

Peoples' Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Muhammad khieder Biskra
Faculty of Letters' and Foreign Languages
Department of Foreign Languages
English Division



**Enhancing EFL Learners' Speaking Skill Through
Classroom Interaction
A Case Study of Third Year Students of English at Biskra University**

**A Dissertation Submitted in Partial Fulfillment of the Requirements For the of the
Masters' Degree in Sciences of Language**

Submitted by :

Miss Sarah Saaied

Supervised by :

Mr. Tayeb Bouhitem

Board of Examiners

Mr Temaghoul Sliman.....University of Biskra
Mrs. Bekhouche Rim.....University of Biskra
Mr Bouhitem Tayeb.....University of Biskra

Academic Year: 2015/ 2016

DEDICATION

The words can never express how much I owe to my family for their love, generous spirit and support through my study career.

I dedicate this research to the "Queen of hearts" my mother DZAIER for her love and Sacrifice .

. I will be always grateful to my father CHERIF for his confidence in me and for his Financial support.

To my adorable brothers : TAREK, MUHAMMED AND ANOIRE

To my lovely sisters: HAKIMA, NADIA and AYA

To the young angels of my life: WAEL ABD ARRAOUF, DIAE EDDINE and the little baby Amir .

To the most Faithful friends in this universe , DJAMILA YASMINA, WAHIBA, HANAN ,ASMA.

For the one I love and I will love forever

Acknowledgments

We wish above all , to thank my teacher and supervisor Mr. Tayeb Bouhitem for his support and guidance from the beginning to end

Special thanks go to the teachers of Oral Expression at Biskra University for accepting to answer the questionnaire

We never forget to thank the members of the jury: Mr. Slimane Temaghout , Mrs. Rime Bekhouche for their accepting to read and correct this modest dissertation .

We are also grateful for the learners of third year LMD at Biskra University who accepted to answer the questionnaire, without their Participation this research could never be realized

Abstract

This study explores the concept of classroom interaction and its beneficial impact on speaking skill for the third year LMD students of English at university of Mohammed Kheider in Biskra; it investigates the positive influence of classroom interaction on students speaking proficiency. This study aims to improve students' oral proficiency, to create several strategies that fits the learners speaking abilities according to their level of achievement, and it also aims to guide the learners to interact more with the teacher, content and with each other. Out of the present study, we hypothesize that if teachers create an effective interaction in classes this will be of great importance for the teaching process as well as the learners speaking proficiency would be increased. The research adopts a descriptive method. Two questionnaires were designed for both students and teachers were chosen randomly. The findings obtained from both data gathering tools supported our hypothesis about the importance of classroom interaction in enhancing EFL learners' speaking skill. As a result, integrating different types of classroom activities which are related to students' interaction can both enhance their speaking proficiency and help EFL teachers to control their classes. Therefore, the research hypothesis has been confirmed, and both students and teachers agreed that they are aware of the value of classroom interaction in developing learners skills in general and speaking skill specifically. This study attempted to offer a brief overview of classroom interaction, the study also suggested specific teaching speaking strategies and various classroom activities; this in turn, allows students to interact, speak and participate in a way that is associated to their speaking styles.

ملخص

يعتبر تدريس اللغة الانجليزية كلغة ثانية في أقسام اللغات الأجنبية ، مهما نظرا لانتشار هذه اللغة عالميا ، لذلك نرى أن التفاعل داخل الأقسام له دور بارز في تطوير مهارة الكلام بالنسبة للمتعلمين ،لقد حاولنا من خلال دراستنا فهم الأسباب التي تمنع تحقيق هذا الهدف إلا وهو التواصل الفعال بين الطلبة .

تم اختيار تقنية الاستثمار كوسيلة ناجعة لمعرفة مواقف الطلبة و الأساتذة اتجاه التفاعل داخل الأقسام ، حيث أظهرت النتائج أن الأساتذة على دراية واسعة بمدى أهمية التفاعل داخل أقسام اللغة الإنجليزية، إلا أن المتلقي يواجه عدة عوائق في اكتساب الطلاقة و الخبرة في نطق هذه اللغة، لذلك يرجى من الأساتذة إعطاء المزيد من الفرص للطلبة خلال الحصص التعليمية و تخصيص وقت كافي لهم للتعبير عن آرائهم و اكتساب اللغة .

TABLE OF CONTENTS

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
الملخص	IV
List of Tables.....	V
List of Contents.....	VI
General Introduction.....	1.

Chapter One: Learners' Perception Over their Speaking Skill

Introduction.....	7
1. Definition of speaking.....	7
2. Differences between First Language and Second Language Speaking	8
3. Teaching Speaking Through Communicative Competence.....	9
3.1. Extralinguistic knowledge.....	10
3.2. Socialcultural knowledge.....	10
3.3. Linguistic knowledge.....	10
3.4. Grammatical knowledge.....	10
3.5. Discourse knowledge.....	10
3.6. Strategic knowledge	11
4. Types of Speaking Skills.....	11
4.1. Imitative Speaking.....	11
4.2. Intensive speaking.....	11
4.3. Responsive Speaking.....	12
4.4. Interactive speaking.....	12

4.5. Extensive Speaking.....	12
5. Integration between Listening and Speaking	12
6. Students’ Speaking Problems.....	13
6.1. Inhibition.....	13
6.2. Nothing to Say	14
6.3. Low Uneven Participation.....	14
6.4. Mother Tongue Use.....	15
7 .A Teaching Speaking Cycle.....	15
7.1. Focuses Learners’ Attention on Speaking.....	16
7.2. Provide Input and or/ Guide Planning.....	17
7.3. Conduct Speaking Tasks.....	17
7.4. Focus on Language Discourse/ Skills / Strategies.....	17
7.5. Repeat Speaking Tasks.....	18
7.6. Direct Learners’ Reflection on Learning.....	18
7.7. Facilitate Feedback on Learning.....	18
8. The Importance of Speaking.....	18
Conclusion.....	19

Chapter Two: Classroom Interaction and Learning Speaking.

Introduction.....	20
1. The Communicative Approach	20
2. Interaction in Learning the Second Language.....	21
2.1. Classroom Interaction.....	21
2.2. Definition of Classroom Interaction.....	22
2.3. Aspects of Classroom Interaction.....	23
2.3.1. Negotiating of Meaning.....	23
2.3.2. The Role of Effective Feedback	23
3. Types of classroom Interaction.....	24

3.1. Teacher-Learner Interaction	25
3.2. Learner- Learner Interaction	25
4. Teacher Role in Classroom Interaction	26
4.1 Controller.....	26
4.2 Assessor.....	26
4.3 Corrector.....	26
4.4 Organizer.....	27
4.5 Promoter.....	27
4.6 Resource.....	27
5. Classroom interaction Activities	27
5.1. Role Play	28
5.2. Classroom Discussion	28
5.3. Problem Solving	29
Conclusion	29

Chapter Three :The Field Work

Introduction	30
1. Population	30
1.1. The Students	30
1.2. The Teachers	30
2. Description of the Questionnaire	31
2.1. Students Questionnaire	31.
2.2. Teachers' Questionnaire	31
3. The Administration of the Questionnaire	31
3.1. The Students	31
3-2- The Teachers	31
4. The Analyses of the Students Questionnaire	32
5. The Analyses of the Teachers Questionnair	49
6. Interpretation of the Result	65
7. Recommendations	67

General conclusion.....	69
References.....	70
Appendices.....	

List of Abbreviations

- L1** : First Language
- L2:** Second Language
- CC:** Communicative Competence
- NS:** Native Speaker
- NNS:** None-Native Speaker
- CA:** Communicative Approach
- CLT:** Communicative Language Teaching
- CI:** Classroom Interaction
- SLA:** Second Language Acquisition
- EFL:** English as a Foreign Language
- TEFL:** Teaching English as a foreign Language
- TL:** Target Language
- N:** Number
- %:** Parentage
- OE:** Oral Expression
- Q:** Question

List of Figures

Figure 1: The Teaching Speaking Cycle.....	16
Figure 2: The Communication Continuum.....	21

List of Figures of Chapter Three

Figure 1: Students Gender.....	32
Figure 2: Students Purposes Behind Studying English.....	33
Figure 3: Students Evaluation of their Level in English.....	34
Figure 4: Students' and Teachers' Amount of Talki.....	34
Figure 5: The Most Preferred Skills to be Mastered.....	35
Figure 6: Students difficulties in Speaking.....	36
Figure 7: Students' Reasons Behind not Interacting	37
Figure 8: The Most Needed Techniques for Learne.....	38
Figure 9: Frequency of Classroom Interaction in Improving Students' Speaking.....	39
Figure 10 : Teachers' Comprehensible Input.....	39
Figure 11: Students' Level in Speaking.....	40
Figure 12 : The demand of Speaking the Foreign Language to Learn.....	41
Figure 13: Students Amount of Talkativeness	42
Figure 14: Students' Participation in Oral Expression Activities	43
Figure 15: Students Obstacles of not Participatin.....	44
Figure 16: Teachers' Intervene to Correct Students' Mistakes	45
Figure 17: The Role of the Teacher	46
Figure 18: Teachers' Gender.....	49
Figure 19: Teachers' Experience of Teaching O.....	50
Figure 20: Teachers Teaching another Modules Besides O.....	51
Figure 21: The Most Focuses Skill in Teaching in Teaching EFL students.....	53
Figure 22: Teachers' Evaluation of Students' Level in Speaking Tasks.....	55
Figure 23: The Most Reliable Aspect in Classroom Interaction	56

Figure 24: Frequency of Teachers' Comprehensible In	57
Figure 25: Students' Factors Behind not Speaking.....	58
Figure 26: The Most Useful Classroom Activities.....	59
Figure 27: Teachers' Motivation of Students to Interact in Classroom.....	60
Figure 28: Teacher Amount of Talking.....	61
Figure 29: Teachers' Justifications Behind their Choices	61
Figure 30: Teachers' Applications of Classroom Interaction Types.....	62
Figure 31: Teachers' Attitudes Towards the Value of Classroom Interaction.....	63
Figure 32: Teachers' Frequency of Interdependence on the Idea of Participating is the Most Challenging Aspect Students May get.....	65

List of Tables

Table 1 : Students' Gender.....	32
Table 2 : Students' Purposes Behind Studying English	32
Table 3: Students' Self-evaluation of their Level in English	33
Table 4 : Students' and Teachers' Amount of Talking.....	34
Table 5 : The Most Preferred Skill to be Mastered	35
Table 6 : Students Difficulties in Speaking.....	36
Table 7 : Students' Reasons Behind not Interacting	36
Table 8 : The Most Needed Technique for Learners	37
Table 9 : Frequency of Classroom Interaction Activities in Improving Students' Speaking Performance	38
Table 10 : Teachers' Comprehensible Input	39
Table 11 : Students' level in Speaking.....	40
Table 12 : The Demand of Speaking the Foreign Language to Learn it.....	41
Table 13 : Students' Amount of Talkativeness	41
Table 14 : Students' Participation in Oral Expression Activities	42
Table 15 : Students' Obstacles of not Participating	43
Table 16 : Teachers' Intervene to Correct Students' Mistakes.....	44
Table 17 : The Role of the Teacher	45
Table 18 : Teachers' Gender	49
Table 19 : Teachers' Degrees.....	50
Table 20 : Teachers' Experience of Teaching Oral Expression	51
Table 21 : Teachers' Teaching Another Modules besides Oral Expression.....	53
Table 22 : Teachers' Most Focuses Skills in Teaching EFL Students	54
Table 23 : Teachers' Evaluation of Students' Level in Speaking Tasks	55
Table 24 : The Most Reliable Aspects in Classroom Interaction	56
Table 25 : Frequency of Teachers' Comprehensible Input	57

Table 26 :Students’ Factors Behind not Speaking	58
Table 27 : The Most Useful Classroom Activities.....	59
Table 28 : Teachers’ Motivation of Students to Interact in Classroom	60
Table 29 : Teachers’ Amount of Talking	61
Table 30 : Teachers’ Justification Behind their Choices	62
Table 31 : Teachers’ Application of Classroom Interactions’ Types.....	62
Table 32 : Teachers’ Attitudes Towards the Value of Classroom Interaction	63
Table 33 : The Teachers’ Frequency of Interdependence on the Idea of Having all Students Participating is the Most Challenging Aspect Students May Get.	64

General

Introduction

Introduction

- 1. Statement of Problem**
- 2. Aims of the study**
- 3. Significance of the Study**
- 4. Research Questions**
- 5. Hypothesis**
- 6. Research Methodology**
 - 6.1. Research Method**
 - 6.2. Sample of the Study**
 - 6.3. Data Gathering Tools**
- 7. Literature Review**
- 8. Structure of the Study**

Introduction

Classroom interaction aims at providing opportunities for learners of EFL classes to express themselves in a meaningful way; it can also help them develop their linguistic knowledge and language skills especially the speaking skill .We will start with this last in terms of its importance among the other skills for acquiring the second language which is the purpose the EFL learners want to reach. EFL teachers should organize classroom in order to show the students how worthy is the relationship of both types of classroom interaction; Teacher-Learner interaction and Learner- Learner interaction, the negotiating of meaning and the effective role of feedback is also concerned. However, what the learners are in need most to develop their speaking proficiency and maintain a good atmosphere to make the learners feel comfortable to learn. Oral expression teachers know that student need a large amount of time to assist their desire to speak, in other words, teacher time talking must be less than learners time talking because, those learners may face several kinds of problems such as anxiety and mother tongue use so, they should be provided with more time and various strategies to discuss and participate.

1. Statement of the Problem

Learning a second language is the goal EFL learners want to achieve. The mastery of the four skills of English is not an easy task to do especially the speaking skill. Third year students find themselves unable to convey their thoughts and opinions .In addition, social interaction is not efficient to help them to overcome the problems they face during the speaking activities ,even if all the students receive information from only the teacher they cannot produce the same knowledge because they are influenced by many factors as: the level of mental capacity, motivation and background .Students of EFL classes are in need of more opportunities and efficient strategies to be a good communicators then ,good speakers of that language ;this latter can only obtained during classroom activities .However, they may find barriers such as performance conditions, affective factors ,listening ability and feedback during speaking activities. For Benny ,UR (1996) there are some speaking problems that teachers can come across in getting students to talk in the classroom ,these problems are :inhibition ,lack of topical knowledge ,low or uneven participation and mother tongue use .Thus ,we think that classroom interaction is the appropriate mean to reduce the speaking obstacles and also, to strengthen the learners desire to muster the second language speaking performance.

2. Aims of the Study

The present study aims at investigating the relationship between classroom interaction and the learners speaking performance. Oral teacher should give students more opportunities to achieve well in the speaking tasks, this general purpose can be categorized into some specific aims that can be as follows:

- To improve students oral proficiency.
- To create several strategies that fits the learners speaking ability according to their level of achievement .
- To guide the learners to interact more with the teachers, the content and with each other .

3. Significance of the Study

This study will be beneficial for EFL learners to master the Language through enhancing their speaking ability in classroom, it is also useful for teachers by creating different strategies to teach the speaking skill in motivated constructions . Moreover, this research will be helpful to the curriculum of English language at universities.

4. Research questions

The present study is seeks to answer the following questions:

- How can oral expression teachers push their learners to speak?
- Why do third year LMD students at Biskra University students face problems when they speak ?
- To what extent classroom interaction can help students to improve their speaking skill?

5. Hypothesis

Out of the present study, we hypothesize that if teachers create an effective interaction in classes this will be of great importance for the teaching process as well as the learners speaking proficiency would be increased.

6. Research Methodology

6.1. Research Method

In order to figure out our hypothesis and obtain information from learners and teachers, we rely on the descriptive method .We seek to know the level of the learners' speaking competence and the different ways of teachers to provide students with important techniques and create positive interaction in EFL classes.

6.2. Sample of the Study

Our sample contains both students and teacher of Muhammad Kheider University in Biskra, we have chosen 30 third year LMD students to deliver questionnaires , and then we selected 7 teachers of oral expressions module to a questionnaire too. Both of them are randomly chosen.

6.3. Data Gathering Tools

The questionnaires are the mean of our research, we will use two questionnaires. The first is for students and the second is for the teachers. Both of them are analyzed and interpreted.

7. Literature Review

For many years researchers have been studying the environment of teaching the speaking skill. Researchers; such as, Louma. (2004) stated that speaking in a foreign language is very difficult and competence in speaking takes a long time to develop; learners are not free to say whatever they want, they may face challenges and they are guided by the rules of that language .Moreover ,another researcher dealt with the speaking skill like Benny, U.R.(1996) when he confirmed that “in order to achieve that skill EFL learners must master the sound system of the language ,have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation.” i.e. learners must be aware of the language rules which must be well organized and elaborated in logic and scientific method. In2001, Brown who relates interaction to communication when he said that:”...interaction in fact, the heart of communication, it is what communication is all about”; when someone speak there should be a receiver to listen to what he/she is saying ,then it is necessary to pick out an important topic to discuss with .We may define classroom interaction as a tow ways process between the participants in the learning process; The teacher influences the learners and vice

versa. In order to be a well communicators, Thurnbury, S.(2005), Azeem, M,& Bashir, M. (2011) argued that, the learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary).
- Functions (transaction and interaction).
- Social and cultural rules and norms.

Without being aware of these disciplines the speakers can never be able to express their thoughts in a correct way .Hence lack of knowledge about a second language will never build successful communication.

Furthermore, Screvenar, j (p.86) suggested some ideas hoping to aid the teachers creat more useful interaction to evaluate the students oral participation in the classroom since the mission of the teacher is to make the matter easy ,in addition explain the task which are as

Follow:

Encourage a friendly, relaxed learning environment, if there is a trusting positive, supportive, rapport among the learners and between learners and teachers there is a much better chance of useful interaction happening.

- Ask questions rather than giving explanations.
- Allow time for students to listen think, process their answer and speak.
- Really listen to what they say and let what you just listen affect what you do next by correcting the mistakes.
- Increase opportunities for STT (Students Talking Time)
- Encourage interaction between students rather than only between students and teachers after that let them ask question and give explanations.

We conclude that classroom interaction is appropriate method for developing the EFL learners speaking skill in education .Through the mentioned studies we recognize that without speaking language would never be existed and students have no chance express themselves in meaningful way even if they can write listen and read .thus the speaking skill is the major skill to learn a second language.

8. Structure of the Study

In order to accomplish the dissertation objectives, This work has been arranged in three main chapters : The first chapter introduced general overview on speaking skill and its' relationship with classroom interaction ,defined speaking skill types and the differences between first language and second language ,then the communicative competence approach .furthermore, this chapter explained the integration between listening and speaking and the major problems that EFL students face in speaking and then how can OE teachers help students to overcome these last and we are going to end with the importance of speaking.

Chapter two sheds light on the important role of classroom interaction, its' definition ,and different aspects , also, this chapter identifies the most important types of CI and the role of the teacher in the learning process .Moreover, it sets the essential classroom activities the learners prefer to use.

The last chapter which concerns the field work presented the finding from both teachers and students questionnaires about the effectiveness use of classroom interaction in enhancing EFL learners speaking skill. The result then was obtained and the analyses were interpreted.

Finally, the study ended with a brief conclusion and suggested various pedagogical implications for both teachers and students.

**Chapter One: Learners'
Perception Over their
Speaking Skill**

Chapter One: Learners' Perception Over their Speaking Skill

Introduction

To speak the foreign language proficiently when learning in the EFL classroom setting. It is necessary to pay interest to the learner's experience to its four skills: reading, writing, listening and speaking. It may seem clear that knowing the language is being able to speak it; speaking in a second language (L2) involves the development of a particular types of knowledge because its conditions of production tends to be differ from the written language. In addition, some of the manipulating skills needed in speaking are differ from those involved in writing or reading. So the emphasize will be on the speaking skill.

In this chapter we will shed light on the concept of speaking contains: its definition, to be more understandable, then we will discuss the differences between first language and second language speaking, later on, since teachers and students know that speaking is an important skill to be developed; we will discover how speaking can directly contribute, focusing on its areas of teaching. Also, the different types of speaking ,then, we will mention a review of studies that shows the relationship between speaking and listening and how can this last helps to teach speaking .In addition , we will try to measure the factors that barring learners to speak in a foreign language. Finally we will suggest solutions and strategies to overcome these challenges.

1. Definitions of Speaking

Speaking is one of the productive skills necessary for effective communication in any language ; this last can naturally appear in every EFL class since this productive skill enables students and teachers to interact more. In this area Harmer (2001) and Gower et al (1995: 99,100) agreed that speaking has many different aspects , including two major categories –accuracy, means : the correct use of vocabulary ,grammar and pronunciation practiced through controlled and guided activities .And fluency considered to be “the ability to complete your speech with few hesitation” that is to say speaking is the use of the

correct words in the right situation with few pauses because these features of learners speech production can reveal his/her speaking proficiency. In addition Chaney (1998:13) defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” This means that speaking is the most important skill among the other skills; without speaking there would be no communication and this makes the language useless.

According to Cora and Knight (2000; 261) Speaking is the ability to perform and produce the oral language then use it the correct context and various situation with other speakers of the same language, and also, to choose the right expressions in order to use it with different events, so, speaking is a productive skill of regarding and organizing all elements of language together to perform and put up the intended messages

The spoken language includes specific characteristics that differentiate it from the other skills, these elements are: tone of voice, stress, intonation, speed of speech, besides facial expression of the speaker that they can use with repetitions and pauses

Moreover, Ur (2004; 221) state that the speaker must be aware with vocabulary, grammar and pronunciation. then, he must be a good listener because when they say something this is respond for something else. Furthermore, students do not learn English only to speak but they should learn how to use it in the given speech community.

1.2. Differences between first language and second language speaking

Language is a system of words and signs governed by grammatical rules of combination to communicate meanings, i.e. it is a closed structural systems consisting of rules that relate particular signs to particular meanings Bloomfield (1914). Moreover, Sapir (1921) stated that: “language is purely human and non- instinctive method of communicating ideas, emotions units desires by means of voluntarily produced symbols”. Whereas Thornbury (2005 :27,28) made a distinction between the first and the second language when he said that First language speaking and Second language speaking are quietly similar because they involve the same stages of mental processes; for example, as L1 speakers, L2 speakers also produce speech through a process of conceptualizing, formulating and then articulating. In addition, they attend to their interlocutors, adjust their messages and negotiate the management of conversational turns; therefore the speaking skill here is essentially the same, and it is

transferable from the speaker's mother tongue (L 1) into the second language (L 2) .However , in terms of differences , Rasier and Haligsmann (2009) point out that the difference between first language speaking and second language speaking is related to the language itself , for instance , L 2 speakers' knowledge of the L 2 involves its' grammar and vocabulary which is established as their knowledge of L 1.For them the difference between L 1 speaking and L 2 speaking is considered as an important factor in explaining the learning difficulties since L 1 speaking influences L 2 speaking ; for example when learners form an utterance in first language and then translate it into second language .Indeed this translation may lead them to make some errors while learning a second language because there are rules which are related only to L 1 and they cannot be applied into L 2 .

In brief ,we conclude that first language speaking and second language speaking are similar in terms of having the same mental processes, and they differ in the language itself.

1.3. Teaching speaking through communicative competence.

Speaking a language is not a matter of knowing its' rules but rather how to use these rules to communicate effectively. Brown (2007:219) defined communicative competence as “ the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific context ” .

In other words , in order to understand the language and being able to use it in relation to socialcultural environment this is what communicative competence aims at .In addition “ an individual's' communicative competence in his/her ability to use language effectively in actual communication , this ability consists of both knowledge about the language and specific skills in using the language ”(Hymes, 1979. Richards,51) , i.e. speaker need to have this ability of using the language regarding to its scialcultural environment . This concept was further developed by (Canale & Swain,1980) (Thornbury , 2005). (Bachman, 1990). (Brown ,2007) and (Canale , 1983) ;they identified four components that made up communicative competence includes the following: extralinguistic knowledge , socialcultural knowledge, linguistic knowledge and strategic knowledge.

1.3.1. Extralinguistic knowledge

Thornbury sees that the extralinguistic competence can directly effects the speakers ability to discuss a topic , he claims that “ speaking includes such things as topic and cultural knowledge of the context and familiarity with the other speakers” i.e. a group of speakers who share the same background about a topic .

1.3.2. Socialcultural knowledge

Quoting thornbury , socialcultural knowledge “ it is the knowledge about social values and the norms of behaviour in a given society ”, in other terms when speaking the second language the learners needs to be aware of its norms and how to deal with this new society. (Richards ; 11) .

1.3.3. Linguistic knowledge

Linguistic knowledge is clearly an important component of second language speaking competence .Without it learners will not be able to formulate and articulate the ideas they want to express. (Richards ; 57) .This competence consists of : grammatical competence , discourse competence , and strategic competence.

1.3.3. 1. Grammatical knowledge

To speak well learners must have sufficient grammatical knowledge about the language , in addition; grammatical knowledge is fundamental to the development of any language skill ;So, grammatical competence “ encompasses knowledge of lexical items and rules of morphology , syntax semantics and phonology”. Brown (2007;219) Canal and & Swain (1980;29) .

1.3.3.2.. Discourse knowledge

The learners need to use and utter some words and expressions during they learning of the second language ; these structures they produce would may influence their speech production , i.e. they need to know what linguistic resources can be used for organizing and structuring stretches of speech to form coherent text that are appropriate for the setting and participants . Richards (56) . Brown also stated that discourse competence “ is the ability to connect sentences and to form meaningful whole out of a series utterances” (2007,220) .

1.3.3.3. Strategic competence

According to Canale and Swain strategic competence is :“ how to cope in an authentic communication situation and how to keep the communicative channel open”. (1980:25,Hedge,2000) ,this strategy is related mainly to communication strategies ; the first strategy is :“ the achievement strategy ” ,they describe it as the failure of saying something , in this situation the speaker will tend to use gestures or some structures such as “ you know ” i.e. this technique helps the speaker to grasp the right words and sentences , the second strategy is called :“ reduction strategy ” it is the situation when the student feel incompetent or lack of knowledge about a particular form , so, he/she will tends to avoid using it and select for instance “ perhaps ” Hedge (2000,53).

2. Types of speaking skill.

In teaching the foreign language tutors and students know that the purpose behind this process is to use this language to communicate ; So , when we speak we are trying to be sociable , to share our feeling and thoughts , and also to exchange information or to describe an action .etc. Lindsay & Knight (2006 :57) agreed that speaking :“ involves putting the messages together , communicating the messages and interacting with other people ” . from the quotation we deduce that the main goal of speaking is to use it to communicate and cope with the other people . Brown (2004) stated five types of speaking according to the speakers intentions : imitative speaking , intensive speaking , responsive speaking , interactive speaking and extensive speaking .

2.1.. Imitative speaking

Is the listeners’ ability to repeat the others’ sounds or speech as a word phrase or sentences , this type of speaking includes grammar and lexis , the speaker must be a good listener to the pronunciation in order to help him/her to be more comprehensible for the others . Brown (2004:141).

2.2. Intensive speaking

This kind is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as : intonation, stress and rhythm ; here the speaker must have the competence of interpreting the semantic properties so that he/she can respond immediately . This type

also have some assessment tasks ; its obliged the speaker to read aloud sentences and dialogues . Brown (2004:141) .

2.3. Responsive speaking

Its contains short conversations in a brief interaction , it is also carry a small talk and simple requests in order to preserve authenticity with only few questions or retorts Brown (2004:142) .

2.4. d. Interactive speaking

It is differ from the previous kind in terms of length and interaction because it involves two styles of languages : transactional and interpersonal language .The first one is attempts to exchange precise information while the second is aims at maintaining and hugging social relationships , but this last can be more difficult in terms if using various colloquial languages ellipsis and slangs , this forth type of speaking consists of interviews , role plays and discussions activities Brown (142) .

2.5. Extensive speaking

The finale type of speaking is the extensive one which includes monologues , oral presentation and story-telling with more formal language and extensive activities.

3. Integration between Listening and Speaking

According to Anderson and Lynch (1988:15) in the area of teaching the foreign language there is a clear relationship between speaking and listening skill when they posit that : “ A carefully prepared L2 utterances is only a useful aid to communication if the speaker can deal effectively with the replies he receives .For the L2 learner in conversation , he needs to be skilled as both speaker and listener ”.

In other terms , the study of the second language requires the teachers focus on both skills ; each one relies on the other because they happen together to accomplish the conversation .So , speaking and listening are tow important skills to acquire the communicative competence in language learning .,In addition the learner who wants to be a proficient speaker he/ she must be a good listener to oral language and also must understand want is said in order to respond effectively with the others. Moreover the speaker is always in need to the listener as put by Redmond and Vrchota (2007:120) “ speakers are at the

mercy of listeners.” Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers (Ibid). Therefore, listening will not occur in isolation; there must be a speech to listen to. Finally, the speaker and the listener must take part in this speech through interacting and negotiating verbally. The speaker produces comprehensible output and the listener should pay attention and try to process these outputs.

To sum up, speaking and listening are two basic skills which strengthen each other, for successful speaking there must be a successful listening.

4. Students’ speaking problems.

Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in practicing the speaking skill of the foreign language in the classroom. Which are: inhibition, nothing to say, low uneven participation, and mother tongue use.

4.1. Inhibition.

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999: 93) argues 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 development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000:111) 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 losing face, or simply shy of the attention that their speech attracts.

This view is supported also by Bowman et al. (1989) who argue that in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

4.2.Nothing to Say.

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I dont know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968: 192) says that: “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.”

Moreover, the poor practice of the SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The 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. Also, students could not carry out the discussion on topics that are not interesting for them.

4.3.. Low Uneven Participation

This problem refers to the amount of each students’ time of talking. Rivers (1968) claims that some personal factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students’ talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participants 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. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989: 40) support the idea by

saying that “traditional classroom seating arrangements often work against you in your interactive teaching.”

Low participation is due to the ignorance of teachers’ motivation too . If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities.

4.4. Mother Tongue Use.

SL 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: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the 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.

5. A Teaching Cycle for Developing the Students Speaking Proficiency

EFL classroom activities are said to be the only phase and the last opportunity for the learners to talk and participate in the target language ; the teacher is the guider of these tasks but sometimes he/she may fail in maintaining a different kind of such activities since the students are differ in their levels and competence towards the foreign language . Richards stated that there is a little focus on teaching the speaking skill and it takes a small place in the teaching process since the emphasize is only on the writing language .furthermore , speaking activities are frequently occur in classrooms for this reason EFL learners should be provided by sufficient strategies to enhance their oral proficiency and give more time to talk . Caring on with Richards (ND) who suggest seven strategies to help the learners to be more active in the speaking tasks and activities ; the teachers’ role is crucial in facilitating practice and learning speaking , then providing input and feedback , he also adds some efficient collaboration and dialogue between peers .All of these activities are incorporated in the various stages and develops the learners opportunities to speak , as stated in the following figure :

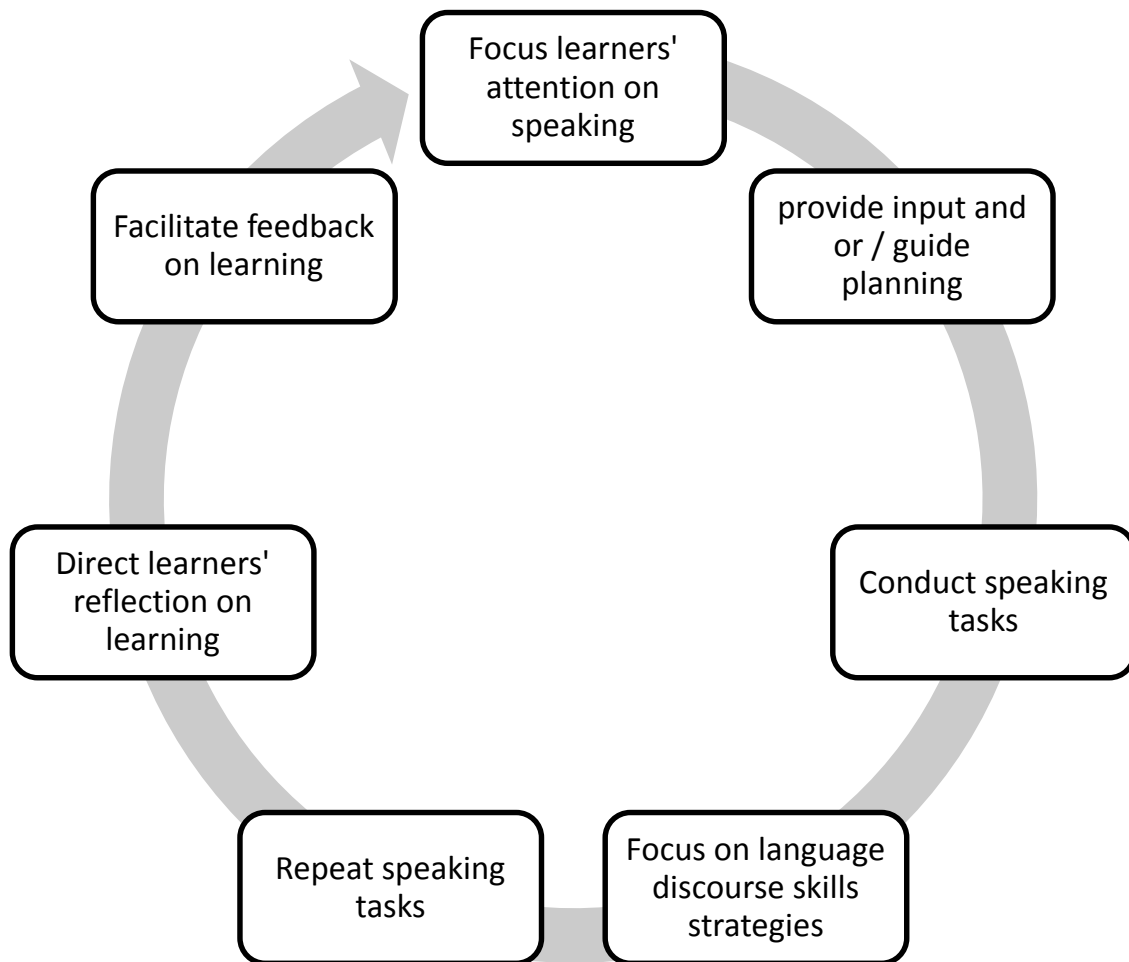


Figure 1: The Teaching Speaking Cycle (Jack C Richards “ND”)

From the figure above we can observe that the seven strategies are all important in developing the learner speaking proficiency because every stage has its specific purposes

5.1.Stage One: Focus Learner Attention on Speaking

The first stage is set to raise the learner’s metacognitive awareness to learn how to speak the foreign language through three types of metacognitive awareness activities called : person knowledge , task knowledge and strategic knowledge, these activities aims at :

- Develop metacognitive awareness
- Self control performance and overall development

5.2.Stage Two: Provide Input and ore/ Guide Planning

The second stage is devoted to support learners with providing more time and opportunities to express themselves in comfortable situation without anxiety ore hesitation ; the purposes of this stage are as follow:

- Acquire appropriate vocabulary and accurate language from relevant to speaking needs.
- Understand social and linguistic conventions of speech and speakers' role and relationship
- for particular context .
- Produce a wide range of utterances to express more the complex meanings.

5.Stage Three: Conduct Speaking Tasks

During this stage learners are involving with context where they can express their thoughts with every amount of linguistic knowledge they have regardless to their accuracy , learners at this stage are allowed to use any communication strategy they prefer so the only purpose of this stage is to improve fluency Jack .C.Richards (ND)

5.4.Stage Four: Focus on Language /Discourse/Skills /Strategies

Due to the fact that Teaching the foreign language needs multiple skills and strategies in order to contribute an effective speaking : for this reason this stage is conducted to achieve the following purposes :

- Acquire appropriate vocabulary and accurate language from relevant to speaking needs.
- Understand social and linguistic conventions of speech for particular context .
- Learn a range of core speaking skills .
- Employ appropriate oral-communication strategies.

5.5.Stage Five:Repeat Speaking Tasks

This stage has a relation with stage three where students are asked to repeat the previous tasks in stage three .According to Bygate (2005) repetition make the learners discover new skills and strategies by trying to get four major purposes as follow :

- Learn a wide range of core speaking skills .
- Produce a wide range of utterances to express meaning more precisely.
- Develop fluency.
- Employ appropriate oral communication strategies.

5. 6.Stage Six: Direct Learners' Reflection on Learning

Students are in need to motivation in order to monitor and regulate what they have learned in the previous stage , the teacher at this phase involve students in pairs , individuals or even in small groups to think effectively about their learning.

5.7. Stage Seven: Facilitate Feedback on Learning

This last stage of the cycle is administrated to give EFL learners an affective feedback concerning that evaluates their speaking performance obtained in the previous stages of the teaching speaking cycle.

6. The Importance of Speaking

According to Bygate (1987) “ Speaking is a skill which deserves attention as much as the literary skills in both native and foreign language” students of EFL classes believe that the purpose behind studding the second language is to use it in their daily life to communicate with each other, for this reason learners must practice the target language all the time either with their classmates or even with the OE teachers .Furthermore, as much the learners Speak this language the better they will be fluent speakers of it; as, Urrutia, Vegacely (2006; 15) once said “ speaking fluently , of course involves speaking easily and appropriate .

Moreover, speaking can help learners describe and express their ideas and thoughts in influential way .i.e. if the students are able to talk fluently they can absolutely acquire

communicative competence .So, speaking is the only efficient tool to help EFL learners achieve their goal of learning a foreign language. In order to become proficient in speaking EFL students are obliged to acquire all the skills of the foreign language but they must pay more attention to the skill of speaking ; because when the learners have the ability to speak they can then be skillful in using this language in their daily lives , on the other hand, when we speak to each other we understand our needs and we discover more our personalities , Robert Frost sheds lights on this idea saying “ I am a writer of books in retrospect , I talk in order to understand , I teach in order to learn” That is to say the best you speak well the better you build clear thinking.

Conclusion

Speaking skill is the major skills must be improved and acquired .EFL learners should make more efforts during classroom tasks activities in order to get competence and acquire the foreign language.

**Chapter Two:
Classroom Interaction
and Learning Speaking**

CHAPTER TWO: The Impact of Classroom Interaction on Learning Speaking in EFL Classes

Introduction

With the importance of teaching English as a second language in EFL classes, learners are always looking for opportunities to talk and show their abilities in this language. Classroom interaction is then, the only setting where they can share ideas and express their needs with the guidance of the teacher of course. From this chapter we will have a glance about its role in developing the learners speaking skill by shedding light on the communicative approach and the types of classroom interaction, finally, the major role of the teacher in this aspect.

1.The Communicative Approach

For Harmer .J (2001 ; 84) the teaching of the target language (TL) is not just a process of having grammar and vocabulary competence, but it is rather how to use this last in real life situation ; the communicative language teaching (CLT) is the approach that push the learners to practice the foreign language when he said that :” a guiding principle was to train students to use these language forms appropriately in a variety of context and for a variety of purposes” (84) .So this approach sees language as a tool of communication that should be practiced by the learners in the oral tasks ; continuing with (CA) , to use the FL the teachers should give learners more opportunities and sufficient time to participate in the oral tasks since the role of this approach is to help students practice the target language (TL) to achieve better communication skills .CLT stressed on the idea of “what and how to teach the language typically in realistic communication” (p,85). During the learning process teacher should involve students with a variety of activities ,then h/she must assess their communication performance more than the accuracy of the language and rely more on the content nor on the form of that language , in other words , communicative approach attempts to attract the learners to study the second language by heart and a desire because they can not learn what is not wanted to .Finally the activities should touch the learners’ life situation (e.g., write a letter to a newspaper) , the figure bellow reveals that classroom activities may reach the communicative goal and vice versa; it can fail too ; if the students have a desire and is motivated to the topic the acquisition of the language will happen and the teacher in this operation is the controller not an obstacle ; s/he should provide them with comprehensible input that fits their needs .

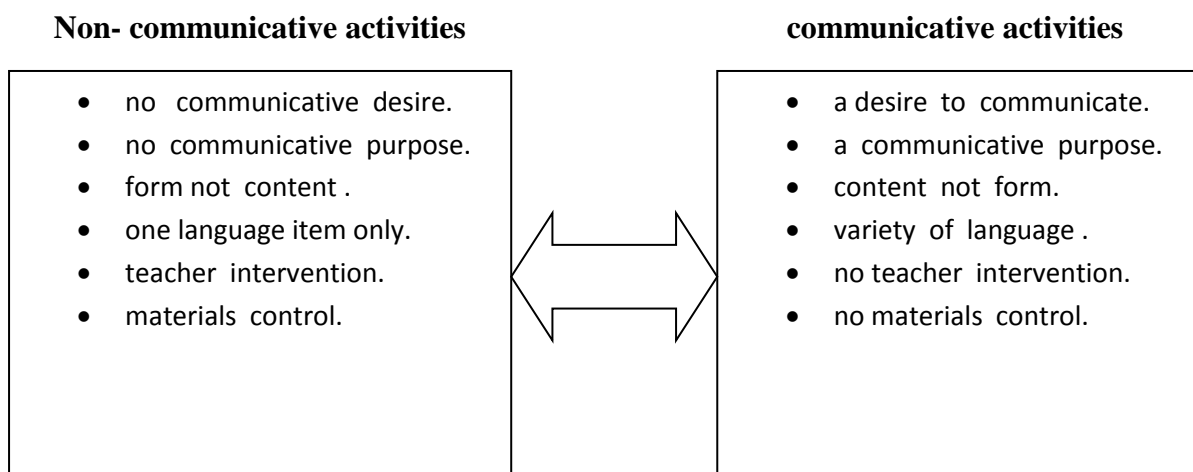


Figure 1 : The Communication Continuum (Harmer,2007)

1.2. Interaction in learning the second language

The researchers in the second language have discussed the role of classroom interaction in the area of teaching the language and its rules , moreover, the relationship between the communicators ;where they found that the interaction of the participants and their exchange of thoughts and ideas can build knowledge and improve skills . So the most important thing is to let students speak English always and avoid their use of the mother tongue ; the more they practice , the better they talk and build fluency .According to Eliss, (1992,1) “ Interaction is the social behavior that occurs when one person communicates with another” i.e.students’ talk time should increase then the teachers’ time talk should limited so that the learners will participate an interact more through pairs or groups .Communicative Language Teaching come to pass two phases of communicative language teaching emerged .The weak version and the strong version ; the former, held teaching the learners the components of language following by communication activities .The latter, claims that if students learn the language only through interacting, the tasks provided in the oral sessions must include as much as possible of opportunities to speak the target language

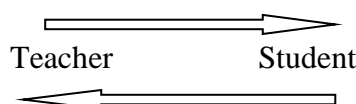
2. Classroom Interaction

Classroom interaction is a form of institutional utter which is nearby managed but agreeably constructed speech switch system (Markee & Kasper, 2004), Composed of interactions between teacher and students and among students, classroom interaction is one of the platforms where any reality about classroom phenomenon is produced and can be practiced at the same time.

2.1. Definition of Classroom Interaction

The role of interaction in second language learning has been emphasized in the field of SLA. The study of interaction in classrooms ranges from foreigner talk to the study of NNS in interaction and to the study of patterns of interaction in classrooms ,through interaction students can develop their oral proficiency ,but they need different of activities either in pairs or groups .Moreover ,teachers should give time and effort to realize this goal .Brown ,H,D, believes that “ interaction is, in fact, the heart of communication ,it is what communication is all about” .So, learning the second language relies on the effective interaction between the participants of that language .

The word interaction was defined by Wagner (1994, 8) as “ reciprocal events that require at least two objects and two actions .Interaction occurs when these objects and events naturally influence one another” i.e. interaction needs a common influence between the speaker and the hearer to interpret the message then to achieve the communicative purpose .In addition ,the word interaction was defined by Ellis (1999; 1) as “ the social behavior that occurs when one person is communicates with another” in other words , interaction means existence of many participants ; classroom interaction has a similar meaning in the classroom ; we might define CI as a tow way process between the participants in the learning process the teacher influences the learner and vice versa .



Moreover, Ellis and Foto (1999;9) stated that “ Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output” i.e. learners during interaction in classroom can obtain feedback from each other , Ellis also added interaction is considered as a media through which a student gain data for learning, in the same context Richards, Platt and Platt (1992) say that classroom interaction refers to the patterns of verbal and non- verbal communication and the types of social relationships which occur within classrooms ,interaction is the activity of reciprocating or exchanging information when it is used in classrooms. Verbal interaction contains written interaction and oral interaction , the first is in form of writing paragraphs and files about a topic whereas , the oral one is when students express their ideas by speech and this can happen when they ask for

explanation or making a discussion between them or with teachers ; and this type is the most important since the mastery of language is to speak it proficiently . Besides verbal interaction researchers have not neglected the role of non-verbal behaviors that focuses on the behavioral responses in the class but , verbal interaction has receives much attention in the teaching process while “the impact of non -verbal communication in the classroom has not been recognized widely” (Gillespie , 1988)

2.2.Aspects of Classroom Interaction

Interaction is a word that is used to point many meanings which can describe any element of learning or teaching in the classroom .In addition , classroom interaction is the situation of communicating behaviors either verbal or non-verbal between NNS of English .It affirms that there is a tow way interview that have the element of negotiation , this last considered as an aspect of classroom interaction .More important , the instructor should guide and support students in their learning of the SL with effective feedback ; this element of CI play a critical role in helping learners achieve their educational goals and reach the potential maximum

2.2.1. Negotiating of Meaning

According to EFL studies the word negotiating can have different meanings .Pica and Doughty (1983;1984) use the term negotiating gust in teaching the foreign language , they state that negotiating means repeating, rephrasing , and retracting of phrases between tow ore more learners to enable them realize the meaning of the messages they are communicating .

Tsui (2001; 123) affirmed that “learners engagement in the negotiating of meaning facilitates SLA, because it provides learners with opportunity to obtain comprehensible input”

So, students should work hard to catch the correct concept of a word, sentence , paragraph or passage in order to grasp the general comprehension .

2.2.2. The Role of Effective Feedback

Effective feedback plays a critical role in helping adult learners achieve their educational goals and reach their highest prospective. It should be an central part of every learner education curriculum. Both formal and informal feedback should be provided by teachers, based on the reinforcement of effective feedback techniques. The feedback source, message, and recipient exert influences on the process and must be considered in this context.

For maximum impact, the source of feedback must be considered credible and trustworthy by the recipient. The message should provide clear information about performance standards and the performance of the student, in order to clarify any differences. Positive information should be shared before negative information, and the feedback should be specific, objective, reliable, and well-timed.

The environment in which feedback is provided must be supportive, and should encourage an open dialogue between the teacher and the student. Both parties should discuss various items in a spirit of cooperation, and clearly define the goals that need to be achieved. A plan for follow-up and enduring reinforcement must be developed and implemented. In addition to oral and written feedback, other modes of providing feedback, such as computers, audiotapes, and videotapes, should be considered, and used as appropriate. Skills of faculty members in providing effective feedback may be enhanced through faculty-development programs, such as workshops and self-study modules.

3.Types of Classroom Interaction

Creating an interactive learning is very important to the process of EFL students, just as it would be difficult to become a good speaker.EFL learners need more opportunities to practice language skills in an academic environment in order to become more successful students when teachers creates a variety of opportunities for students to interact and use English language and content learning is accelerated .

Thurmond (2003) defines interaction as

The learners' engagement with the course content,other learners, the instructor and the technological mediumused in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment.

From this passage we comprehend that there are four types of interaction: learner- content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We are going to emphasize only on the basic elements of interaction which are : Teacher-Learner interaction and Learner- Learner interaction.

3.1. Teacher-Learner Interaction

This kind of interaction as Coulthard (1977) mentions has collect a great deal from teachers in a broad variety of disciplines. It happens between the teacher and one learner or more than one learner , that is to say a teacher takes a part in such interaction. He try to negotiate and make the students get the real meanings of the context by asking questions and pushing the students to offer ideas, topics, giving suggestions, criticizing or justifying student speak responses. On the other hand, the students will promote by drawing on the experience of their teachers they will learn how to interact more effectively.

When students interact with the teacher they try to show their speaking and listening skills in front of their teachers that is to say , teachers should take into consideration this interactions' role for the learners'" success in mastery speaking ski . According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they have to be careful of the language used to teach because students' level is differ from one to another, i.e. the comprehensible input given by the teacher must be understood for all the students regarding to their various levels . Secondly, the teacher should take care of the knowledge h/she give to the learners because teachers are the recourse provider to learners

3.2.Learner -Learner Interaction

Several studies of learning preserve that knowledge is dynamically constructed and skills Increased during interaction between the learners.

Johnson (1995) supports that if learner-learner interaction is well organized and managed ,then it can be an significant factor of cognitive development, educational accomplishment of students and rising social competencies. It can also develop the learners" capacities through collaborative works. So, learners will set up social relationship through this sort of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. Naegle Paula (2002: 128) adds also that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." So the teacher must motivate learners to interact with each other .in other words , this category is more easy and happens naturally between learners .

4. Teachers Role in Classroom Interaction

Almost of students are in need to the teachers' support and guide even if they have competence; we cannot ignore the important role of the teacher in the teaching process. first ,the role of the teacher is very crucial in motivating and creating interest in the topics .The basis of the communicative approach is this capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000: 26) identifies important roles the teachers can play:

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback ; as promoter while students are working together and as resource if students need help with words and structures during the pair work.

4.1. Controller

during the interaction between the learner and the teacher , this last is the responsible for the operation of teaching and learning . Harmer (2001) asserts that the controller is the teacher who transmit h/her knowledge to the students

4.2. Assessor

the teacher should inform the students that their accuracy is being developed .Harmer (2001) says that this is made through giving modification ,correction and praising . The students have to know how they are being assessed; the teacher should let them know their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to focus on. The evaluator teacher should pay attention also to the learners' reactions and how to deal with them.

4.3. Corrector

the role of the teacher here is to know the appropriate time and place to correct the students' errors and mistakes in pronunciation; h/she must also precise in giving the real meaning of the passage.

4.4. Organizer

According to Harmer (2001), the teacher role as organizer is to organize pair and group works and to provide learners with instructions about how they must interact in classroom , then at the end of the session h/she must stop the lecture when the time is over , the more important point is that , the teacher take a long time in engaging all students in classroom and motivate all of them to participate .Moreover, the teacher must give the learners the opportunity to speak to each other and correct each other mistakes too.

4.5. Prompter

Sometimes the learners do not get the words when they speak to each other or with the teacher, the role then of the last is to persuade the learners to think creatively so that to be independent from the teacher. In such role, the teacher must avoid himself to help the students even if he wants so that they will be creative in their learning (Ibid.).

4.6. Resource

the responsibility of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information. Another role the teacher needs to adopt in a classroom interaction is the observer. Harmer (2001) points out that, the teacher here should distract the students' attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in achieving fluency, then the teacher tries to bring changes for the classroom in the future. Kadidja. K (2009, 2010; 20,21) .

5. Classroom Interaction Activities

English becomes an international language, where teaching and learning it emphasize on teaching the non-native learners to be able to use it in communication .(Ministry of Education; 2006) English bangkook .In addition , the process of teaching and learning of the four language skills (listening, speaking reading and writing) are simultaneously performed.

Thanyalak .O (2012) declared that, teaching the FL focuses on constructing first the ability to speak because is the most essential skill since it is the most difficult skill

.Aunguatanak. S; English Teaching Methodology (second edition) Bangkok. Chaulalong University Press.

According to Ur .P speaking skill can be developed through communicative activities which include (an information gap , puzzle , games, problem solving .Furthermore, Hedge. T (ND) supported Ur P with his idea saying that the activities that can assist better speaking skills are free discussion and role play , also J Harmer added the language activities are important factors in teaching language for communication ; these activities help in creating interaction between the participants in classroom. Additionally, communication activities can motivate the learners and establish good relationship between the teachers and students as well as among students

5.1. Role Play

Role play is very good technique to be used in the classroom .it engage the learners in real life communication and reduce their fears because the students even the weak ones they would be working in groups and will have the chance to choose the role that feel comfortable with. Simply; role plays can encourage students to practice their speaking skill and develop their communication skills. According to Bume (1986 ; 117,118)

Role play like other dramatic activities, involves an element of let up presented (...) we can offer the learners tow main choices, a- they can play themselves in an imaginary situation (...) b- they can been asked to play imaginary people in imaginary situation.

Role play is an effective communication strategy that can open unlimited opportunities to help the EFL learners contribute and construct self-confidence.

5.2. Classroom Discussion

Discussion is usually, the most used activity in oral classes .in fact, “section discussion” is what teachers prefer regularly used in pairs or in groups; students on the panel give their arguments about a given issue, and those students (from the audience) either agree or disagree. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it. During discussions activity students will feel free to say any idea that comes to h/her mind without hesitation they just focus on getting information

with each other .In this sense , Thornbury (2005; 73) agreed that discussion is the best activity for developing the learners communication skill , moreover , he said that the majority of foreign language teachers prefer the natural discussion where students starting to discuss either their personal lives topics ore those topics that have a relation with lecture .

5.3. Problem Solving

The activity of problem solving is the task where students are gathered together in order to find many solutions to various problems ; this activity will be of great importance to the learners in terms of enrich their vocabulary and decrease the feeling of anxiety . Barken and Gaut (2002 ;160) state that

A problem solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information ,and making a decision based on their findings

Problem solving is the technique which help learners to develop their cognitive awareness of interaction with others and benefit from them to solve problems.

Conclusion

To conclude, Classroom interaction aspect is very important for the learners of second language classes, without interaction in classrooms the purpose of teaching and learning will never be done unless all the participants engage in its activities , therefore , develop speaking skills which is the major purpose.

Chapter Three : The Field Work

Chapter Three : The Field Work

Introduction

The present research is conducted to investigate the development of students' speaking skill through classroom interaction .This chapter is devoted to the analysis and interpretation of the data collected in the present research; we have chosen two questionnaires for the teachers and students at the department of English university of Biskra in order to collect data and examine the hypothesis .We think that , if teachers could apply classroom interaction effectively , the students' ability to speak will be enhanced. First of all, we are going to introduce the population of the study, then, we are going to analyze and interpret the questionnaires' results and finally, we are going to present our research findings about the effectiveness of classroom interaction on EFL learners speaking skill.

Population

1.1. The Students

Third year students of English at the University of Biskra are the whole population We will deal with Thirty students selected randomly out of the entire population about (350) students .The selection of this sample was based on the consideration that third year LMD students are more motivated to speak since they have already get competence in oral expression sessions when they was performing role plays and undertake in discussing various topics in the previous years .So, obviously they know about classroom interaction .In addition , this sample are supposed to graduate this year i.e. they are going to be teachers , therefore they must know about the value of classroom interaction in increasing knowledge and developing language skills .

1.2. The teachers

The questionnaire is administrated to seven (7) teachers of Oral Expression at the Department of English University of Biskra .The reason behind choosing this sample is that, the teachers of oral expression are more aware of this module in helping students to speak English more than the other modules .Moreover OE teachers know the origin of complexity and difficulty of teaching the rules of acquiring the SL and they can motivate EFL learners to speak and practice the language .

2. Description of the Questionnaire

In order to accomplish our research we will choose the questionnaire as the main tool of our study, one for the students and another one for the teachers .These questionnaires consists of multiple choices where the participants have to tick in the box the best answer or to give answer where needed .The result of these questionnaire will help learners to discover the worthy role of classroom interaction in enhancing their speaking skill.

2.1 .Students Questionnaire

This questionnaire consists of (16) questions contains three main parts .The first section deals with the personal information of the students , the second section deals with the students perception over their speaking skill , the last chapter concerns the students attitudes towards classroom interaction

2.2. Teachers' Questionnaire

The teachers' questionnaire is composed of 3 parts .The first part is devoted to the background information of the teachers , the second part is devoted to teachers views about their students level in speaking ,the last part is devoted to classroom interaction .

3. The Administration of the Questionnaire

3.1. The Students

As we have mentioned before, thirty (30) students were selected randomly for our study since it's difficult to work with the whole population. The students were given some explanation and instruction before they complete the questionnaire and it took the students more than 20 minutes to fulfill the questionnaire.

3.2. The Teachers

Teachers' questionnaire was administered to seven (07) teachers of oral expression, all of them have taught oral expression and other modules too .

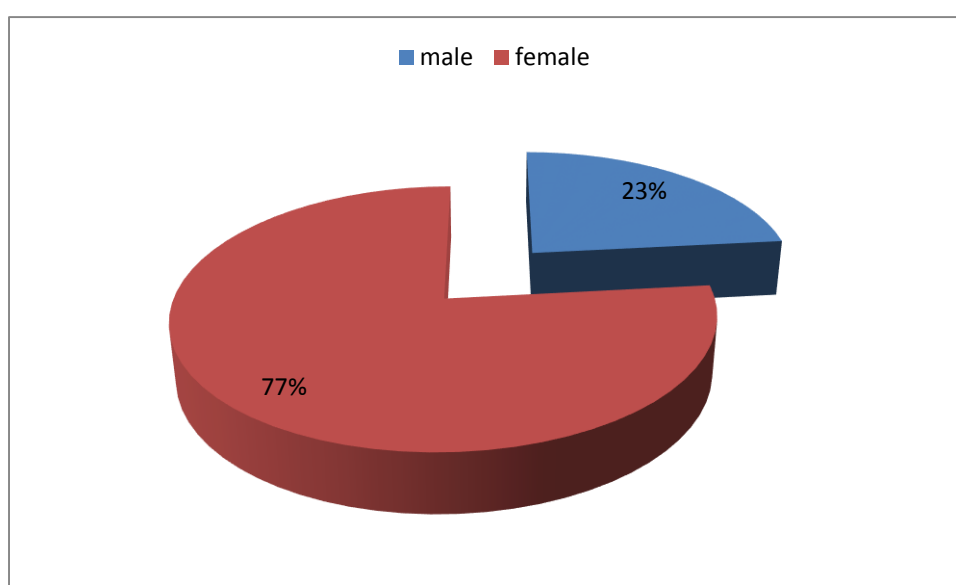
4. Analysis of the Students' Questionnaire

Section One : Personal Information

Table 1: Students' Gender

Options	Number	Percentage
Male	7	23.33
Female	23	76.66
Total	30	100

Figure 1: Students' Gender

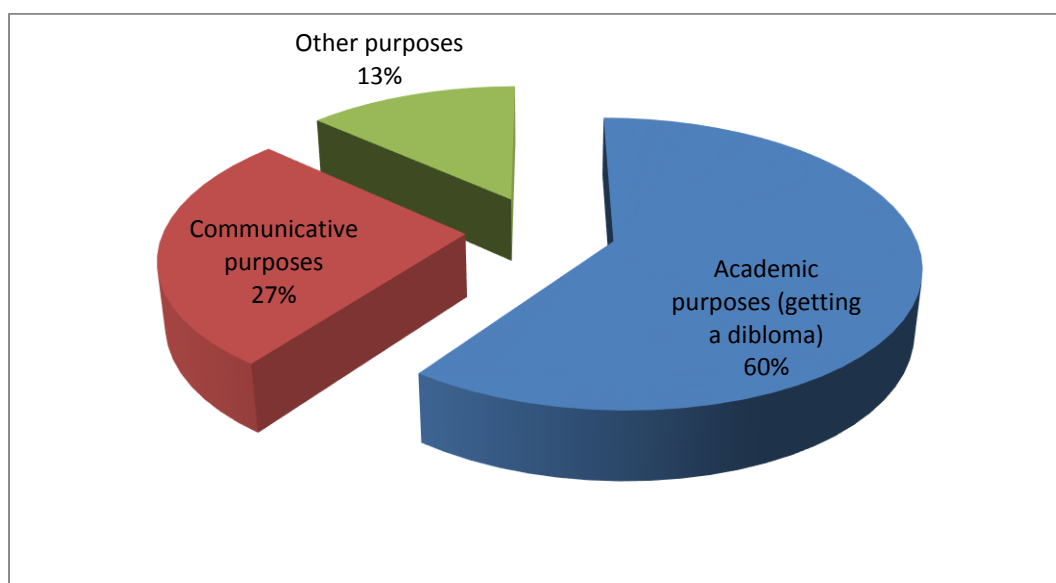


As shown in the table above we can notice that the number of females are more than the number of males; whereby females are (23) making up (76.66%) of the whole sample of (30) students, while (7) males making up (23.33%) of the whole sample, this result comes from the conception that the number of females are more than males.

Table 2: Why do you study English for ?

Options	N	%
Academic purposes(getting a diploma)	18	60
Communicative purposes	8	26.66
Other purposes	4	13.33
Total	30	100

Figure 2: Students purposes behind studying English

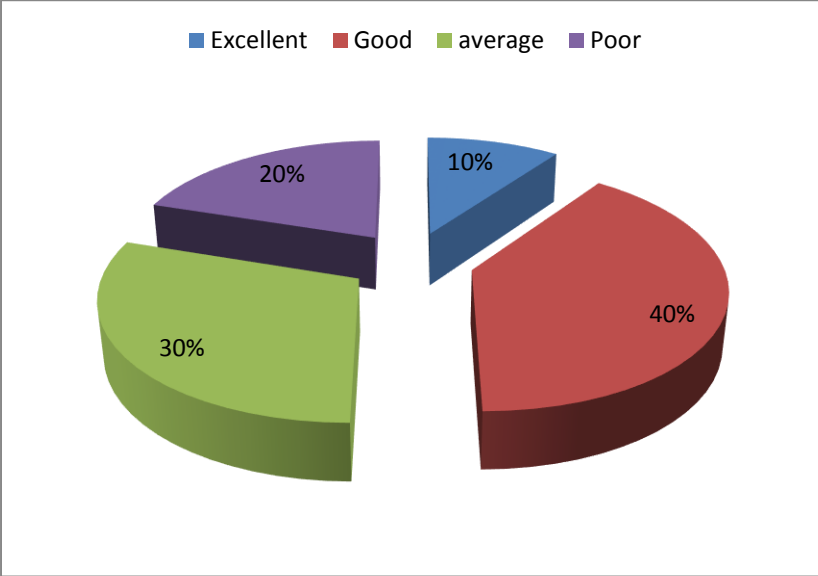


The result in the table above shows that (18) students making up (60 %) of them are studying English to get a diploma so to find appropriate job in the future , whereas (8) students making up (27%) were studying English to use it in their daily lives in order to communicate and exchange ideas and thoughts . In addition we can see that the rest of the sample (4) students making up (13) have been studying English for getting more knowledge and involve in the culture of that language and also because it has limited number of rules , so ,the individual can learn it in short time .

Table 3: How could you judge your level in English ?

Options	N	%
Excellent	2	6.66
Good	18	26.66
Average	6	20
Poor	4	13.33
Total	30	100

Figure 3: Students’ self evaluation of their level in English

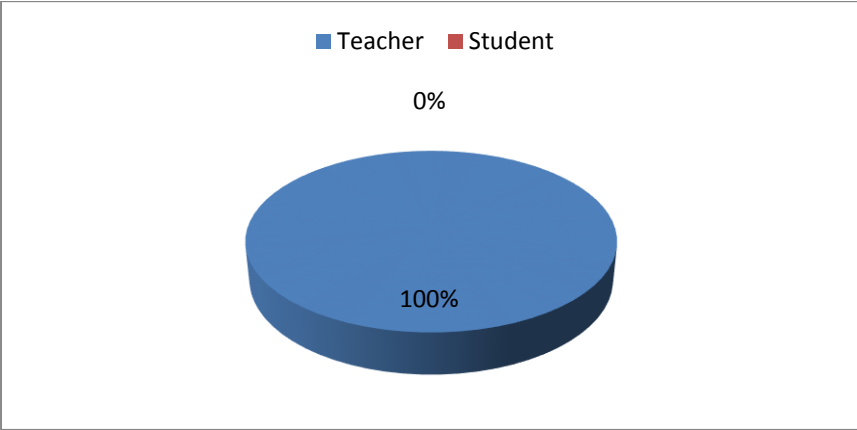


We look at the table we can say that the general level of students in English is good whereby their percentage is about (40%) ,while, (30%) of the students claims that their level is average ,others about (20%) students of the sample are good in English, the rest of them (10 %) students claims that their level in English is poor .

Table 4: Who does most of the talk in the classroom?

Options	N	%
Teacher	30	100
Student	0	0
Total	30	100

Figure 4 : Students and Teachers amount of Talking



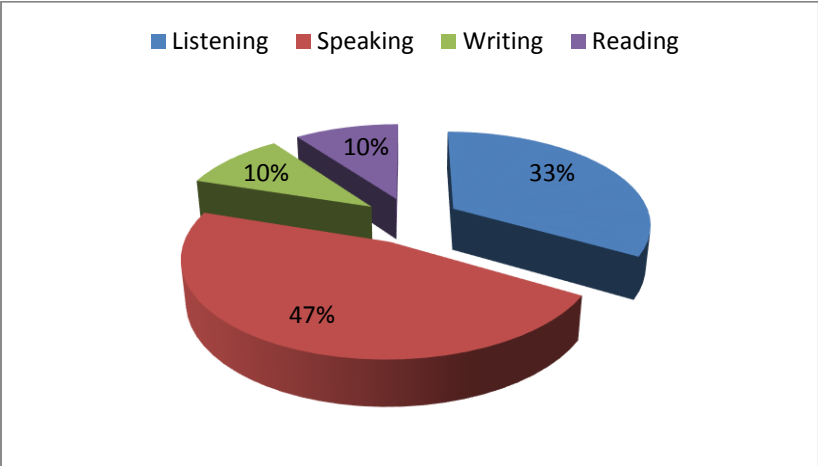
As shown in the table above the teacher is the only participant who speak in the classroom (100 %) amount of talking goes to teachers while there is obvious and complete absence of students amount of speaking .

Section Tow: Learners’ Perception over their Speaking Skill.

Table5: Which skill you think is the most important to master ?

Options	N	%
Listeninig	10	33
Speaking	14	47
writing	3	10
Reading	3	10
Total	30	100

Figure 5 : The most preferred Skill to be Mastered

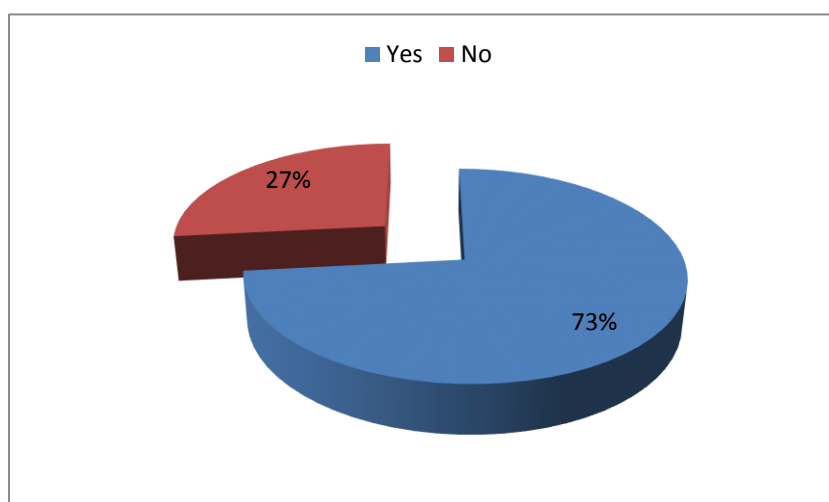


A quick look at the table indicates that the most important skill in English is speaking since (46.66%)students state that they want to master speaking skill more than the other skills , other (33%) wish to master the listening skill while (10%) prefer to get more competence in Writing and the same with the rest (10%) respondents like to master the skill of reading .

Table 6: Do you have difficulties in Speaking?

Options	N	%
Yes	22	73.33
No	8	26.66
Total	30	100

Figure 6: Students' Difficulties in Speaking

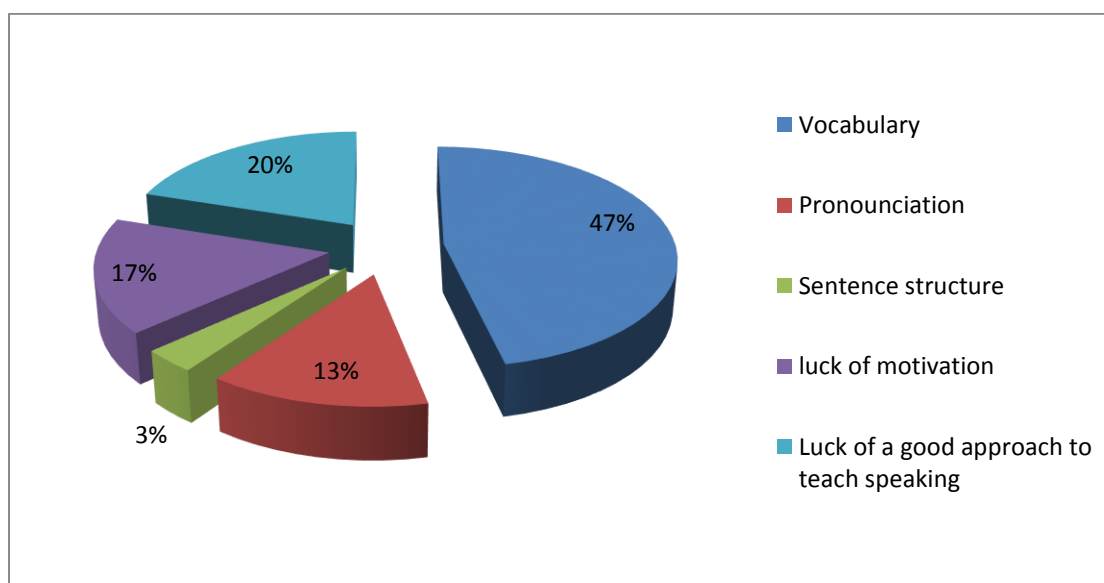


The answers tabulated above shows that almost of students (73 %) have face difficulties in speaking while the Remaining of them (27%) do not

Table 7: Students' Reasons behind not Interacting

Options	N	%
Vocabulary	14	46.66
Pronunciation	4	13.33
Sentence structure	1	3.33
Luck of motivation	5	16.66
Luck of a good approach to teach speaking	6	20
Total	30	100

Figure 7: Students' Reasons behind not Interacting

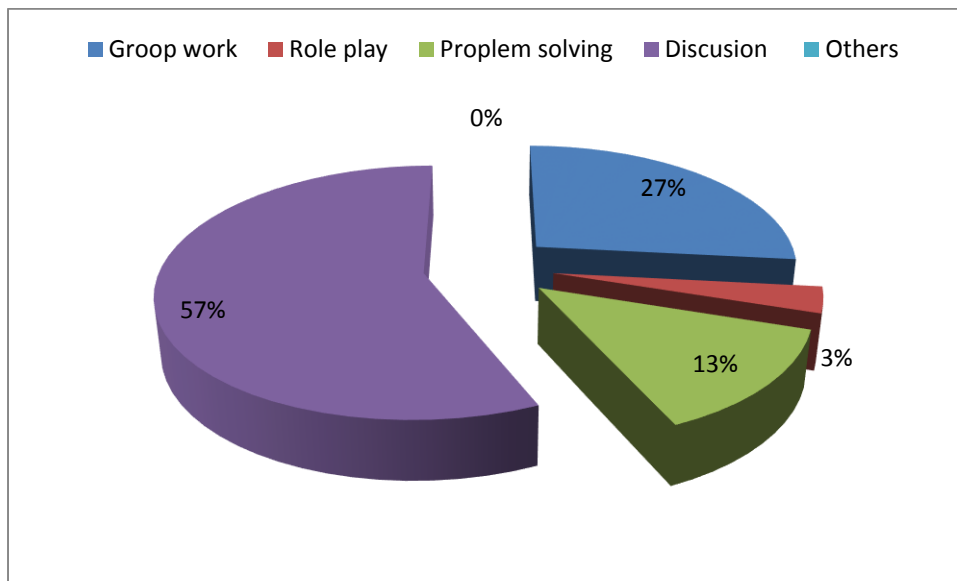


We can Observe throughout the table above that (14) students represent (47 %) of the sample do not interact in the classroom due to their poor vocabulary .while(6) of them making up(20%) claims that they do not interact because of the luck of a good approach to teach speaking in our university .(5) of them represent (17 %)stat that they luck motivation to speak . Others (4) represent (13%)they do not speak due ignorance of sentence structure .

Table 8: Which Techniques of the following you like more ?

Options	N	%
Group work	8	27
Role play	1	3
Problem solving	4	13
Discussion	17	57
Others	0	0
Total	30	100

Figure 8: The Most needed technique for learners



Generally most of the participants have chosen the discussion activity; (17) students represent (56.66%) i.e. discussion is the most preferred technique by the learners because it gives them more opportunity to use the language and express their ideas in comfortable way . (8)Students translated to (26.66 %)while (4) students represents (13.33%)stat problem solving and just (1) of them represents (3.33%) stat role play and non of the participants suggested another technique .

Table 9 : To What extend did Classroom Interactions Activities help you to improve your Speaking Performance ?

Options	N	%
Very much	15	50
Somewhat	10	33
Don't Know	0	0
Not very much	2	7
Not at all	3	10
Total	30	100

Figure 9: Frequency of Classroom Interactions' Activities in improving the Students' Speaking Performance

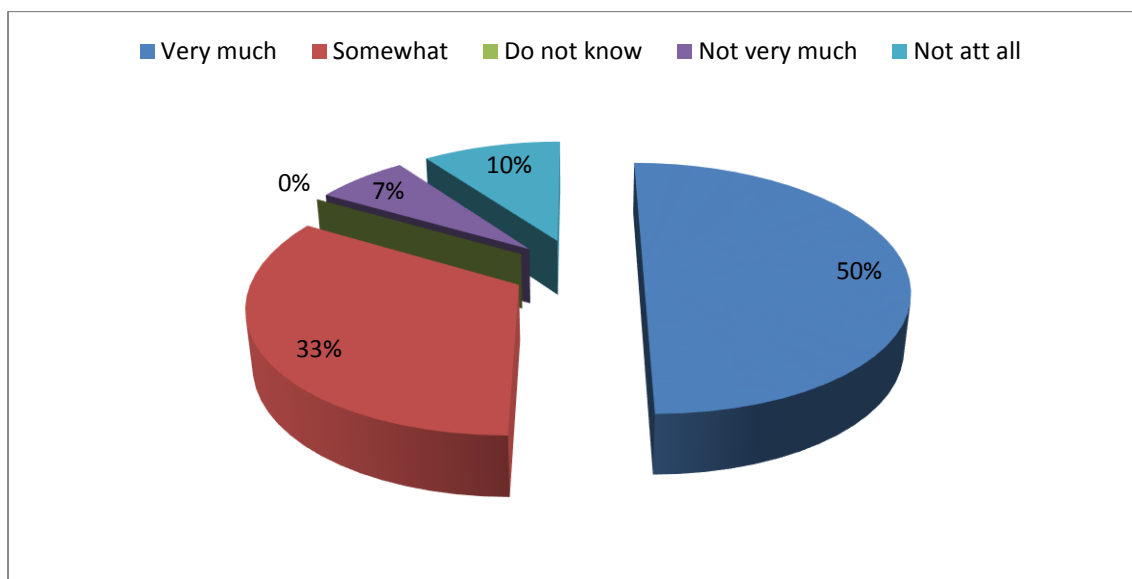
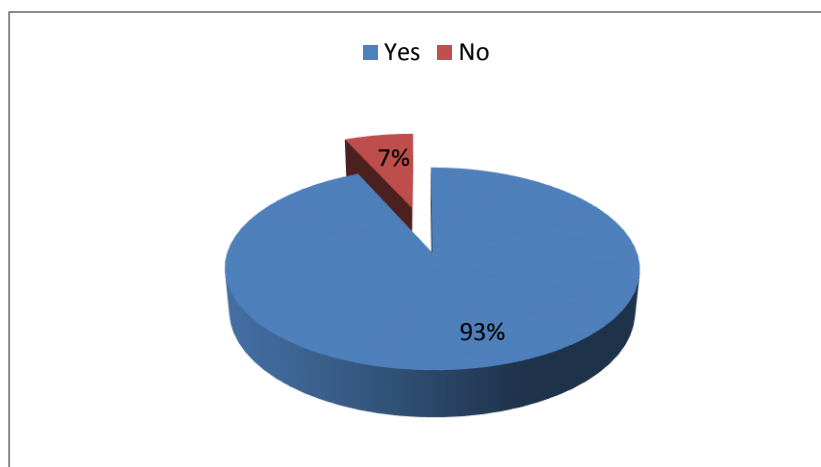


Table10: Does Teacher provides you with comprehensible input?

Option	N	%
Yes	28	93.33
No	2	6.66
Total	30	100

Figure 10: Teachers' Comprehensible Input

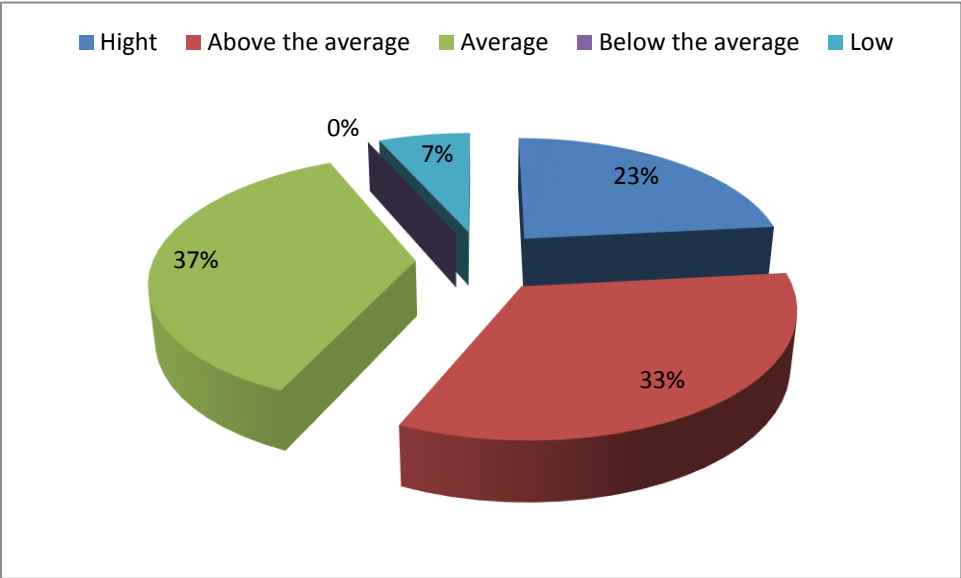


It is obvious from the table above that most of the students (28) represent (93%) stat that their teacher always provides them with comprehensible input . However (2) students of (7%) say no.

Table 11: Which of the following describes your Level in Speaking?

Options	N	%
High	7	23
Above the average	10	33
Average	11	37
Below the average	0	0
Low	2	7
Total	30	100

Figure 11: Students’ Level in Speaking

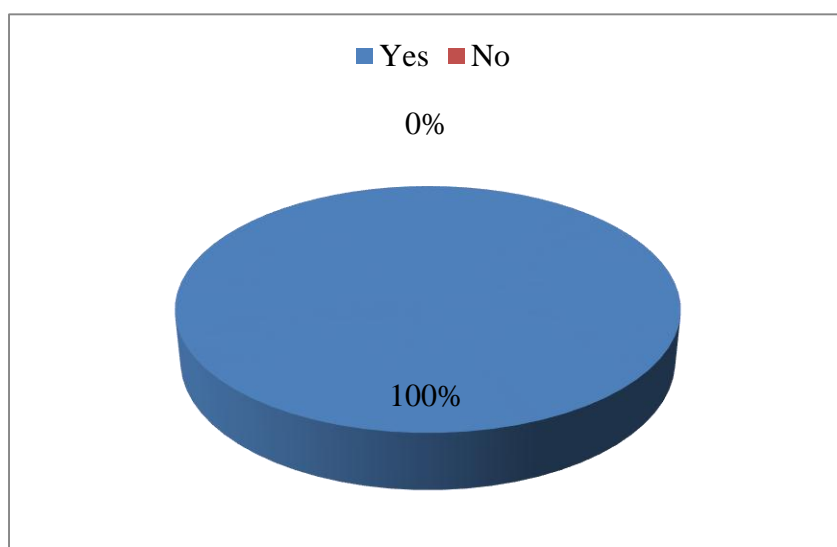


We can notice that the highest percentage of students (37%) represent (11) students claims that their level in English is average .(10) represent (33%) shows that their level is above the average while (2) reveals (7%) of students’ level in English is below the average and none of them have low average.

Table 12: Do you think that Learning a Foreign Language demands Speaking it ?

Options	N	%
Yes	30	100
No	0	0
Total	30	100

Figure 12: The Demands of Speaking the foreign Language to Learning it



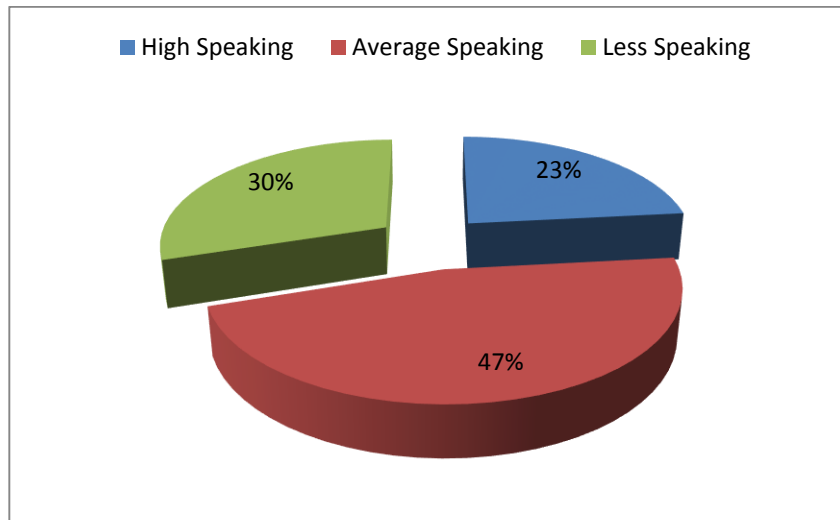
The result in the table above shows that the whole of the sample (30) of (100 %) agreed that they should speak the language in order to learn it, and none of them say no.

Section Three: Students' Attitudes towards Classroom Interaction

Table 13: Inside the Classroom you are:

Option	N	%
High speaking	7	23
Average Speaking	14	47
Less Speaking	9	30
Total	30	100

Figure 12: Students Amount of Talkativeness

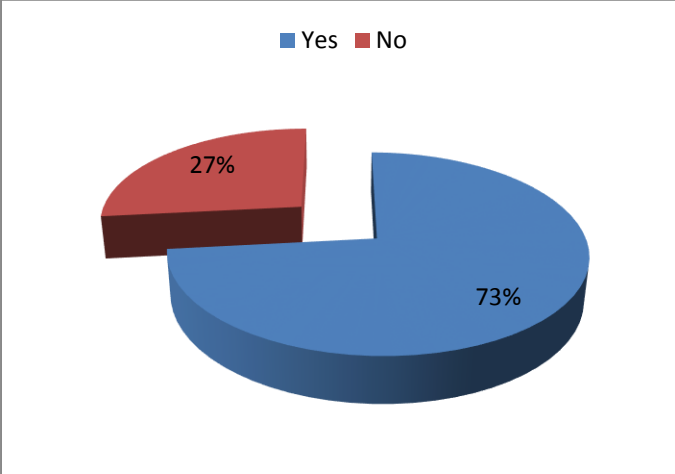


Generally , we can notice from the table that (14) of students making up (47%) declared that they are average speaking while (7) about (30%) are less speaking and just (7) reveals (23.33%) are high speaking which means that the learners must be given more opportunities to speak and express their ideas.

Table 14: Do you Participate in Oral Expression activities?

Options	N	%
Yes	22	73
No	8	27
Total	30	100

Figure 14: Students' Participation in Oral Expression Activities

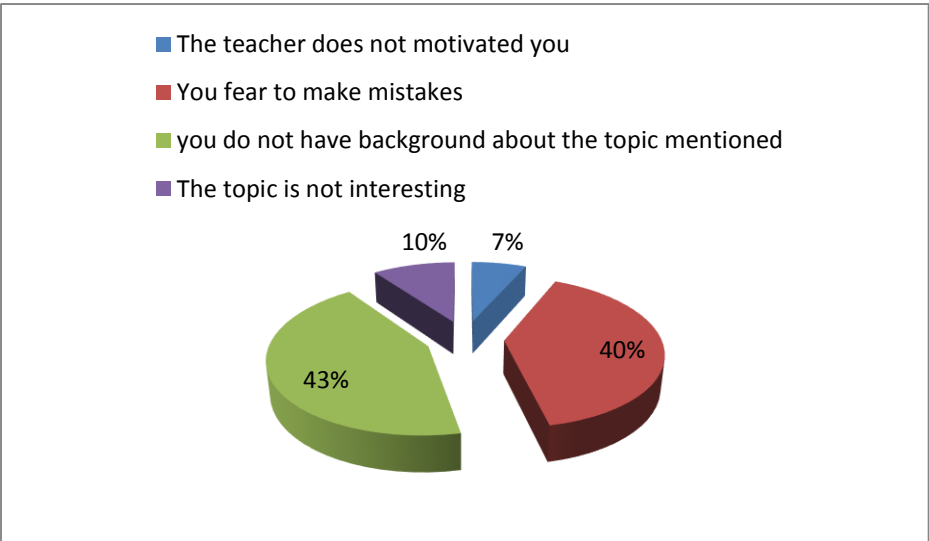


As shown in the table above (22) reveals that (73%) of students participate in oral expression activities while (8) of them i.e. (27 %) do not participate.

Table 14: If you do not participate is that because of :

Options	N	%
The teacher does not motivate you	2	7
You fear to make mistakes	12	40
You do not have background	13	43
The topic is not interesting	3	10
Total	30	100

Figure 14: Students obstacles of lack of participation

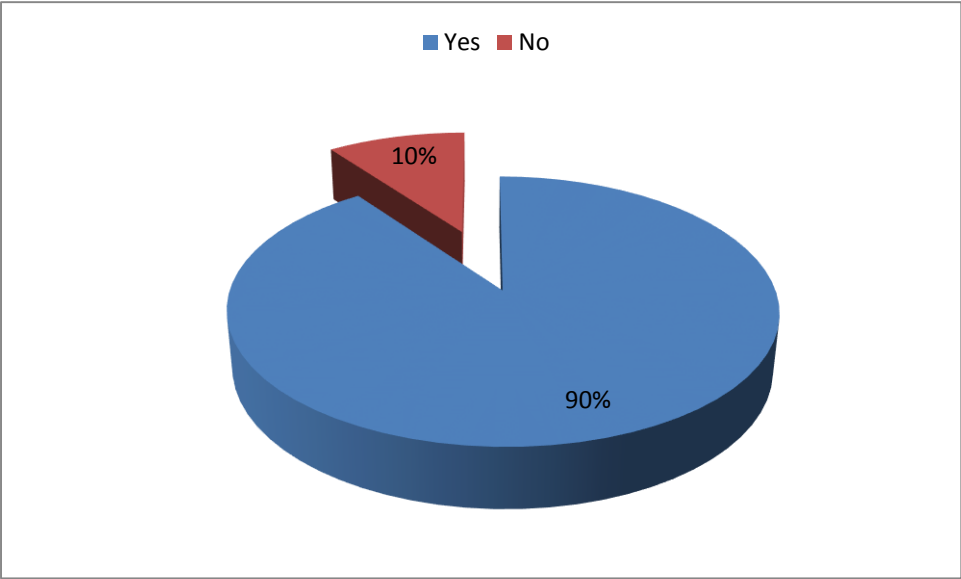


When we look at the table above we can see that (13) represent (43%) students claims that they do not interact because they don't have enough background about the topic .Others (12) reveals (40%) state that they fear to make mistakes .While (3) represent (10%) declared that they do not participate because the topic is not interesting for them. and (2) represent (7%) who claims that the teacher motivated them.

Table 15: When you make Mistakes does your Teacher intervene to correct them?

Options	N	%
Yes	27	90
No	3	10
Total	30	100

Figure 15: Teachers' Intervene to correct Students Mistakes

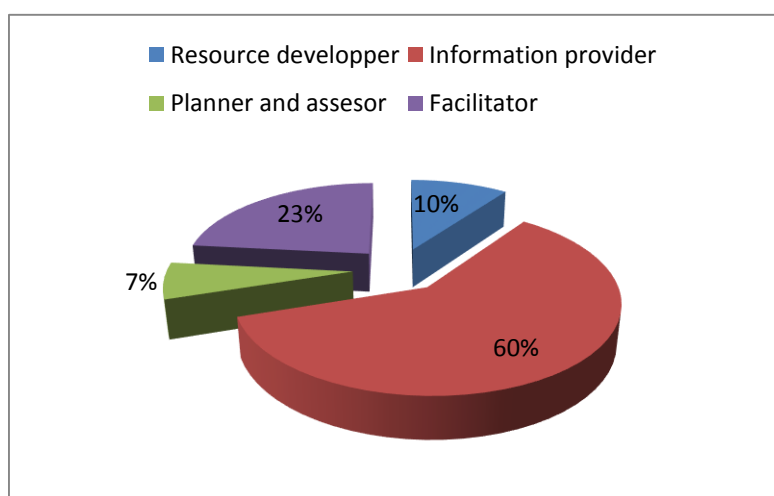


Commonly, (27) about (90%) teachers intervene to correct the students mistakes while (3) represent (10%) goes to no.

Table 16: Do you think that the Role of the Teacher is rather

Options	N	%
Resource developer	3	10
Information provider	18	60
Planner and assessor	2	7
Facilitator	7	23
Total	30	100

Figure16: The Role of the Teacher



A quick look at the table shows that the major role of the teacher is the information provider (18) administered (60%). Others (7) reveals (23.33%) state that the teachers' role is facilitator. (3) represent (10%) of the students says that the teacher is the resource developer and just (2) reveals (7%) state that the role of the teacher is the planner and assessor.

4. Interpretations of the Results

First of all, the chosen sample in this study reveals that females (76.66%) are dominant over males (23.33%), this may be due to the fact that females are more interested to study foreign languages and English language particularly than males who often tend to join scientific branches. Caring on with our sample we notice that most of the learners (60%) are studying English to get diploma (Q2) maybe because there are a limit incumbency of works as a teacher of English.

However, (26.66%) says that they study English for the sake of communication as NS do and the rest of them (13.33%) claims that they studying English in order to cope with the culture of this language. Students' level in English in this study is between average and good (

20% “c”-26.66% “b”) as shown in Q3. (13.33%) declared that they are poor in English and this due to they do not choose to study English by themselves it may be the desire of their parents to do so, or the teacher does not give them the opportunity to speak in order to discover their problems of learning the foreign language and this doesn't mean that there is no excellent students ; whereby there is (6.66) students says that they are excellent in English .In (Q4) students declared that the teacher is the only one who participates and do most of the talk (100%) ; because there is no good relationship between the teacher and students then they may not allow such relationship in terms of maintaining respect. but this will cause problems to the learners :the teacher time of talking must be less than students time of talking ,in other words teacher should give students and also share ideas and feeling either with h/her or with their classmates .Q5 is asked to know which of the four skills students rely more to master the FL whereby ,(47%) declared speaking is the most important skill in learning the FL; the more they speak the more they master the language .While (33%) stat that listening is more important , because the good listener is a good speaker .Another sample of (10% “d” -10% “c”) agreed that there must be a balance between reading and writing because reading can help students to speak out and the same with writing i.e. if you can write you can speak too.

In addition, Q6 students about (73%) confess that they face difficulties in speaking .Whereas,(27%)of them say no .Follow with the previous question , Q7 reveals the majority (47%) of students declared that they lack vocabulary in English ; this shows that having vocabulary is crucial for speaking the FL. Another (20%) point out to luck of a good approach to teach speaking i.e. the LMD curriculum does not find the appropriate technique to teach the speaking skill yet .Whereas (17%) complain that they lack motivation ; low motivation is an obstacle to learn English , the more they are motivated the more they can study and practice the language and vice versa .The remaining (3%) of the students are not aware of the sentence structure even though ; they cannot build correct sentence so, they couldn't speak in correct way. Q8 Students best technique to speak is different,the majority of learners prefer discussion activity .(57%) answers go for discussion .We can recognize that students feel more comfortable when discussing a topic and then can speak fluently .(27%) state group work .While ,(13 %) choose problem solving . (3%) state role play n of the learners added another techniques . From the previous answers in Q8 ,Students in Q9 (50%) claims that classroom interaction activities helps them very much in developing their speaking proficiency.(33 %) of them state it helps them somewhat ; cause they need another kind of activities .Another (7%) claims CIA may help them but not very much and none of them say they don't' know .the teacher should vary and use different kind of activities in classroom .

All of students (100 %) declared that the OE Teachers always provide them with comprehensible input i.e. the teachers know about the value of comprehensible input in building the students' feedback Q10. In order to discover the students level in speaking Q11 most of students' level in speaking is between average and above the average (33% a- 37% c) while (23%) state high because they are excellent learners and they always interact in the classroom what makes them more fluent to speak English .Only (7%) goes to low and none of them say below the average. In Q 12 the whole of the sample(100) agreed that learning a FL needs the ability to speak and practicing it first ; practice leads to get more fluency and enhance of pronunciation .then the more they speak the more they can reach the native speaker pronunciation .

Learner is the one of the characteristics of classroom interaction .Q13 reveals that (47%) are average speaking while, (30%) of them state less speaking .The rest (23%) claims that they are high speaking ; this is due to their muster of the language rules and competence in English language then they feel at ease to speak .Based on the previous answers ,(73%) in Q 13 declared they do not participate in oral expression activities whereas ,(27%) goes to no

Q 14 reveals that the reasons behind not participating is that most of them complaining that this problem of being not able to participate comes from (40% b- 43% c) between the fear to make mistakes and the lack of feedback about the topic mentioned .Others (10%) say the topic is not interesting, while the remaining (7%) state the teacher does not motivated them to speak , this indicate that students should involve themselves more with the teachers' instruction and they should focus when the teacher gives them the advices and take it into consideration ,the OE teachers should take care of the role of motivation in enhancing the learner desire to participate in the classroom . A great percentage of learners (90 %) confess rest the teacher is always intervene to correct their speaking mistakes , and (10%) say no .This indicates that the teacher is aware of h/her important role in guiding and managing students speaking skill.

From the previous answers of the learners in Q15 students (60%) declared that teacher is the information provider .On the other hand, (23%) say the role of the teacher is the facilitator and (10%) state is the recourse developer for them. On the other hand, (7%) declared is the planner and assessor.

Conclusion

In brief , our findings reveals that the students are aware of the important role of classroom interaction in developing the speaking skill, however the lack of communicative competence and the efficient role of teachers in guiding and supporting them appears to hinder the ability to master the speaking skill .In addition OE teachers during their work should make the students know how interesting is to involve themselves into practice various activities ,Thus, CI is very important in increasing students amount of talking this is what our hypothesis suggests

Analyses of teachers' questionnaire:

Section One: General Background

1.Specify your gender:

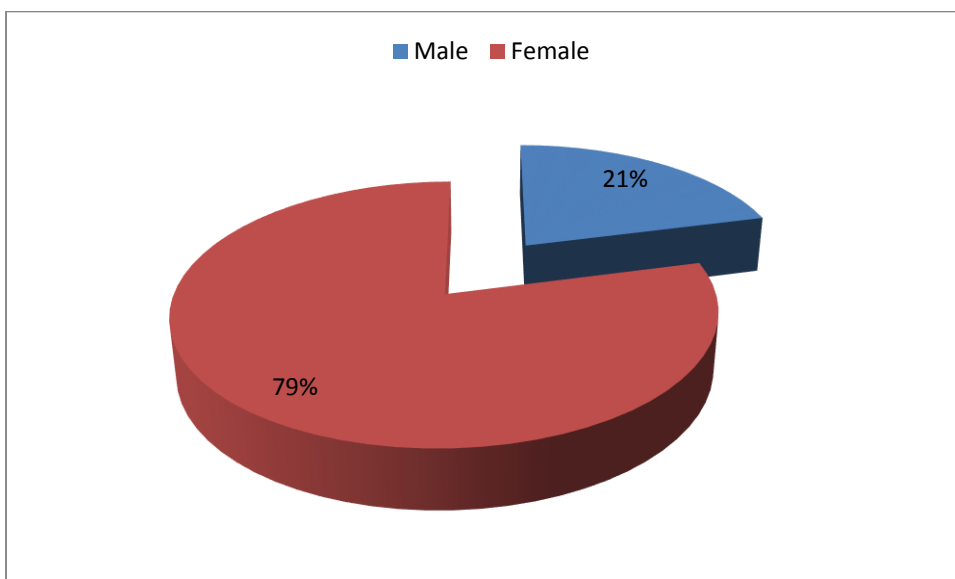
a- Male

b- Female

Table 17: Teachers' Gender

Options	Number	Percentage
Male	3	21
Female	4	79
Total	7	100

Figure 17: Teachers' gender



The table above illustrated that (4)out of the chosen sample are females whereas ,the rest of the sample(3) are)males.

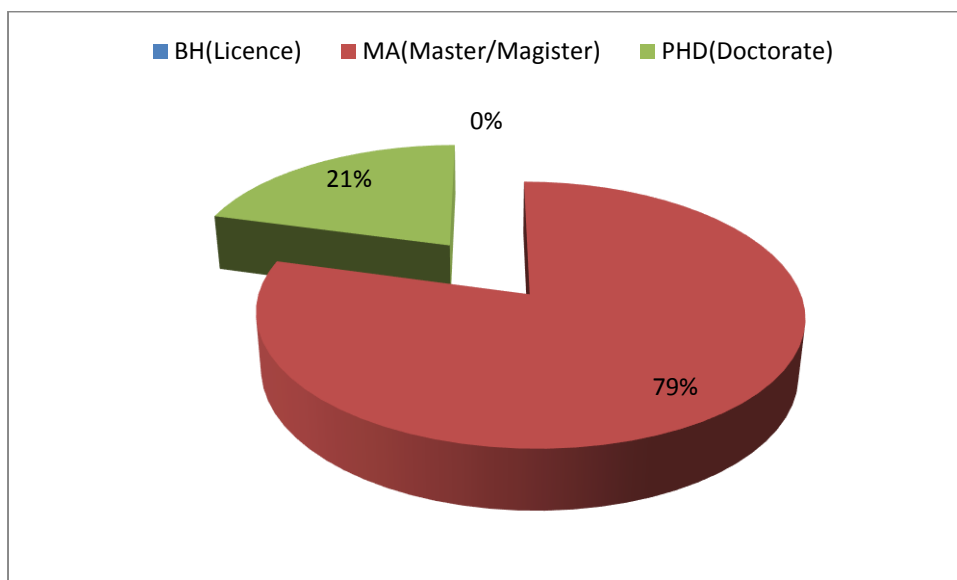
2-Degree (s) teachers held:

- a- BA (licence)
- b- MA (Master/ Magister)
- c- PHD (Doctorate)

Table 18 :Teachers’ Degrees

Options	N	%
A	0	0
B	6	79
C	1	21
Total	7	100

Figure 18 : Teachers’ Degree



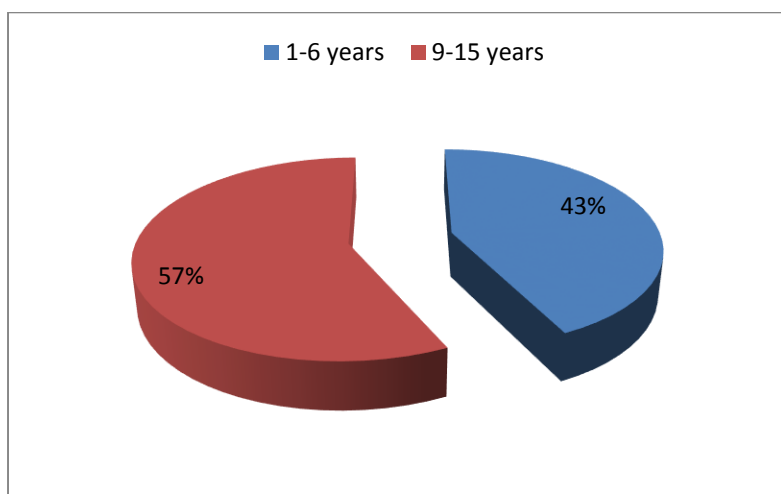
We can notice from the table that (79 %) of the teachers have MA (Master/Magister) degree, while ,(21%) have PHD (Doctorate)

3- How long have you been teaching Oral Expression?

Table 19: Teachers' Experience of Teaching OE

Options	N	%
1-6	3	43
9-15	4	57
Total	7	100

Figure 19: Teachers' Period of Teaching Oral Expression



It is obvious from the table above that (4) teachers have spent a long time teaching Oral Expression module (9-15 years), However, (3) teachers have spent a short time in teaching this module (1-6)

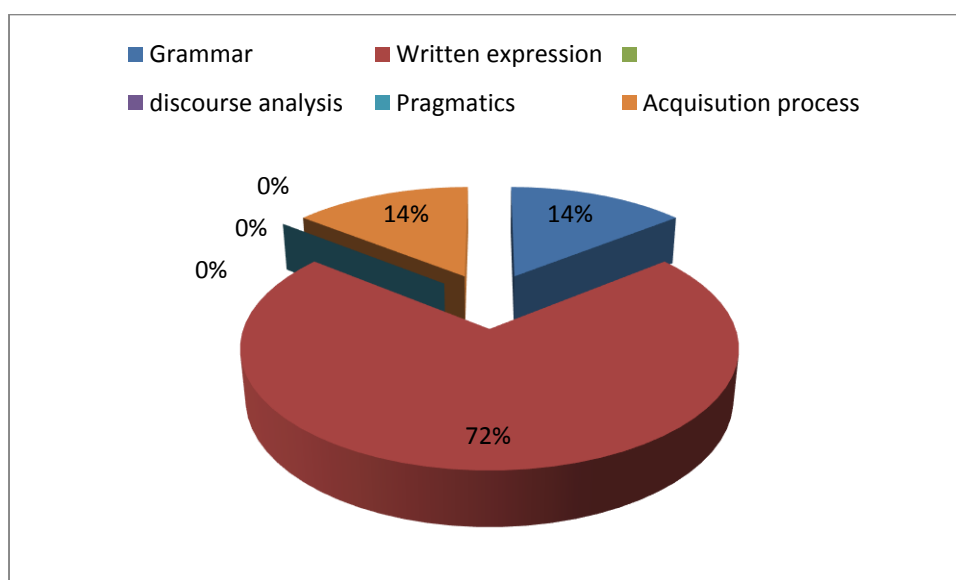
3- What other Modules do you teach besides Oral Expression

- a- Grammar
- b- Written expression
- c- Phonetics
- d- Discours analysis
- e - Pragmatics
- f- Psychobedagogy
- g- Acquisition process

Table 20 : Teachers' another Modules besides Oral Expression

Options	N	%
Grammar	1	14
Written expression	5	72
Phonetics	0	0
Discourse analysis	0	0
Pragmatics	0	0
Acquisition	1	14
Total	7	100

Figure 20 : Teachers' another modules besides Oral Expression :



The result obtained denote that (72%) of oral expression teachers have teaching written expression too, whereas , (14%) have declared that they also teach acquisition process , the same percentage (14%) goes to grammar .

Section Two: Speaking Skill in third Year EFL Classes

4-On which Skill do you focus more in teaching EFL students ?

- a- Reading
- b- Writing
- c- Listening

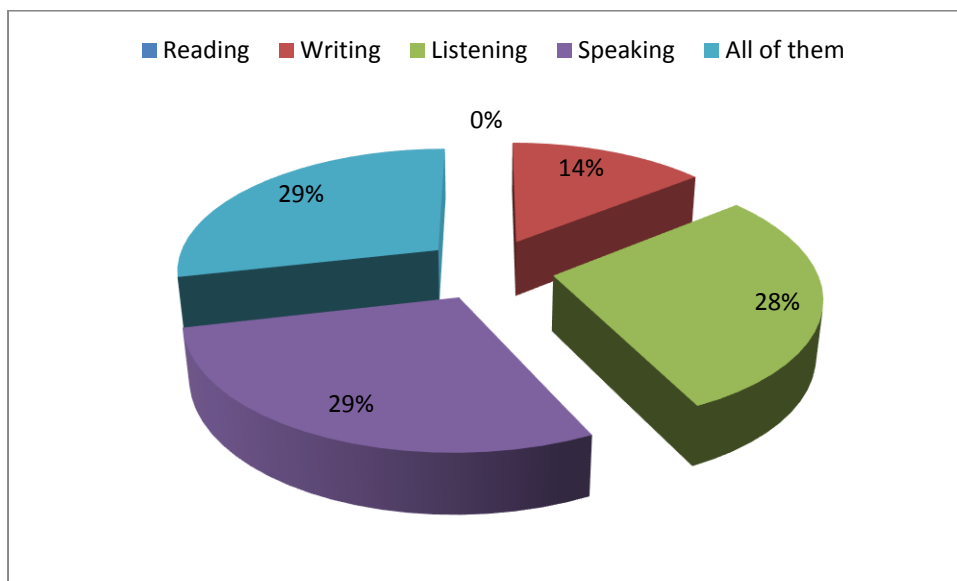
d- Speaking

e-All of them

Table 21: Teachers' Focuses Skill in Teaching EFL Students

Options	N	%
Reading	0	0
Writing	1	14
Listening	2	28
Speaking	2	29
All of them	2	29
Total	7	100

Figure21: Teachers' most Focuses Skill in Teaching EFL Students



The collected answers revealed that The highest percentage of teaching EFL learners is between (28 % “c”-29%”d”-29%-“e”) and none of them focus on” e”. So, the majority of teachers focus most on the integration between all the skills .

OE Teachers justified their answers saying :

-Skills should be integrated in order to make the most of them ; teaching skills in isolation does not give effective input for students .Also ,skills are related to each other ,for this reason , teachers should do the best when providing students with feedback. The better

teacher vary between the four skills activities the better students develop their learning of the target languag. (2 teachers).

-Speaking and Listening are the most important skills to be mastered in order to acquire the second language ; the reason is that , NN learners are admired of the NS pronunciation they always show care to their songs and TV shows then they try to imitate them at the end this imitation may help them to speak the foreign language fluently .(2 teachers “c”-2 teachers “d”)

One teacher prefers to focus more on writing “b” ,activities of writing can help students very much to enhance their speaking proficiency if the learners are good writers they must be good speakers too.

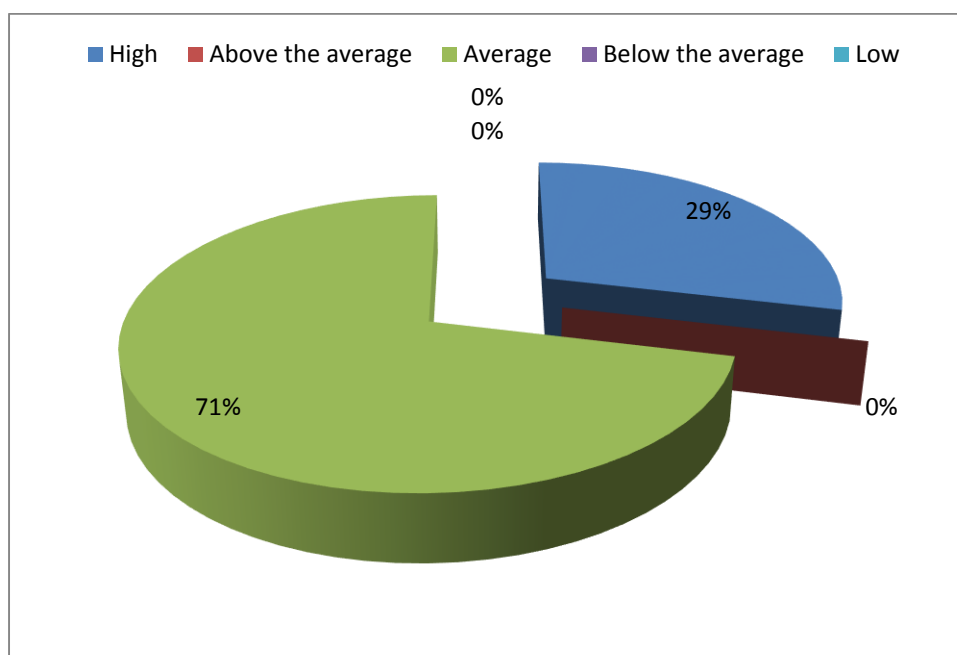
5- How could you describe your students level in speaking tasks

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

Table 22: Teachers’ Evaluation of Students Level in Speaking Tasks

Options	N	%
High	2	29
Above the average	0	0
Average	5	71
Below the average	0	0
Low	0	0
Total	7	100

Figure 22: Teachers’ Evaluation of Students Level in Speaking Tasks



Almost all of the teachers (71%) declared that their students level in speaking tasks is Average ,Whereas , (29%) says High because they are motivated and enjoy the classroom activities provided by the teachers .

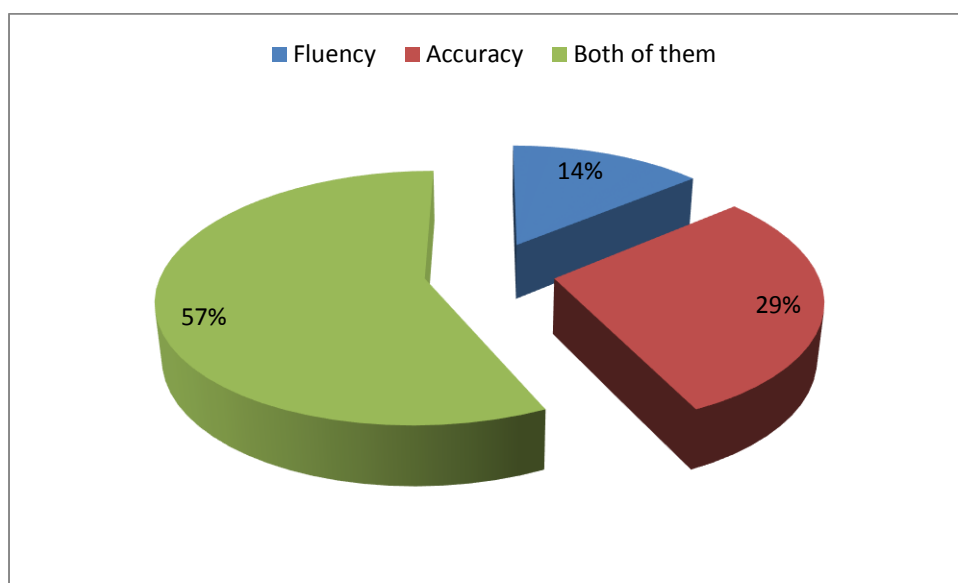
6- In classroom interaction which of the following aspects do you rely more ?

- a- Fluency
- b- Accuracy
- c- Both of them

Table 23: The most Reliable Aspect in Classroom Interaction

Options	N	%
Fluency	2	29
Accuracy	1	14
Both of them	4	57
Total	7	100

Figure 23: The most Reliable Aspect in Classroom Interaction



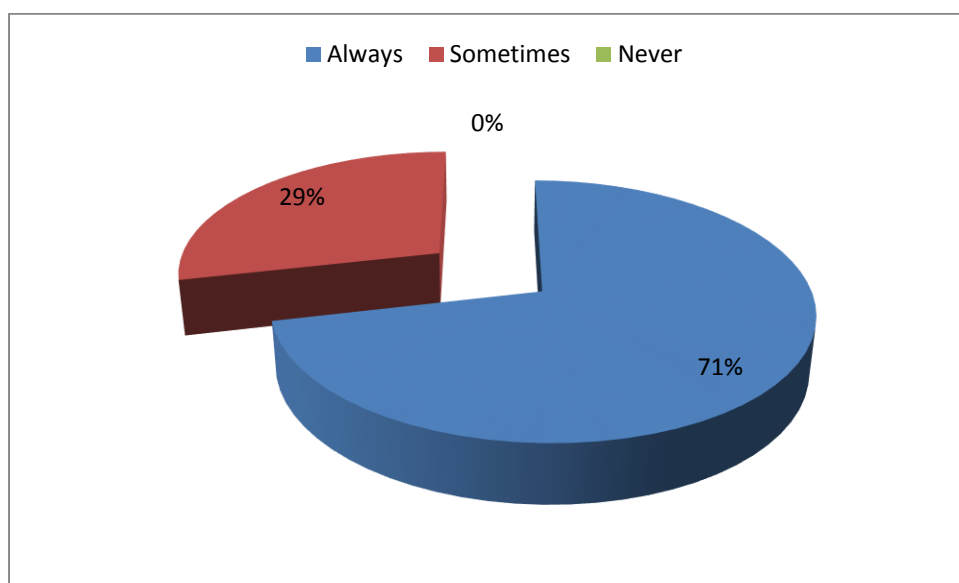
A quick look at the table above shows that the majority of teachers rely more on both aspects (57% “c”) , since students are in need to both aspects because they complete and effect each other , Whereas , (29 %) percentage goes to accuracy , if the learners is able to continue the speech in continuous and correct why , they can be fluent speakers as well. Another teachers (14%) have emphasized on fluency ; for them learners should have fluency to speak the foreign language and get easily the communicative purposes .

7- How often Do you provide learners with a comprehensible input that fits their different levels?

Table 24: Frequency of Teachers’ Comprehensible Input

Options	N	%
Always	5	71
Sometimes	2	29
Never	0	0
Total	7	100

Figure 24: Frequency of Teachers' Comprehensible Input



The result shows that the most of the teachers (71%) declared that they always provide learners with comprehensible input i.e. they know about the importance of input for the students .However , (29%) say sometimes and none of them say never.

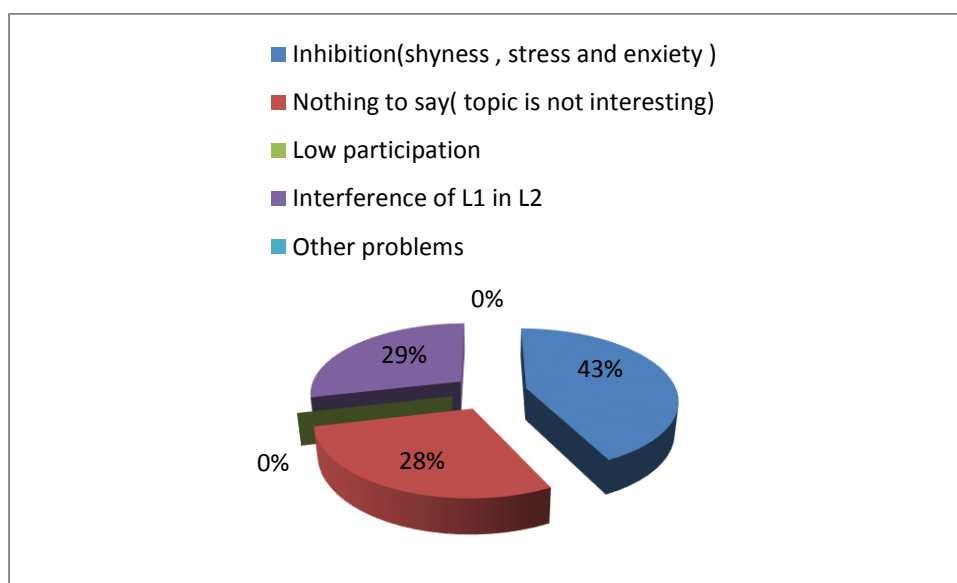
8- What are the factors that hinder the EFL students to speak in oral expression sessions ?

- a- Inhibition (shyness ,stress and anxiety)
- b- Nothing to say (topic is not interesting)
- c- Low participation
- d- Interference of L1 in L2
- e- Other problems (please justify)

Table 25: Students' Factors Behind not Speaking

Options	N	%
Inhibition (shyness, stress and anxiety)	3	43
Nothing to say (topic is not interesting)	2	28
Low participation	0	0
Interference of L1 in L2	2	29
Other problems	0	0
Total	7	100

Figure 25: Students' Factors Behind not Speaking



The table " 25 " shows , (43%) of the respondents reveals that the most problem students face when speaking is inhibition which may come from the fear of making mistakes or the students feel shy when they participate in front of each other or they are anxious , however, (29 % and 28%) state that the topic is not interesting for the students, and they are influenced by their mother tongue .On the other hand, no one declared (c) or supposed any other problems .

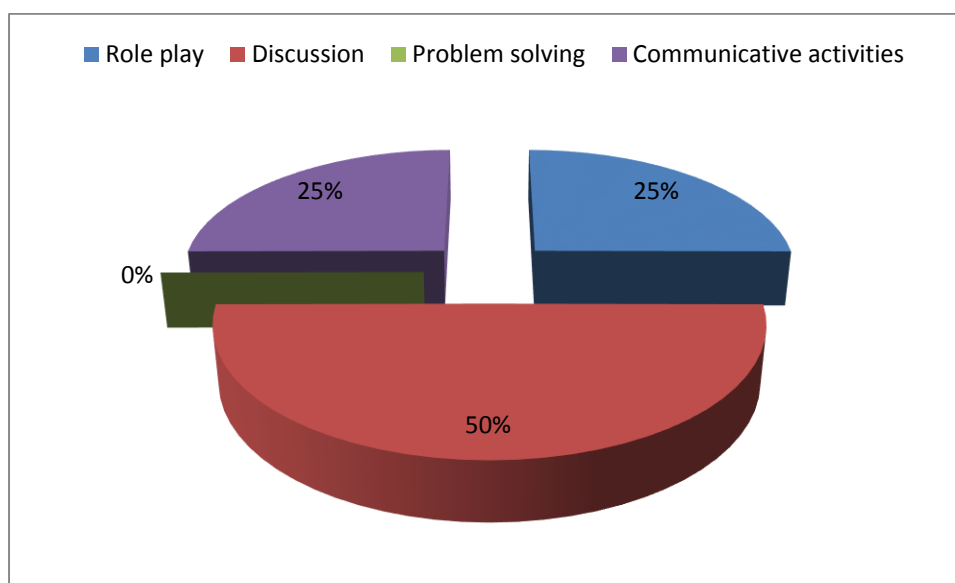
9- Which of the following classroom activities do you use most ?

- a- Role play
- b-Discussion
- c- Problem solving
- d- Communicative activities

Table 26: The Most Useful Classroom activities.

Options	N	%
Role play	2	25
Discussion	4	50
Problem solving	0	0
Communicative activities	1	25
Total	7	100

Figure 26: The Most Useful Classroom Activities



We notice that the most speaking activities teachers use is discussion (50%) , the reason behind this option is that, through discussing a topic students can reduce their speaking errors and correct each other mistakes . Whereas , (25%) goes to role play , and the same with communicative activities .None of the teachers say problem solving.

Section Three: Classroom Interaction

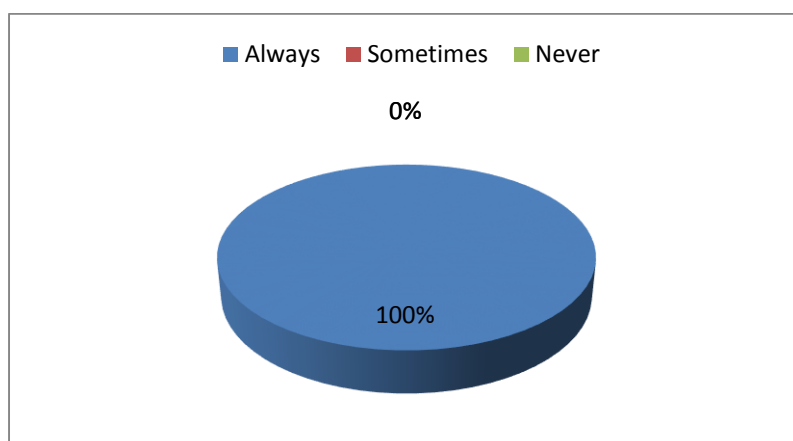
10- How often do you motivate your students to interact in classroom ?

- a- Always
- b- Sometimes
- c- Never

Table 27: Teachers’ motivation of students to interact in classroom

Options	N	%
Always	7	100
Sometimes	0	0
Never	0	0
Total	7	100

Figure 27: Teachers' motivation of students to interact in classroom



Generally speaking , the common shared idea is that , all the teachers (7) represent (100%) declared that they always motivate their students to interact in classroom ; students needs this motivation in order to get rid of shyness and then increase their interaction.

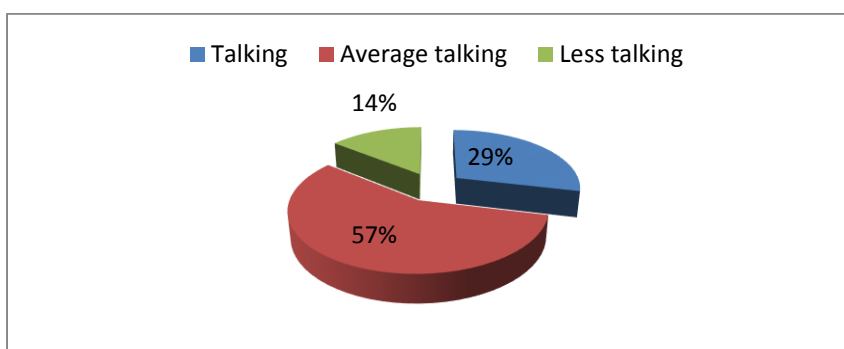
11- When you teach in classroom , You are:

- a- Talking
- b- Average talking
- c- Less talking

Table 28: Teachers Amount of Talking

Options	N	%
Talking	2	29
Average talking	4	57
Less talking	1	14
Total	7	100

Figure 28: Teachers amount of Talking



The aim of this question is to know the teachers and students time talking. The majority of teachers (57%) say they are average talking ; they are aware of the benefit of time talking for students for this reason they do let students speak more to discover t heir obstacles. Moreover, (29 %) say they are talking. The remaining percentage goes to less talking. In the table below we are going to mention the main reasons behind the teachers choices.

Table 29: Teachers' Justification behind their choices

options	Reasons	N	%
Talking	1- The more I talk the more students can have information and enrich vocabulary competence. 2- When I talk ,on the other hand students are listen ,so, they get the correct pronunciation without feel of shy to ask for the correct pronunciation of the words.	2	29
Average talking	1- I can control the the allow time of talking ; the teacher must be average talking so that h/she could discover the obstacles students face in speaking skill.	4	57
Less talking	1-Students have to talk more than teachers ;they can then express their thoughts and ideas , finally the teacher will find which topics learners need to discuss .	1	14
Total	/	7	100

12-Which type of interaction do you focus more in order to reinforce learners desire to speak fluently ?

a- Learner –Learner interaction

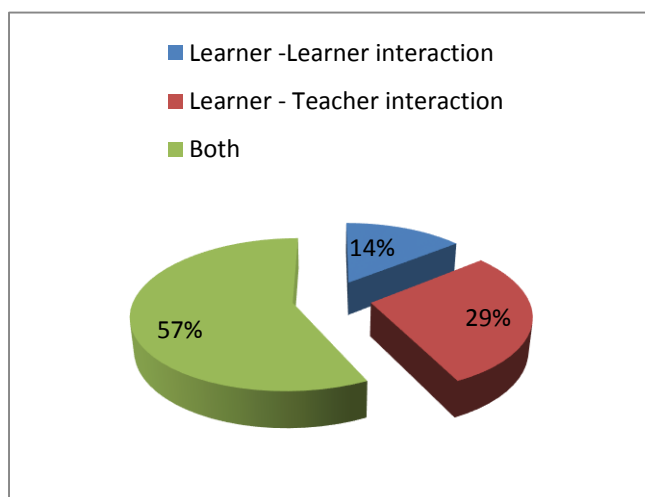
b- Learner- Teacher interaction

c- Both

Table 30: Teachers’ Application of Classroom Interaction s’ types

Options	N	%
Learner- Learner interaction	1	14.28
Learner –Teacher interaction	2	28.57
Both	4	57.17
Total	7	100

Figure 30: Teachers’ Application of Classroom Interaction s’ types



The table above illustrates that most of the teachers most focus is on both types of classroom interaction (57 %) goes to “c” both are important in enhancing the speaking and interaction between the learners and also between the teachers and learners more important; they can not be applied apart .(29%) of the teachers say “b” is more useful than “a” because the teacher is more knowledgeable and h/she is the one who can guide well the students and

give efficient instructions .on the other side , (14%) of our participants state “a” is the best type to be emphasized on since students can speak with each other without feeling of anxiety or shy of committing mistakes and they can correct each other mistakes .

13- According to your experience in teaching oral expression , does classroom interaction have a value in teaching the EFL learners speaking aptitude ?

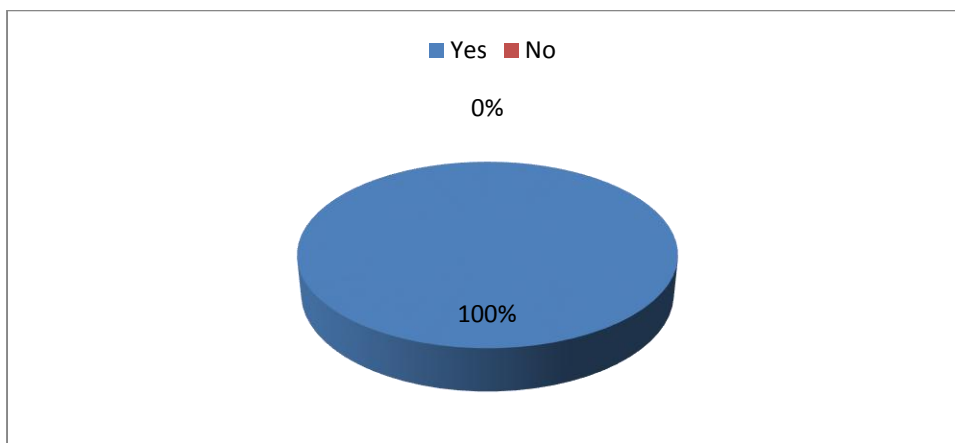
a- Yes

b- No

Table 31: Teachers Attitudes Towards the Value of Classroom Interaction

Options	N	%
Yes	7	100
No	0	0
Total	7	100

Figure 31: Teachers Attitudes Towards the Value of Classroom Interaction



All of our participants (7) represent (100 %) agreed that classroom interaction is valuable in teaching the EFL learners speaking aptitudes .The more they interact the better they perform, many of them learn the language from each other and they enjoy doing so .In addition classroom interaction develop the skill of speaking and the learners thinking too.

14-Could you please indicate some of its characteristics:

- 1- Creating an effective teaching atmosphere

2-Negotiating of meaning

3- Promoting motivation and co-operation among students

4- Facilitating the input

5- Developing Communicative strategies

6- Maximizing opportunities for learners to develop their speaking proficiency

15- How far you agree with the idea that ; the most challenging aspect of teaching English is getting all Students participate?

a- Agree

b- Strongly agree

c- Disagree

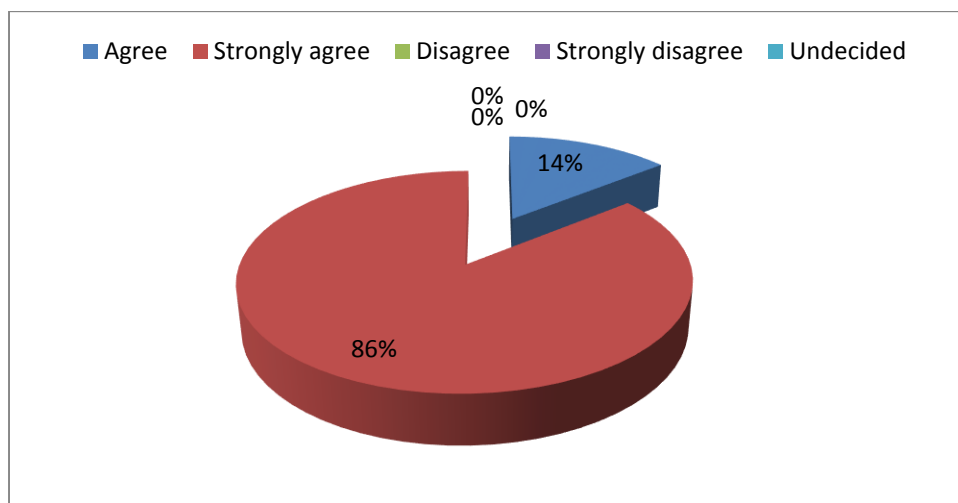
d- Strongly disagree

e- Undecided

Table 32: The Teachers frequency of Interdependence on the idea of participating is the most challenging aspect students may get :

Options	N	%
Agree	1	14
Strongly agree	6	86
Disagree	0	0
Strongly disagree	0	0
Undecided	0	0
Total	7	100

Figure 32: The Teachers frequency of interdependence on the idea of participating is the most challenging aspect students may get



16- How can Classroom Interaction be Applied successfully?

- 1- Set the students to work in groups or pairs
- 2- Create good relationship between all the participants in classroom
- 3- Identifying the students needs and select syllabus that fits their interest
- 4- Use different classroom activities

Interpretation of the Results

First of all, in background information (Q1) the teachers responses shows that the chosen sample consists of more than (79%) females whereas , males are just (21 %) this may be due to the fact that women are more interested in teaching oral expression than males do question is the .Another important question was the experience of teaching oral expression module (Q2) reveals that most of teachers have MA (Master / Magister) and PHD (Doctorate) . (Q3) responses that the teachers of OX have long experience in teaching this module since they spent more than (15) years teaching (57 %) the long time they teach OE the better they know learners needs and get experience while (43 %) have a short period in teaching OE. Besides teaching OE teachers have declared that they also teaching another modules (Q4) reveals (5) teachers have teaching Written expression too .Whereas, (1) teacher have teaching Acquisition process and another one grammar and this is very important for teachers in h/her career because having a vast knowledge make good teachers

.In (Q5) teachers (2) focuses attention on teaching all of skills because skills cannot be reached isolated; they develop each other .The same number (2) teachers say speaking is more important and have to come first in teaching the SL for ,every NNS wants to learn English to communicate with. The rest of teachers have emphasized on writing claiming that if the learners can write well they absolutely could speak .

Second , the majority of teachers (71%) declared they always provide students with comprehensible input ; they know about its benefits for learners .Whereas, (29%) state sometimes (Q6) .Furthermore, OE teachers have noticed that (43%) of students have inhibition when they try to talk in classroom , between (29 “c” - 28% “b”) declared the interference of mother tongue . students are still influenced by their mother tongue or, they have nothing to say since topic is not of interest of them so, selections of topic discussion is crucial in teaching the SL(Q7)

In teaching speaking skill OE teachers (50%) use most discussion , (25%) use role play (Q8) .Due to the fact that interaction is very important OE teachers have declared that they always invite students to interact(see Q9) .Concerning teachers’ amount of talking (Q10) ,our sample declared (57 %) are average talking .and (29%) are talking ,i.e. they should give more time talking to students .Among the major types of classroom interaction , teachers (2) focus more on both types “c” unless CI will be not efficient ,While (28%) say “b” the rest state “a” (see Q11)

The sharing point between teachers is that all of them state that CI is valuable and important for teaching EFL students when they provide us with some of its characteristics which are as follow: negotiating of meaning , promoting motivation, and facilitating the input (Q12) , but they strongly agree that having all EFL learners to speak is a challenge they face when teaching. As the end OE teachers have provided us with many solutions and suggestions to apply CI more effectively when they add :create a good relationships between all the participants and set students to work in groups or pairs , identifying students needs and select reliable syllabus then vary between classroom activities.

Conclusion

Our research reveals that teachers are aware of classroom interaction , they believe that getting students to participate and speak is their responsibility and goal in teaching them the second language , for this reason they try to give them as much as opportunities to talk in classroom . Thus classroom interaction is consider as vehicle of promoting and developing speaking skill of the learners.

Pedagogical Recommendations

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

Suggestions for Learners

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

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

Suggestions for Teachers

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

Oral expression teachers need to provide a real classroom atmosphere with the best learning environment so that learners can speak and interact freely in the classroom. Also, those teachers need to give much importance to the speaking skill by focusing on the discussion tasks which should meet the learners' needs, level and interests. More time should be allocated to the oral expression course so that the teachers can do their best to improve the learners' oral capacities through varying the teaching strategies and the oral activities. Also, the oral expression teachers need to know how to create motivation among learners to make them communicate frequently. Since the teacher is the one who controls the instruction, he/she has the right to ask his/her students work in groups so that they benefit from each other, especially by practicing the oral skill regularly in order to be good speakers. Also, the teachers of oral expression need to know how to make the students respect each other, especially when teach.

Generally speaking, the students' suggestions consist of some implications which we think can provide help for third year LMD students of English to develop their speaking ability.

However, the teachers' suggestions were including some pedagogical recommendations, which we think may contribute in helping oral expression teachers to apply classroom interaction as an important strategy in enhancing the students speaking skill.

GENERAL CONCLUSION

This study aims at investigating the role of classroom interaction as a pedagogical strategy to improve the learners speaking skill since the primary aim of learning any language is to use it proficiently in communication. The investigation was conducted in the Division of English at Biskra University. It aims at confirming or rejecting the hypotheses that the development of the students speaking skill is affected not only by the students frequent interaction in classroom but also by the teacher's raising of the students interaction degree in the classroom.

The research case study was third year LMD students at Biskra University selected randomly for the academic year 2015 / 2016 using two questionnaires one for teachers and the other for learners as a data gathering tool. The obtained data from the questionnaires revealed that learner - learner interaction and teacher – learner interaction are considered as key factors in improving the learners speaking skill.

The present study signifies that classroom interaction plays an important role in developing the learners' oral skill because it provides opportunities for learners to practice their speaking skill inside the classroom. Also, teachers need to be aware of the importance of classroom interaction as a strategy to improve the learners' speaking ability in order to be able to suggest some pedagogical implications for them to reach good speaking level. The current research asserts that third year LMD students enjoy learner- learner interaction and teacher – learner interaction since they consider the classroom as the only setting in which they can practice and improve their speaking proficiency. Therefore, as research requirement, we have suggested some implications which aim to show the great importance of classroom interaction and to make EFL learners aware of its significance. The suggestions were designed for both learners and teachers .

References

- Bashir.M.&Azeem.M.(2011).*Factors Affecting Students English Speaking skill*.Lahoure.Pakistan
- Douglas Brown .H.(2000) .*Principles of Language learning and Teaching*.San Francisco State University
- Ellis. R& Fotos.S. (1999) *Learning a Second Language through Interaction*. Oxford :Oxford University Press.
- Eliss .R.(1999) *Learning a Second Language Through Interaction*. Amsterdam: Jhon Benjamine 1999.
- Harmer.J.(1998).*How to teach English* . Malasia
- Harmer .J. (1983) *The Practice of English Language Teaching* .New york : longman Groop.
- Krashen .S.(1981).*Second Language Acquisition and Second Language learning*.University of Southern California.
- Kadidga .K.(2009.2010) *The Effect of Classroom Interaction on Developing the Learners Speaking Skill*. Mentouri University. Constantine.
- Luoma.S.(2004).*Assessing speaking*.Combridge university press.
- Littewood.W.(1999) *Communicate Language Teaching* .Combridge .Combridge University Press.
- Lee.J F (2000) *Tasks and Communicating in Language Classrooms* .Boston .Mc Graw-Hill Companies
- Markee. N. Kasper. G. (2004) *An Introduction .The Modern Language* .Journal 88.(4).491.500.
- MacKay.(2006). *Coat of Many Pockets.Managing Classroom Interaction*.
- Oradee.T.(2012) *International Journal of Social Science and Humanity*.Vol.2.No.6.November.2012.

- Perera.M.E.(2001).*The Role Of Classroom Interaction in Second Language Acquisition*.Srilanka University of Wollongong.
- Porter .P.A.(1986) *How Learners Talk to Each Other: Input and Interaction in Task Centered Discussion* .In Day .R.(ed) . *Talking to Learn Conversation In Second Language Acquisition*. New york .Newbury House.
- Robinson.H.A.(1994) *The Transformative Power of Classroom Interaction*..A Member of the Taylo & Francis Groop) Washington. D.C .London.
- Richards .J.C. Platt .J. & Platt .H.(1992) *Dictionary of Language Teaching and Applied Linguistics* .Essex :Longman.
- Sebelas .M.(2011). *Improving Students' English Speaking Skill through Content Based Interaction*. University Surakanta.
- Screnevar.J. *Learning Teaching, Aguid Book of English Language Teachers*.Macmilan Books for Teachers.
- Thornbury.S. (2005) *How to Teach Speaking* .New York : Longman.
- UR.P.(1999).*A Course in Language Teaching .Practice and Writing Theory*.Compridge University Press.
- Vegotsky .L.S. (1978) *Mind in Society: The Developmental of Higher Psychological Process*. Cambridge MA. Harvard University Press .
- Wenli.T.(2005).*Improving Speaking Skill through Instruction in Oral Classroom Participation*. National University of Tainan.
- Wagner.ED.(1994). *In Support of Functional Definition of Interaction* .The American Journal of Distance Education.8.(2).6.26.

Appendices

Appendix A

Teachers' questionnaire

Conducted by student of Second year master

We would be very grateful if you could take time to share us your experience , by answering the following questionnaire which aims at investigating The Role of Classroom Interaction in Enhancing EFL Learners Speaking Skill at Biskra university ; w seek to encounter the problems that students face in speaking. Your collaboration is very important because of completion of our work which is based on the data that will be collected from this questionnaire. Please put a tick (√) in the corresponding box ,or give full statement wherever needed.

Thank you in advance for your collaboration

Section One: General background

1. Specify your gender:

a. Male

b. Female

2. Degree (s) your have achieved

a. BA (License)

b. MA (Master/ Mgister)

c. PHD (Doctorate)

3. How long have you been teaching oral expression?

Years

4. What other modules do you teach ?

a. Grammar

b. Written expression

c. Phonetics

d. Discourse Analysis

e. Pragmatics

f. Psychobedagogy

g. Acquisition process

Section two: Speaking skill in third year EFL Classes.

5. On which skill do you focus more in teaching EFL students ?

- a. Reading
- b. Writing
- c. listening
- d. Speaking
- e. All of them

Why ? (whatever your answer is , please justify)

.....

.....

.....

6. How could you describe your student's level in speaking tasks ?

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

7. In classroom Interaction which of following aspects do you focus more:

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

8. Do you provide learners with a comprehensible input that fits their different levels ?

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

9. What are the factors that hinder the students to speak in oral expression session ?

- a. Inhibition (shyness, stress and anxiety)

- b. Nothing to say (topic is not interesting)
- c. Low participation
- d. Interference of L1 in L2
- e. other problems (please justify)

.....

10. Which of the following classroom activities do you use most learners to speak?

- a-Role play
- b- Discussion
- c- Problem solving
- d- Communicative activities

Section three: Classroom interaction

11. How often do you invite your students to interact in classroom ?

- a. Always
- b. Sometimes
- c. Never

12. When you teach in the classroom , you are :

- a- Talking
- b- Average talking
- c - Less talking

Why (please justify).....

13.Which type of interaction do you focus more in order to reinforce learners desire to speak fluently ?

- a. Learner-Learner interaction
- b. Learner-Teacher Interaction
- c. Both

14. According to your experience , does classroom interaction have a value in teaching the EFL learners speaking aptitude ?

- a. Yes
- b. no

15. If yes , could you please set some of its charecteristics ?

.....

16. How far you agree with the idea that, the most challenging aspect of teaching English is getting all students participate ?

- a- Agree
- b- Strongly agree
- c- Disagree
- d- Strongly disagree
- e- Undecided

17. How can classroom interaction be applied successfully

Please add any suggestions?

.....

Thank you for completing and returning the questionnaire

Appendix B

Students' Questionnaire

You are kindly requested to fill in this questionnaire to give as your opinion concerning Enhancing EFL learners' Speaking Skill through Classroom Interaction. We would be very grateful if you could answer the following questions, you are required to put a tick (√) in the box correspondent to your answer or give full answer (s) where the gap provided.

Thank you for your collaboration.

Section One : Personal Information

1. Gender Male Female

2. Why do you study English for ?

a- Academic purposes (getting a diploma)

b- Communicative purposes

c- other purposes :

3. How could you judge your level in English ?

a- Excellent

b- Good

c- Average

d- Poor

4. Who does most of the talk in the classroom ?

a. Teacher

b. Student

.Section Two: Learner's Perception over their Speaking Skill

5. In order to be a good speaker in a foreign language, which skill do you think is the most important to master ?

a- Listening

b- Speaking.

c - Writing.

d- Reading.

6. Do you face difficulties in speaking ?

a. Yes

b. No

7. If yes, are those difficulties due to your inadequate mastery of

a- Vocabulary

b- Pronunciation

c- Sentence structure

d- Lack of motivation

e- Lack of a good approach to teach speaking

8. Which techniques of the following do you like more ?

a- Group work

b- Role play

c- Problem solving

d- Discussion

e- Others

.....
.....
9. To what extent did classroom interactions' activities help you to improve your speaking performance ?

a- Very much

b-Somewhat

c- Don't know

d- Not very much

e - Not at all

10. Does teacher provides you with comprehensible input (the students understand him/her)

a- Yes

b- No

11. Which of the following describes your level in speaking ?

a- Hight

b- Above the average

c- Average

d- Below the average

e- Low

12. Do you agree that learning a foreign language demands speaking and practicing it ?

a. Yes

b. No

Section Three : Students Attitudes Towards Classroom Interaction

13. Inside the classroom you are :

a- High speaking

b- Average speaking

c - Less speaking

14. Do you participate in the oral expression activities ?

a- Yes

b- No

15 . If you do not participate is that because of :

a- The teacher does not motivated you

b -You fear to make mistakes

c- You do not have background about the topic mentioned

d- The topic is not interesting

16. When you make mistakes in speaking , does your teacher intervene to correct them?

a. Yes

b. No

17. Do you think that the role of the teachers is rather :

a - Resource developer

b - Information provider

c . Planner and assessor

d- Facilitator

Thank you for your collaboration