering of views about students speaking difficulties in oral expression, while their responses were as follows: 63%, and 13%. The former was a proportion given to the first option which states students inhibition because of shyness, anxiety, and stress, then the latter represents the equal percentage given to three last options of “ nothing to say about the chosen topic”, “ low participation “, and “ mother tongue use “. These results express that most students difficulties in speaking are due to psychological reasons.

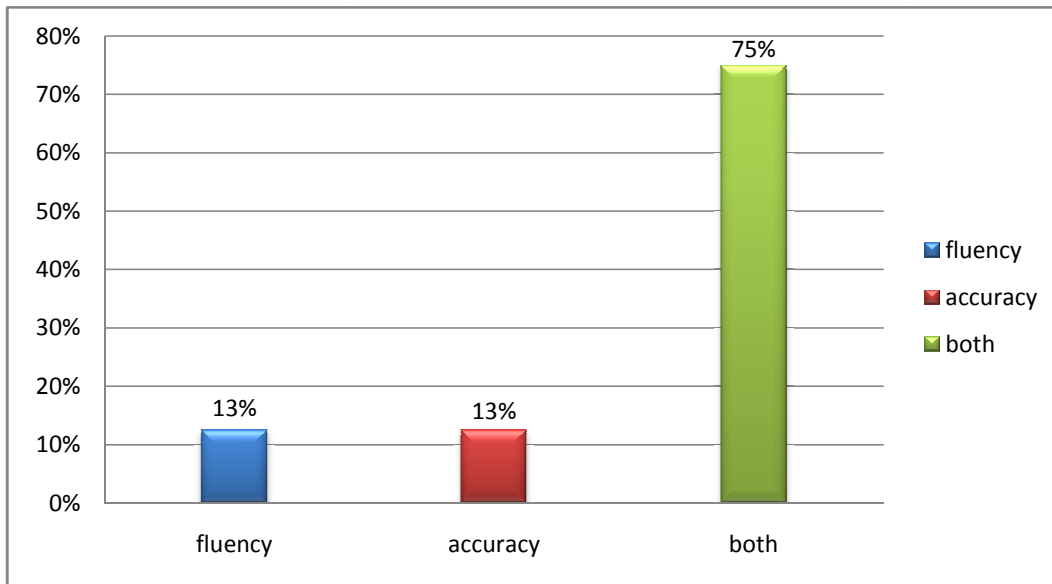
Q 8 : Which of these aspects do you focus on more while teaching oral skills?

- a. Fluency
- b. Accuracy
- c. Both

Please, explain why ?

Options	Respondents	Percentage
Fluency	1	13%
accuracy	1	13%
Both	6	75%
total	8	100%

Table 3.32: The aspects that teachers focus on more while teaching oral skills.



Histogram 3.32: The aspects that teachers focus on more while teaching oral skills.

In question 8, teachers were required to answer the question by ticking the aspects that they focus on more while teaching oral skills choosing one among three given options: fluency, accuracy, or both. The teachers results shown that the majority answered “ Both “ with percentage of 75%, while 13% others answered “ Fluency “ and “ Accuracy” giving them the same proportion (13%).

Please, explain why ?

Those who answered “ Both “ justified their answer by saying that fluency and accuracy complete each other in speaking where the focus is on both form and meaning to enable their learners to be successful communicators . While others who answered “ Fluency” said that they need to enable students to deliver their message, and the focus is on meaning not on form. And those who answered “ Accuracy “ said that students need to speak accurately to be fully understood by others.

Q 9 : According to you what are the techniques for developing fluency in speaking ?

This question was addressed to A1 teachers of English to consider their responses about the techniques they use to develop their learners speaking fluency, and the techniques that students need to adapt to enhance their oral production. They responded writing that they use the listening skill to scaffold the speaking one, they use different games and activities in their classes, however they advised learners to listen to native speakers of English through watching English speaking

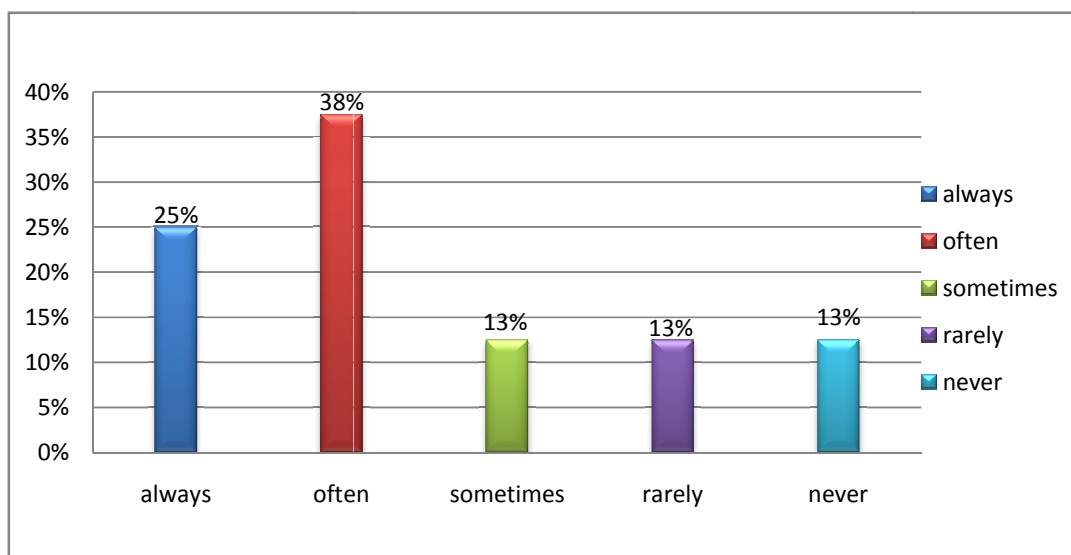
channels or by listening to audios, songs, etc. They also advise them to practice their English in and outside the class.

Q 10 : How often do you correct your learners speaking mistakes?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	respondents	percentage
Always	2	25%
Often	3	38%
sometimes	1	13%
Rarely	1	13%
Never	1	13%
Total	8	100%

Table 3.33: Teachers speaking mistakes correction.



Histogram 3.33: Teachers speaking mistakes correction.

Teachers were required to tick the frequency of how often they correct their students speaking mistakes. A range of options were set to this question : always, often, sometimes, rarely, and never. The biggest proportion though was given to the second option “ Often “ with percentage

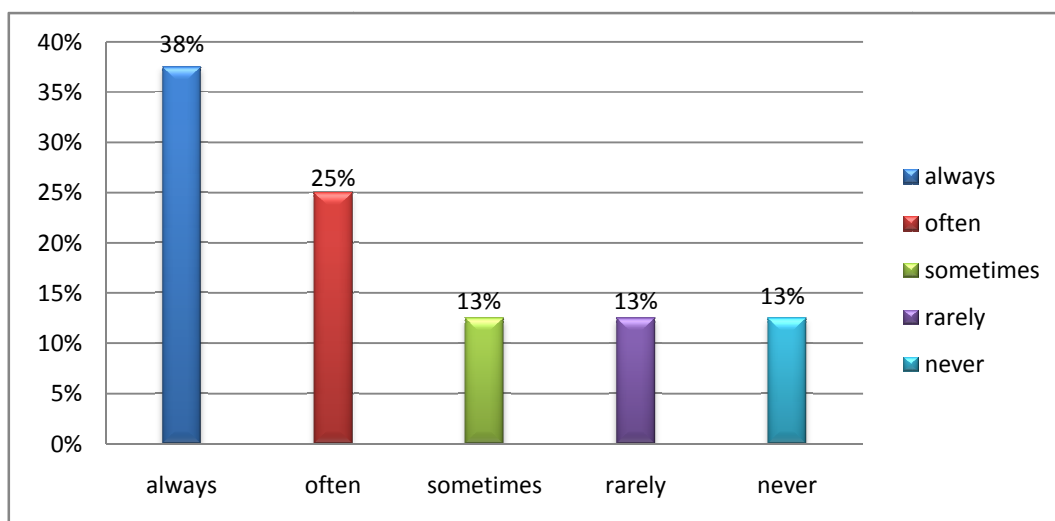
of 38%, then 25% to the first option “ Always “, 13% which was an equal percentage given to the last three options of “ Sometimes “, “ Rarely “, and “ Never “. This implies that A1 teachers usually correct their students speaking mistakes.

Q 11 : When your students make mistakes or errors in speaking, how often do you do you interrupt them to correct their mistakes?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	respondents	Percentage
Always	3	38%
Often	2	25%
sometimes	1	13%
Rarely	1	13%
Never	1	13%
Total	8	100%

Table 3.34: Teachers interruption for correcting student’s mistakes



Histogram 3.34: Teachers interruption for correcting student’s mistakes

When students make speaking mistakes, they need to be corrected. Therefore, A1 teachers were asked to tick the frequency of how often they interrupt their learners in order to correct their mistakes, their responses show that the majority of them answered “ Always “ with 38% percent. 25% others answered “ Often “, and an equal percentage of 13% was given to three last option: “ Sometimes”, “ Rarely “, and “ Never “. This clearly indicates that A1 students are always interrupted by their teachers for the sake of speaking mistakes correction.

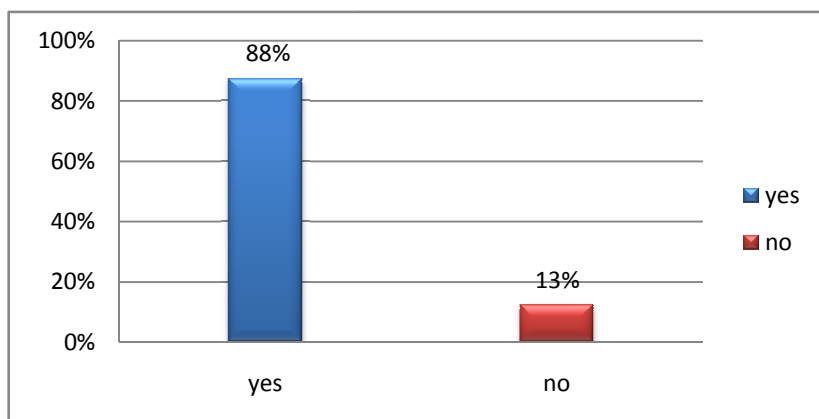
Q 12: Do you think that listening to the foreign language really improves the student’s speaking skill?

- a. Yes
- b. No

If yes, please indicate how ?

options	Respondents	Percentage
Yes	7	88%
No	1	13%
Total	8	100%

Table 3.35: Teachers attitudes towards listening to foreign language



Histogram 3.35: Teachers attitudes towards listening to foreign language

Based on the data gathered from histogram 35, a clear view may be drawn which states that the majority of teachers responses were “ Yes “ with percentage of 88%, that means that listening to foreign language do really improves the student’s speaking skill because it is a scaffolding skill for the speaking one. While, only 13% said “ No “ .

If yes, please indicate how ?

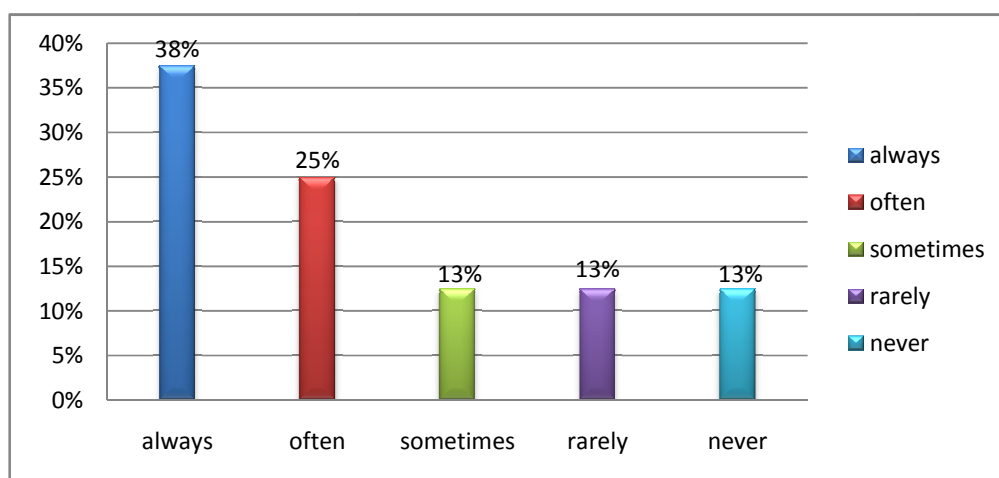
For those who have answered “ Yes “, they justified their answers by writing that listening helps students to grasp new vocabularies and use them in speaking and it also helps them to enrich their vocabulary and getting the right pronunciation. Other teachers illustrate their responses by saying that : good listeners are good speakers.

Q 13 : How often do you assess your student’s speaking skill ?

- a. Always**
- b. Often**
- c. Sometimes.**
- d. Rarely.**
- e. Never .**

Options	Respondents	percentage
Always	3	38%
Often	2	25%
sometimes	1	13%
Rarely	1	13%
Never	1	13%
Total	8	100%

Table 3.36: The teacher’s assessment of the students speaking skill.



Histogram 3.36: The teacher’s assessment of the students speaking skill.

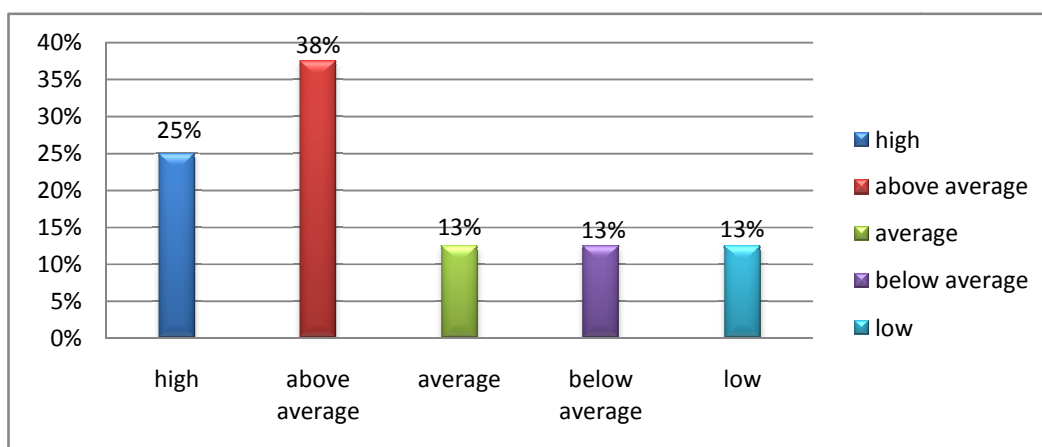
Since A1 students have asserted through their responses that they needed to develop their speaking skill the most. Teachers then, were asked to indicate the frequency of the assessment of their students speaking. The results gathered show that 38% of them said that they “ Always “ assess their students speaking, 25% others answered “ Often “, while ; 13% which is an equal proportion given to the rest of the options of “ Sometimes “, “ Rarely “, and “ Never “. These results denote that A1 teachers always evaluate their students oral production.

Q 14 : How do you rate the amount of your talking time in the classroom ? Is it :

- a. High**
- b. Above average**
- c. Average**
- d. Below average**
- e. Low**

Options	Respondents	percentage
High	2	25%
above average	3	38%
Average	1	13%
below average	1	13%
Low	1	13%
Total	8	100%

Table 3.37: The teacher’s amount of talking time in the classroom.



Histogram 3.37: The teacher’s amount of talking time in the classroom.

As it was stated earlier in the previous chapters, in classroom interaction both teachers and students are the centered point and they play a major role. A question therefore was addressed to A1 teachers about the rate of their talking time in their classes, and five options were given : high, above average, average, below average, and low. Teachers responses were as follows: 38% to above average, 25% to high, 13% to the rest of options “Average “,” Below average “, and” Low” . From these data, a noticeable increase reaches the second option of “ Above average “, this means that A1 teachers try to give the opportunity to their students through reducing their talking time to “ Above average “. While others, 25% said that their talking time is high, and then 13% was an equal percentage given to the rest of options. Results obtained show that A1 classes are not fully teacher-directed but students also are part of the classroom.

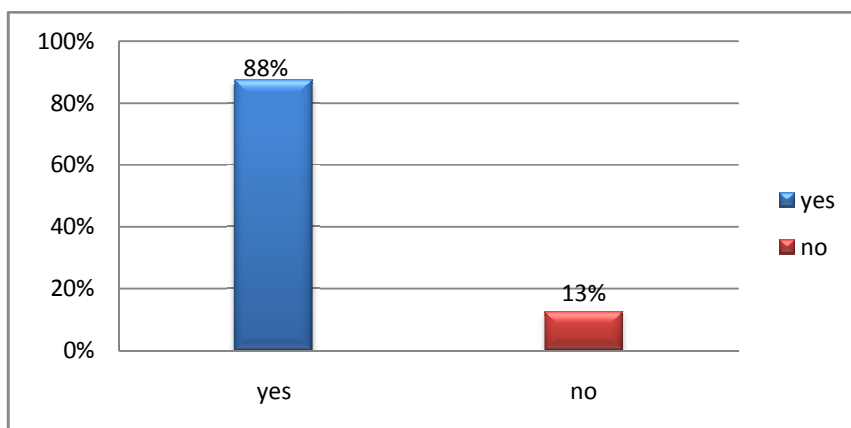
Q 15 : Do you think classroom interaction is important ?

- a. Yes
- b. No

If yes, could you specify why ?

Options	Respondents	Percentage
Yes	7	88%
No	1	13%
Total	8	100%

Table 3.38: Teachers attitudes towards classroom interaction.



Histogram 3.38: Teachers attitudes towards classroom interaction.

Histogram 38 shows the results of very important question in teacher’s questionnaire, which talks mainly about the importance of classroom interaction where teachers are required to answer “ Yes “ or “ No”, and for those who answered “ Yes “ they had to specify their answers in the

gaps left below the question. Results obtained indicate that the majority of teachers have answered “ Yes “ with percentage of 88%, while 13% others said “ No “ which means that almost all A1 teachers agree on the assumption that classroom interaction is highly recommended in EFL classes.

If yes, could you specify why ?

Those who answered “ Yes “ justified their answers by writing that classroom interaction is important because there will be a way of exchanging information and ideas, fostering participation, breaking the ice between the teacher and the student or even among students themselves, enabling students to try to speak and getting to know their needs, and it will be also a mean to assess their level.

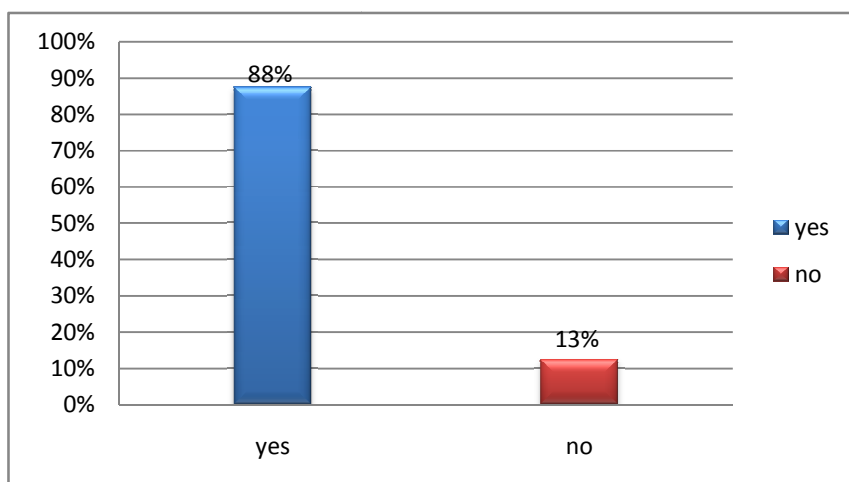
Q 16 : Do you often implement classroom interaction while teaching the oral skills?

- a. Yes
- b. No

Justify your answer.

Options	number	Percentage
Yes	7	88%
No	1	13%
Total	8	100%

Table 3.39: The implementation of classroom interaction.



Histogram 3.39: The implementation of classroom interaction.

Since classroom interaction is important according to teachers responses, they were asked later about whether they implement it in their classes or no, and whatever their answer they had to justify it in the blanks left below the question. 88% of them voted for the first option of “ Yes

“, and 13% answered “ No “ which indicates that the majority of teachers implement classroom interaction in their classes.

Justify your answer.

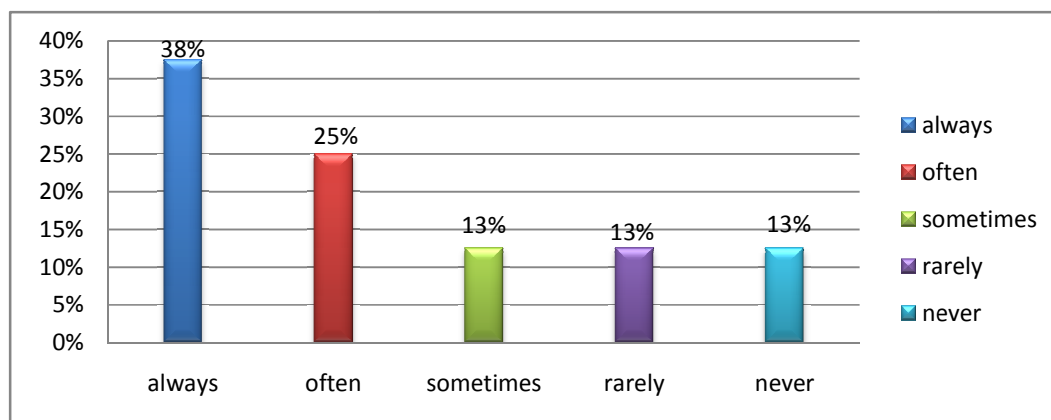
Those who answered “ Yes “ said that they implement classroom interaction because they need it in explaining lessons to foster participation, they use it through asking students questions to push them to speak and interact, and they need it to set activities. Whereas those who answered “ No “ justified their answer by saying that they do not implement it because they thought that they are going to foster competition among learners and they do not want to set a kind of competition among their students to prevent disruptive behaviors.

Q 17 : How often do you invite your students to interact ?

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**
- e. Never**

Options	Respondents	percentage
Always	3	38%
Often	2	25%
sometimes	1	13%
Rarely	1	13%
Never	1	13%
Total	8	100%

Table 3.40: The frequency of the teacher’s invitation to students to interact.



Histogram 3.40: The frequency of the teacher’s invitation to students to interact.

The teacher’s encouragement in the classroom is an aid to students to be engaged in classroom activities. Question 17, was addressed to teachers to show the frequency of how often teachers invite their students to interact. Histogram 40 therefore, illustrates their responses by showing 38% of the them answered “ Always “, then 25% others said “ Often “, while 13% others answered “ Sometimes “, “ Rarely “, and “ Never “ given the same percentage. From these data, a clear view might be drawn is that the majority of A1 teachers always invite their learners to interact in class.

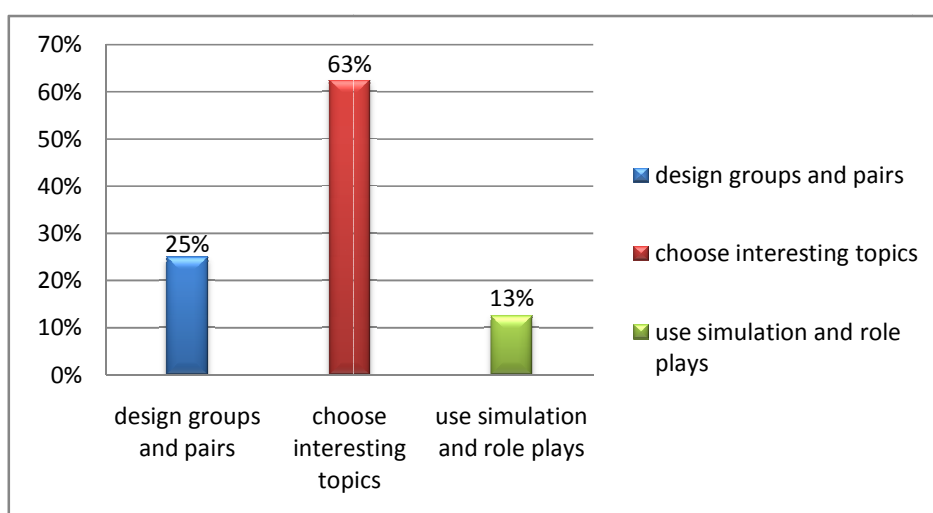
Q 18 : What do you do to make students interact in the classroom?

- a. Design groups and pairs**
- b. Choose interesting topics**
- c. Use simulation and role plays**

Use other means (please justify).

Options	Respondents	percentage
design groups and pairs	2	25%
choose interesting topics	5	63%
use simulation and role plays	1	13%
Total	8	100%

Table 3.41: The teacher’s techniques to make students interact in the classroom.



Histogram 3.41: The teacher’s techniques to make students interact in the classroom.

In question 18, teachers were required to say which techniques or activities they mostly use to make their students interacting in class given them three options: designing groups and pairs,

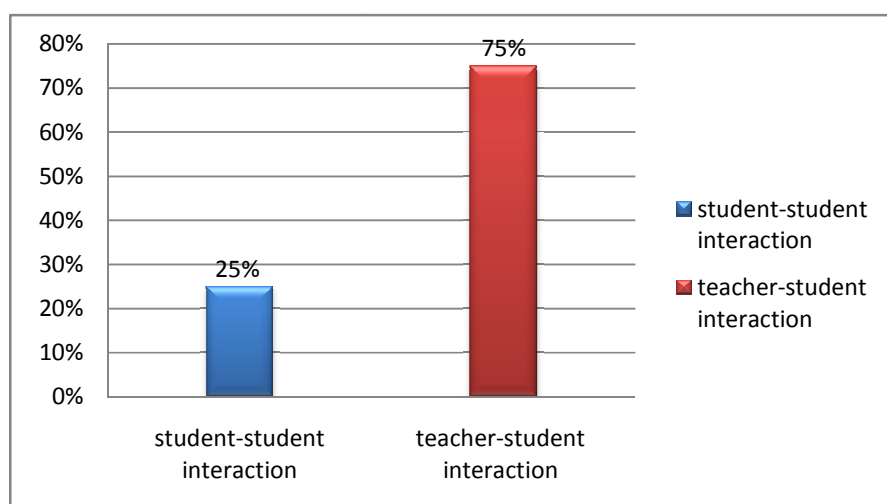
choosing interesting topics, or using simulation and role plays. The results represented in histogram 41, show that 63% of A1 teachers choose interesting topics to make their learners interact in the classroom. While , 25% others said that they design groups and pairs, and 13% others said that they use simulation and role plays. These responses demonstrate that the majority of A1 teachers prefer choosing interesting topics to help their learners interact as well as speak.

Q 19: Which type of interaction students enjoy the most ?

- a. Teacher – student interaction.**
- b. Student- student interaction.**

Options	number	percentage
student-student interaction	6	75%
teacher-student interaction	2	25%
Total	8	100%

Table 3.42: Type of interaction that students enjoy the most.



Histogram 3.42: Type of interaction that students enjoy the most.

In an investigation to know which type of interaction students mostly enjoy in EFL classes, a question was set by giving two options: student- student interaction or teacher- student interaction. Consequently, 75% was given to the second option, which explains that students enjoy teacher - student interaction more than student- student interaction where only 25% was given to the latter. This maybe because in teacher- student interaction, teachers correct the students mistakes and that is what was mentioned earlier in the students responses.

Q 20: According to you what are factors that influence the oral interaction?

In question 20, teachers were asked to indicate the factors that influence the student’s oral production in A1 classes. The results obtained shown that the majority of the participants agree on certain factors which most of them are psychological ones including : lack of vocabulary, anxiety, shyness, mother tongue use, fear of making mistakes, lack of self- confidence, subjects chosen, and demotivation. A conclusion might be drawn that most of A1 students face psychological factors that hinder their oral production, which is the assumption that A1 teachers mostly agree upon.

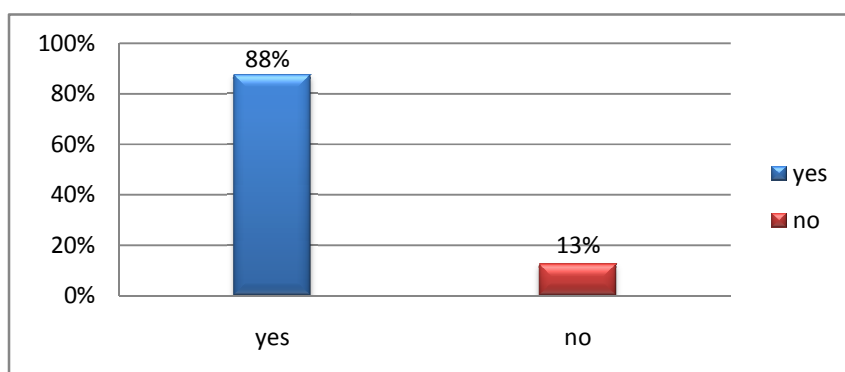
Q 21 : Do you think classroom interaction really develops learners speaking skill ?

- a. Yes
- b. no

If yes, please indicate how ?

options	Respondents	Percentage
Yes	7	88%
No	1	13%
Total	8	100%

Table 3.43: Teachers attitudes towards classroom interaction.



Histogram 3.43: Teachers attitudes towards classroom interaction.

The last question of the teacher’s questionnaire was about the effectiveness of classroom interaction in the improvement of the student’s speaking skill which is the main concern of the current study. Teachers were asked whether classroom interaction does really enhances EFL student’s speaking skill or not, hence; results obtained show that 88% of A1 teachers answered “

Yes “ while, only 13% others answered “ No “. Ipso facto, classroom interaction does enhances the speaking skill in A1 classes.

If yes, please indicate how ?

The respondents who answered “ Yes “ justified their answers by writing that classroom interaction creates an exchange of ideas, fosters participation in class, and encourages students to speak and improve their oral productions. While , some others said that languages are learned through interaction and communication, and it may also help students to open up to their peers as well as teachers.

3.6. Interpretation of the Results

Based on the data gathered and analyzed from the teacher’s questionnaire above, some facts were revealed concerning teachers attitudes towards implementing classroom interaction to improve EFL students speaking skill.

- 1- First of all, almost all A1 teachers were females holding BSc (Bachelor’s degree), and taught different modules during various periods of times. These teachers, claim that since the major concern of A1 students is to communicate in the language, they need to develop both skills: speaking and listening because both skills complete each other, help in grasping words, enriching vocabulary, and good listeners are in fact good speakers.
- 2- Approximately most of A1 teachers, said that in order to encourage their learners to speak they use the collaborative learning technique, where students work in groups, share knowledge, exchange information, and so on. Then, they assert that sometimes when students do not speak in class, they face some speaking problems and basically are those related with inhibition because of shyness, anxiety, and stress, and mentioned other problems which they were not giving in the options in the question like lack of vocabulary, and fear of making mistakes .
- 3- Teachers mentioned the aspects they do focus on more while teaching oral skills which are : fluency and accuracy because students need to deliver their messages accurately and fluently to be fully understood by others, and to provide meaningful utterances when having any sort of conversation. In addition, teachers mentioned the techniques of developing fluency in speaking, their responses were confirming on the use of listening as a scaffold for speaking through listening to native speakers and the like, then using different games and activities, practicing the language and so forth.

- 4- As far as feedback is important in language learning, teachers admit its value and said that they often correct their learners speaking mistakes, and they always intervene and interrupt them to correct their mistakes and to stop it at the point.
- 5- Considering the significance of the listening skill in teaching oral skills, most of A1 teachers answered that listening to FL do really develop and improve students speaking skill because it helps them in grasping new vocabularies, enriching their vocabulary box, as well as getting the right pronunciation.
- 6- Speaking assessment though plays a major role in checking and tracking the student's progress, the fact that led so many teachers to always assess their students oral proficiency for the sake of meeting their needs.
- 7- In classroom interaction, the talking time should be devoted not only to teachers but students too in order to enhance their oral productions. Most of A1 teachers then, said that the amount of their talking time in the classroom is "Above average", so that they can share the class with their students. Therefore, in an attempt to investigate teachers attitudes towards the importance of classroom interaction, A1 teachers said that it is really important because it encourages participation, helps in breaking the ice between teachers and students, it enables them to try to speak, aids to getting to know the students needs, and it is a valuable tool in assessing their level.
- 8- Hence, a great number of A1 teachers indicated that they implement classroom interaction while teaching oral skills, and they do so regularly whenever they present and explain their lessons to foster participation among students, and create enjoyable atmosphere to avoid the students boredom. They also assert that they set different activities, and ask students a couple of questions during tasks to motivate them to interact in class.
- 9- Inviting students to interact in class is one of the tricky tools that teachers usually use to make their students more active in class, the matter that the majority of A1 teachers confirm on it by saying they always invite their learners to interact to reduce the amount of their shyness, inhibition, anxiety, and lack of participation. But, the question posed is how do they do that? the answer according to A1 teachers is quite simple, they illustrate their responses by the expression of "We just choose an interesting topic, then we discuss it with the whole class, asking every and each student to say something about it". Discussion can be one of the effective activities that pushes learners to interact and then to speak.

- 10- In an attempt to gather data about the student's preferable type of interaction, teachers reported that students enjoy teacher- student interaction the most because they need their teachers to correct their mistakes.
- 11- Students therefore, may face some factors that hinder the way they speak and influence their oral interaction, these factors are much more related to psychological factors like: anxiety, inhibition, lack of vocabulary, fear of making mistakes, and the like according to A1 teachers responses.
- 12- Obviously, the role of classroom interaction is quite significant in EFL classes and has a major influence on language learning. But, does classroom interaction really develop the student's speaking skill ?. According to A1 teachers, the answer to the latter question is “ Yes “ due to some remarks teachers draw during their experiences, mentioning that classroom interaction fosters the following elements: exchange of ideas, participation, encouragement to speak, communication, and meeting the students needs.

Conclusion

To sum- up, the results obtained from this piece of research confirm on both positive influence, and effect, as well as importance that classroom interaction has on the student's oral production, which in turn asserts the stated hypothesis. This mainly explains the close link between classroom interaction and the speaking skill. Classroom interaction is one of the effective pedagogical tools which according to years of research and practical application of many teachers, contributes to language development and learning. Furthermore, based on the current research findings in both questionnaires, facts were revealed about the implementation of classroom interaction as a cure and vital element in reducing problems in speaking and improving EFL student's oral proficiency.

General Conclusion

The current conducted research highlights the importance of classroom interaction in improving EFL student's oral performance, has proved its contribution to the process of foreign language teaching and learning. Consequently, in this study it was hypothesized based on the assumption that in order to enhance the student's oral skills basically speaking skill, classroom interaction is highly recommended to create opportunities for learners to practice and use their language.

The implementation of classroom interaction creates situations for students to promote their oral communication, where learners work in pairs or groups fostering the exchange of knowledge, participation, and sharing ideas, which in turn helps in ameliorating language learning as well as language development. The present work, consists of three chapters. Where, the first and second chapters are devoted to the theoretical part which is purely descriptive, reviewing related literature. Whereas, the third chapter was concerned with the practical part through administrating self- completion questionnaires to both students, and teachers of A1 students of English at the " CEIL " of Mohamed Khider Biskra University. The first chapter then, presents valuable issues about speaking skill, its nature, importance, types, elements and so forth. The second chapter, discusses some important elements about classroom interaction and its underlying fundamental facts. However, the third chapter deals with the analysis and interpretation of the data gathered from students and teachers questionnaires.

Hence, the results obtained confirmed and asserted the aforementioned hypothesis that there exist a positive relationship between classroom interaction and speaking skill. The findings presented in this research prove that the implementation of classroom interaction in EFL classes is quite important in improving the student's speaking skill.

On the light of these findings, the gist of this entire work can be illustrated in the following two main points: (1). EFL students need their teachers to be motivators as well as correctors to encourage them to interact and speak. (2). Teachers need to teach their learners with the use of cooperative learning technique where learners interact in pairs or groups, which according to their responses reinforces a sense of belonging, and they need to provide them with more opportunities to interact with them since they enjoy this type of interaction the most (Teacher-student interaction).

Above all, this conducted research is not useful solely for students in helping them improving their speaking skill, rather; it helps teachers as well in their understanding of the importance of classroom interaction and its implementation in the process of foreign language teaching and learning.

Recommendations for Further Research

The present conducted study attempted to shed the light on the importance of classroom interaction in improving EFL student's speaking skill. The results obtained from this research have strongly confirmed that student's oral skills (speaking) can be enormously improved through the implementation of classroom interaction the fact that makes it very important, which in turn confirms the current research's hypothesis. On the basis of these findings, some recommendations can be set down:

1. Teachers need to take into consideration the importance of classroom interaction while teaching foreign languages especially oral skill (speaking), since it fosters participation which is the first lead to interactions, then later to student's language development.
2. Syllabus designers should take a step further and integrate classroom interaction as a pedagogical tool in textbooks, asking teachers to reduce the amount of their talking time as much as they can in order to pave the way for students to practice their language and interact to enhance their oral productions.
3. EFL teachers need to choose various and interesting interaction activities to engage their students in the learning process and get them motivated to speak.
4. Teachers need to play two major and significant roles: motivators and prompters to help students with speaking difficulties and problems to jump the hurdle and ameliorate their oral proficiency.
5. EFL students though, need to try to overcome their speaking difficulties and problems through participating and interacting in class.
6. Students need to use listening as a scaffold to enrich their vocabulary , and help them improving their oral proficiency.
7. Teachers need pay attention to the classroom atmosphere by setting a scene to students to encourage them to interact.
8. Students need to interact and share the classroom time with their teachers so that they can create a mutual way of teaching, which in turn will reduce their speaking problems.
9. Students should bear in mind that making mistakes while speaking English is of a benefit to them since the teacher's feedback is of a much help.

Further research can be also carried out on the influence of classroom interaction in learning foreign language and language development.

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Chapter One :
Speaking Skill

Chapter Two :
Classroom Interaction

Chapter Three :
Data Analysis

Appendices:

Student's Questionnaire

Teacher's Questionnaire

Student's Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. We address this questionnaire in order to probe the importance of classroom interaction in enhancing the EFL student's speaking skill. We would be utterly grateful if you answer these questions to help us accomplishing this research . Please, use a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed.

Thank you in advance for your cooperation

Section one : The student's profile

Q 1 : Specify your gender :

- a. Female
- b. Male

Q 2 : Age distribution :

Q 3 : Are you : (you may tick more than one option)

- a. Student at university
- b. Worker
- c. Teacher
- d. Jobless

Q 4 : How do you consider your level in English?

- a. Very good
- b. Good
- c. Average
- d. Poor

Q 5: What are the reasons that led you to choose having intensive courses in English rather than other languages ? (you may tick more than one option).

- a. you need English for communication.
- b. you need English for future job requirements.
- c. you need English for scientific meetings abroad.
- d. you need English for presenting international communication.
- e. you need English for understanding terminology.
- f. you need English for leisure.
- g. you need English because it becomes universal language.

If others, please specify.

.....

.....

.....

.....

Section Two : The Speaking Skill in A1 classes

Q 6 : Pick the most important skill that you need to develop most?

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

Q 7 : Which one you think is the most difficult to improve ? why ?

.....

.....

.....

.....

Q 8 : Do you find speaking in English :

- a. Easy
- b. Very easy
- c. Difficult
- d. Very difficult

Q 9 : Does your teacher encourage you to speak English ?

- a. Yes
- b. No

Q 10: When you do not interact is it because you have some speaking difficulties ?

- a. Yes
- b. No

If , yes mention them.

.....

.....

.....

.....

.....

.....

Q 11: have you ever tried to overcome these difficulties?

- a. Yes
- b. No

If yes, how ?

.....

.....

.....

.....

Q 12 : what are the roles played by your teacher in the speaking tasks ?

- a. Controller.
- b. Assessor.
- c. Corrector.
- d. Organizer.
- e. Prompter.
- f. Resource.
- g. Participant.
- h. Tutor.
- i. Observer.

Q 13: What are the oral activities that your teacher implement the most in the classroom ?

- a. Pair work
- b. Group work.
- c. Discussion.
- d. Simulation and role play.

If Others, please specify

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

Q 14 : When you make some speaking errors or mistakes, does your teacher correct them for you ?

a. Yes

b. No

If yes, how do you feel about it ?

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

Q 15: How does your teacher present his oral feedback ?

a. Implicitly (The teacher reformulates what you say correctly)

b. Explicitly (The teacher tells you about the form of your mistakes)

Q 16 : Does regular interaction in classroom help you to reduce your speaking mistakes ?

a. Yes

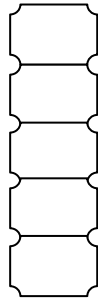
b. No

Justify your answer.

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Q 17 : How often does your teacher evaluate your speaking skill ?

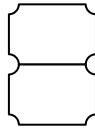
- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. never



Section Three : Classroom Interaction

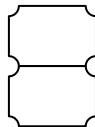
Q 18 : Is the relationship between you and your teacher :

- a. Good
- b. No relationship



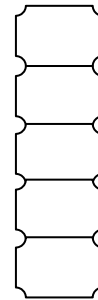
Q 19 : Who does most of the talk in the classroom ?

- a. Teacher
- b. You



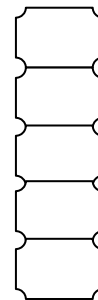
Q 20 : How often the teacher gives you the opportunity to interact (give and take) with him ?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never



Q 21 : How often do you interact with your classmates inside the classroom ?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never



Q 22 : Which of the following interaction techniques do you enjoy the most ?

- a. Pair work
- b. Group work
- c. Discussion
- d. Simulation and role plays

If Others, please specify

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Q 23 : To interact in the classroom, you want your teacher to be :

- a. Motivator.
- b. Guider.
- c. Corrector.
- d. Assessor.

If others, please specify

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Q 24 : When you interact in the classroom, Is it :

- a. You who wants
- b. The teacher who asks you

Q 25 : What type of interaction do you prefer most ?

- a. Student- student interaction
- b. Student – teacher interaction

Whatever your answer is, please justify.

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Q 26 : Do you think that classroom interaction improves your speaking skill ?

- a. Yes
- b. No

Q 27 : How do you judge your speaking ability as a result of classroom interaction ?

- a. Well
- b. Very well
- c. Not so well
- d. Bad

Thank you

Teacher's Questionnaire

Dear teachers,

This questionnaire is a data collection tool for a research work that aims to investigate the importance of classroom interaction in improving EFL student's speaking skill at the intensive language teaching center of Mohamed kheider University of Biskra. I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

Please, tick (✓) the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance.

Section One: Background Information

Q 1: Specify your gender:

- a. Female
- b. Male

Q 2 : Degree (s) held:

- a. BSc (bachelor's degree)
- b. Post-graduate (Master/ magister)

Q 3 : How many years have you been teaching English at university level ?

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Q 4: What are the modules have you been teaching during this period ?

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Section Two: Speaking Skill

Q 5: According to you which of the following skills English learners need to develop the most ? (you may tick more than one option)

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

Whatever your answer, please justify.

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Q 6 : Which of these techniques you use to encourage your learners to speak ?

- a. The scaffolding technique.
- b. The questioning technique.
- c. The collaborative learning technique.

If others, please specify.

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Q 7 : Please indicate your priorities by placing numbers in the boxes to indicate the ordering of your views, 1= the highest priority, 2= the second highest, and so on.

Sometimes student do not speak in the classroom because of some speaking problems.

According to you which of these difficulties students most face in Oral Expression?

- a. Inhibition because of shyness, anxiety and stress
- b. Nothing to say about the chosen topic
- c. Low participation
- d. Mother tongue use

Other problems (please justify)

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Q 8 : Which of these aspects do you focus on more while teaching oral skills?

- a. Fluency
- b. Accuracy
- c. Both

Please, explain why

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Q 9 : According to you what are the techniques for developing fluency in speaking ?

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Q 10 : How often do you correct your learners speaking mistakes?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Q 11 : When your students make mistakes or errors in speaking, how often do you do you interrupt them to correct their mistakes?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Q 12: Do you think that listening to the foreign language really improves the student's speaking skill?

- a. Yes
- b. No

If yes, please indicate how ?

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Q 13 : How often do you assess your student’s speaking skill ?

- a. Always
- b. Often
- c. Sometimes.
- d. Rarely.
- e. Never

Section Three: Classroom Interaction

Q 14 : How do you rate the amount of your talking time in the classroom ? is it :

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

Q 15 : Do you think classroom interaction is important ?

- a. Yes
- b. No

If yes, could you specify why ?

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Q 16 : Do you often implement classroom interaction while teaching the oral skills?

- a. Yes
- b. No

Justify your answer

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Q 17 : How often do you invite your students to interact ?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Q 18 : What do you do to make students interact in the classroom?

- a. Design groups and pairs
- b. Choose interesting topics
- c. Use simulation and role plays

Use other means (please justify)

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Q 19: Which type of interaction students enjoy the most ?

a. Teacher – student interaction

b. Student- student interaction

Q 20: According to you what are factors that influence the oral interaction?

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Q 21 : Do you think classroom interaction really develops learners speaking skill ?

a. Yes

b. no

If yes, please indicate how

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Thank you

Résumé

Cette étude examine la relation entre l'interaction en classe et à l'amélioration de l'anglais chez les apprenants de la langue anglaise comme étant une langue étrangère . Le travail examine l'importance de l'interaction en classe avec ses deux types (interaction enseignant- étudiant et l'interaction étudiant- étudiant), à maximiser et d'améliorer la production orale de l'apprenant. L'hypothèse retenue dans cette étude établit que l'enseignement des compétences orales à travers une plus grande interaction dans les classes de langues étrangères permettra d'améliorer les compétences orales des apprenants puis des difficultés à parler peut être tracée. La méthode de recherche adoptée pour ce travail était purement descriptive. Ce qui explique, il vise à décrire l'importance de l'interaction en classe dans l'amélioration de la compétence orale de l'étudiant. Les données nécessaires ont été recueillies au moyen de questionnaires auto-administrés d'achèvement aux étudiants A1 de l'anglais, ainsi que leurs enseignants au centre de l'enseignement intensif des langues de Mohamed Khider l'université de Biskra . Les résultats obtenus ont montré que l'interaction en classe est un outil pédagogique efficace pour accroître l'utilisation de la langue de l'apprenant et de favoriser la participation de la classe, ce qui à son tour améliore la compétence orale de l'étudiant. Sur la lumière de ces résultats, l'hypothèse indiqué précédemment a été confirmé avec succès en ce que les compétences orales améliorant besoin fondamentalement à être accompagné d'interaction comme une technique de premier secours pour réduire les problèmes de langue et d'améliorer les compétences orales des étudiants. Sur la base des résultats obtenus, des recommandations ont été proposées pour aider les étudiants à surmonter leurs difficultés, afin d'améliorer leur compétence orale , et d'autres pour aider les enseignants dans leur façon d'enseigner les compétences orales.