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On: **The role of Classroom interaction in Enhancing Learners' Speaking Skill**

A Case Study of Third Year Students of English at M.K. University of Biskra

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Dedication

I dedicate this work to my mother who has passed away, to my dad and family

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This work could not be completed without ALLAH's help and guidance. Thank you for giving me the strength to complete it.

I wish to express my deepest gratitude to my supervisor Dr. Bashar Ahmed for his support, guidance, and assess.

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Abstract

Learners in the university level are supposed to have the ability to engage in conversations and speak in English. Yet, EFL students at the University of Biskra think that they face difficulties to speak and interact. This is due to lack of oral performing in the classroom and out, rely often on the native language, also the fear of making mistakes and shyness to speak in front of the audience. The aim of this study is to explore the role of classroom interaction as a technique to enhance EFL learners' speaking skill. Therefore, we hypothesized that the more students interact in the classroom, their speaking skill will be enhanced. To test the validity of our hypotheses, a descriptive study is conducted with a qualitative approach to collect analyze and interpret data. These latter were gathered through two different tools, an observation to a live data in the classroom of group five (5) for three (3) sessions. A second tool is a questionnaire which is administrated to twenty-nine (29) third year EFL students. As a result, the study's findings proved that both classroom observation and students' questionnaire agree on the importance of interaction in the classroom in developing students' speaking skill. Hence, the study findings confirmed the validity of our hypotheses. To conclude, it is recommended that teachers opt for opt for more interaction in the classroom and use learner-centered classroom technique so students can speak and interact freely.

Keywords: research, dissertation, classroom interaction, speaking skill.

List of abbreviation

TEFL: Teaching English as a foreign language

EFL: English foreign language

SL: Second language

FL: Foreign language

CI: Classroom Interaction

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General Introduction

1. Study Background

Learning English in Algeria is not an easy task to achieve, since English considers as a foreign language which is used rarely in the country, hence it encounters numerous challenges. In the EFL settings learners find difficulties when it comes to speaking English accurately in the classroom. Learners face challenges in holding a conversation and interact in the target language with teachers or other fellows. They mostly take forced pauses, i.e., hesitate, to think about what to say and often suffer from L1 interference; when they are lost for words. A number of factors are involved in the problem of speaking skill. For instance, lack of practicing and performing orally in the classroom, which may be a major factor for decreasing the ability to speak the target language. Yet another factor which concerns the teaching pedagogy that may affect EFL oral performance. For example, the teaching strategies that are used in the classroom can be ineffective in enhancing EFL learners' speaking skill. The adaptation for traditional ways of teaching where the teacher talks and the learner just listens. It decreases learner's motivation to perform in the classroom and lose their confidence.

The new modern teaching and learning education requires for a new strategy of in-class teaching, which shift from the teacher-centered classroom to the teacher work as a collaborator and allow learners to be centered. This shift in paradigm enables learners to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices.

2. Statement of the Problem

The most common problem in teaching English as a foreign language (TEFL) setting is that learners are able to understand what the teacher say, but they face difficulties to respond and

interact. Some of the major factors of this problem are lack of oral performing and speaking skill among the EFL learners. Also, the interaction in the classroom seems difficult to use the target language all the time, because the EFL learners have common native language. Another factor, Learners hesitate to perform because they are afraid to commit errors and mistakes. That is a reason for lack of confidence and not given the learners chances to speak.

At the university level the learner should use the language to engage in a conversation with the teacher or classmates in order to interact accurately and exchange information with one another. In addition, in the EFL classroom setting there is a little chance for learners to interact between each other or with the teacher. It is more likely the teacher speaks and the learner listens. This traditional strategy cannot improve learners' speaking skills in classroom because teachers are not given enough chance to practice speaking, hence the interaction among the learners in the classroom is almost absent. The researcher attempted to investigate the role of classroom interaction as a modern strategy in developing Learners' speaking skill.

3. Research Questions

The current research attempts to address the following questions

RQ1. What is classroom interaction?

RQ2. How can the classroom interaction enhance learners' speaking skill?

RQ3. Which type of classroom interaction is effective in developing learners speaking skill?

RQ4. What is the role of classroom interaction in the development of EFL tertiary learners?

4. Research Hypothesis

This research will try to put (dis)confirm the following.

RH1. If the teacher opts for interaction strategy in the classroom, learners' speaking skill will be developed.

RH2. When learners interact more in the classroom, their speaking accuracy will enhance.

5. Research Aims

The current research undertakes to achieve the following objectives

General Aims

The research aims to look for modern strategies in the classroom teaching to develop Learners' speaking skill.

Specific aims

1. Urge learners to speak more the target language and interact accurately in the classroom.
2. Motivate learners and create a positive classroom atmosphere where learners are able to interact and speak confidently.
3. Analyze the types of classroom interaction that being practiced in the EFL classroom.
4. Find the dominate type of classroom interaction that is practiced in the classroom.

6. Research Methodology

6.1. Research Approach

The present study deals with the role of Classroom interaction to enhance EFL learners' Speaking skill. To answer the research questions, the study required to follow a Mixed method approach using both qualitative and quantitative method because it is suitable for the nature of the research in order to obtain reliable results and it.

6.2. Research Design(s) / Strategy(ies)

This study opts for a case study (small scale study) because the results will not be generalized. The research design is based on the use of classroom observation of a live date for a specific group. Additionally, a students' questionnaire used which consists a combination of close-ended, open-ended, and multiple-choice questions. The tools are reliable to gain the required results.

6.3. Data collection Method/ Tools

According to the nature of the research, the researcher follows both an observation in the Oral Expression sessions and a questionnaire as data gathering tools.

6.3.1. Classroom Observation

To explore interaction in the classroom, the researcher carried out an observation from a real-life situation to gain concrete live data. The observation carries with Third-year students in The English department of Biskra University.

6.3.2. Questionnaire

The second tool that the researcher uses was a semi-structured questionnaire, which aims to collect EFL students' attitudes and views on the role of classroom interaction in developing their speaking skill.

6.4. Data Collection Procedures

To reach the objectives of the study, the researcher accompanies the following procedures: As a first step, the researcher attends three (3) sessions of Oral expression session to see live data with a target aim that is found in the checklist of the researcher. As a second step,

the researcher posts an online questionnaire to third year English students. Afterword, the researcher collects the notes and students' responses.

6.5. Data Analysis and Procedures

After collecting the results, the researcher analyzes the data using a descriptive analysis of the classroom observation and statistic calculations of the questionnaire to see the live data and students' attitudes toward the role of classroom interaction and speaking skill in EFL teaching and learning.

6.6. Population & Sample

In this study, the population of is Third-year EFL students at Mohamed Kheider University of Biskra. The reason behind choosing this population is that they have been studying Oral expression sessions for two years, so they are well familiar with it and aware of the importance of speaking skill. More importantly, since it is their last year of studying oral expression, they are in need to develop their interactional skills in order to help them in Master studies if they want to continue their studies further or in occupation to find a suitable job. Hence, from a population of (n=359), the researcher discussed with the supervisor and decided to deal between (25-30). The researcher worked with twenty-nine (29) students to gain their attitudes about the advantages of classroom interaction in EFL learning.

6.7. Sampling Techniques

As a sampling technique, the research is based on the voluntary random technique, i.e., simple random sampling because the respondents of the online questionnaire are volunteers, so the elements have equal chances. This technique is also workable in giving unbiased responses.

7. Significance of the Study

Developing EFL learners' speaking skill has been one of the common concerns of the researchers. Hence, our present research study significantly focuses on the classroom interaction as a strategy to develop learners' speaking skill. The results of this study and the contribution will be beneficial in giving insights to improve English teaching and learning. Also, to improve learners speaking skill using different types of classroom interaction.

8. Structure of the Study

This study is divided into two main parts. The first part is devoted to the literature review. It constitutes of two main chapters while the second part is devoted to the field work and data analysis. The current study comprises three chapters; the first chapter presents an overview about classroom interaction. Furthermore, the second chapter provides an overview about the speaking skill. In addition, the third chapter (the practical part) is devoted to data collection, analysis, and discussion. For more details, the categorization is as follows:

8.1. Chapter One

The first chapter tackles some major points concerning Classroom interaction. Beginning with definitions of classroom interaction to know it is sense. Shedding lights on the theories that talked about interaction and its importance. In addition, it provides different types of classroom interaction and the role of the teacher and learner, as well as the meaning of turn taking. Furthermore, it highlights the importance of interaction and why it is effective for learners. Lastly, it provides some classroom activities which develop interaction and the oral production.

8.2. Chapter Two

In this chapter light is shades on the speaking skill with in-depth study and understand its nature. In addition, it discusses different factors effecting communication, components of speaking, as well as principles and elements of speaking skill. Furthermore, it highlights the types of speaking and the major difficulties that learners face when it comes to speaking in English.

8.3. Chapter Three

The following chapter deals with the fieldwork of the study that consists of two parts. The first part deals with the theoretical background of the research methodology. They are the research approach, research design, population, sampling, and data collection methods. Whereas the second part seeks to check the effectiveness of classroom interaction in improving learners' speaking skill. In addition, the chapter provides a rich analysis, discussion and interpretation of data that gathered. Moreover, it presents the results of the findings.

Chapter One:

Classroom Interaction

Table of Content

Introduction

In teaching and learning second language (SL) and foreign language (FL), classroom interaction has been considered the heart of communication by numerous of researchers. It enables teachers to do various works effectively and for learners to foster their oral production successfully. The main aspect of interaction is that is not only a matter of transferring knowledge but it is also a matter of how to make learners understand using the target language correctly taking into consideration an appropriate classroom management and collaborative environment.

The following chapter will tackle some major points concerning Classroom interaction. Beginning with definitions of classroom interaction to know it is sense. Shedding light on the theories that talked about interaction and its importance. See different types of classroom interaction and the role of the teacher and learner, as well as the meaning of turn taking. Furthermore, See the importance of interaction and why it is effective for learners. Lastly, provide some classroom activities which develop interaction and the oral production.

1.1. Definition of Classroom Interaction

1.1.1. Dictionary Definitions

Interaction is made up of two words *inter* (between or among) and *action* (activity). therefore, interaction literally means an activity that occurs between two people or among a group of people. Merriem-Webster defines interaction as mutual or reciprocal action or influence. Macmillan dictionary identifies interaction as the activity of being with and talking to other people, and the way that people react to each other. Interaction (in the classroom or in any other place) proves to be a social give-and-take with a view of establishing a rapport of some sort.

1.1.2. Conceptual Definitions

The term interaction, is an act or influence which is mutual or reciprocal. Interaction between classrooms is the collaborative exchange of thoughts, feelings or ideas between two or more people. Learners can enhance their language store through interaction. (Afrin,2018).

Classroom Interaction (CI) gained interest of many scholars who dealt with it. Hadfield (2008) provides a definition which is that interaction deals with not only structuring words and sentences but also responding to others choosing the suitable words with certain people taking into consideration turn taking, topic dynamism and clarification request.

Phillips (1997, p. 9) sees interaction between people provides a framework where interaction takes place. Participants' behaviors are influenced by the actions of both the teachers and the students around them. She adds, teachers have the power over students and influence them.

Dippold (2015, p. 13) states that interaction at the classroom is an instrument for students and tutors to negotiate their relationships and roles. Many of the activities that tutors perform routinely are potentially sensitive to interpersonal relationships. Walsh (2011) describes Classroom interaction as a key tool that facilitate learning. It helps to reach the pedagogic aims that is appropriate to learners. (as cited in Dippold, 2015)

1.2. Interaction VS Communication

In the Web-site Differencebetween.com (2015), they give a clear difference between interaction and communication. This latter refers to the knowledge exchange act. This normally happens between two or more people. Language is usually considered to be one of the ways we communicate. It enables us to effectively share information or communicate a message.

Communication is not restricted, however, exclusively to language. Whereas, interaction involves behaving in such a manner that the person is affected. This is supposed to be mutual. It can even be through gestures. Interaction must not always be through language. The key feature, however, is that clear answers are needed to the action.

According to West and Turner (2007, p. 5) in their book *Introducing Communication Theory,* they define communication as "a social process in which individuals employ symbols to establish and interpret meaning in their environment." As a social, it means that it involves two or more people. As a process, means it is ongoing because communication is complex and dynamic always changing. As a symbol, means using words to explain concepts of things. As a meaning means what people extract from the messages. As an environment, means the situation, context in which communication occurs.

1.3. The emergence of Interaction

Research on interaction and second language learning grew out of early studies on foreigner talk (FT). It determined that native speakers modify their input when talking with non-native speakers. The emergence of interactional studies is seen on the view of caretaker-talk that have been done on a child's mother tongue in 1970. A number of language modifications are addressed to the child by the caretaker's speech and it was seen that the same applies to adult conversation (i.e., foreign languages learners' conversation). The modifications include short sentences, tone of voice, slow rate of delivery, pauses and repetitions. This is exactly what native speakers do with foreigners. (Kumaravadivelu, 2003)

1.3.1. Input Hypothesis

Krashen puts forward the *Input Hypothesis theory*. Which is a part from his Monitor Model of second language acquisition. The hypothesis stipulates that "humans acquire language in only one way by understanding messages, or by receiving comprehensible input" (Krashen, 1985, p. 2). Krashen also argues that learners should be included in a successful interaction with a mastery of the second language. This idea is supported by major studies in learning and teaching English language. The goal is that for enhancing the input there should be a meaningful interaction.

According to Krashen, what requires to learn the target language is *comprehensible input* made in an atmosphere that does not increase anxiety for learners. Krashen further states that in order to speak or write it should follow the procedure or listening and reading. In addition, language acquisition can be achieved when learners are exposed to language input whose structure is beyond their current level of language competence. This is seen as (i+ 1 hypothesis), while the (i) stands for the actual level of learners' language expertise, and (i) symbolizes language function and linguistic forms which are beyond learners' level. In other words, the speech of the teacher is the input given to learners which is at the same level as the learners' competence, after that the teacher deliver complex input so learners will understand the input.

Krashen's theory received some criticism by scholars saying that learners understanding should work collaboratively with input and interactional modifications; which is the core of interaction hypothesis. This latter came as a correction for Krashen's theory of comprehensible input which was introduce by Long (1996).

1.3.2. Interactional Hypothesis

Interactional hypothesis (IH) is a theory of second language acquisition was first proposed by Long (1981,1983, 1985, 1996). Long gives a clear definition for input and interaction "Input refers to the linguistic forms used; by interaction is meant the functions served by those forms, such as expansion, repetition, and clarification" (Long, 1981, p. 259). Ellis (1991) indicates that IH contain two main points in the role of interaction in second language acquisition.

1. Comprehensible input is necessary for second language acquisition.
2. Modifications to the interactional structure of conversations taking place in the process of negotiating a communication problem help to make input comprehensible to a second language learner.

In a new updated suggestion version, Long (1996) mentions:

> …it is proposed that environmental contributions to acquisition are mediated by selective attention and the learners' developing L2 processing capacity, and that these resources are brought together most usefully, although not exclusively, during negotiation for meaning, Negative feedback obtained during negotiation work or elsewhere may be facilitative of L2 development, at least for vocabulary, morphology, and language specific syntax, and essential for learning certain specifiable L1-L2 contrasts. (p. 414)

Long (1996) pointes out that negotiation of meaning, in particular negotiation work that stimulates foreign adaptation by native speakers or by more capable interlocutors, encourages learning by connecting input, internal learner ability, in particular selective focus, and performance in constructive ways. (as cited in Tran, 2009)

Long (1996) distinguishes between *modified input* and *modified interaction* when it comes to meaning negotiation. The first one includes improvements to the vocabulary of communication with short sentences and more repetitions of the nouns, and the second, involves changes to the interaction structure that contain comprehension check, verifications and clarification requests.

1.3.3. Output Hypothesis

Swain (1995) confronts Krashen's as well as Long's hypothesis. For the first, Swain argues that IH does not give the value of comprehensive output. In Swain's view, the importance of output falls when there is communication breakdown between participants in the classroom, and they will try to fix this breakdown using different strategies to make themselves understood. Swains point is that during producing output, learners are given chances to test out hypotheses they make about the target language (TL); including its syntactic structure, and vocabulary, etc. (Ellis, 1997).

Swain (1995) does not seem to neglect the importance of input in fostering the TL acquisition but she stresses that learners need to be offered and chances to produce the TL so to become a successful speaker. She believes that when learners try to produce comprehensive output, they will develop their linguistic abilities during the process of interaction. (as cited in Chadia, 2011)

1.4. Teachers' Talk

Alwright (1987) states that there is the need for decreasing the teacher talk to let learners be active and talk more in pair, group work or with the teacher. According to Allwright & Bailey (1991, p. 139) observations conducted in different SLA/FLA classes explicitly demonstrate that

teachers perform between one half and three quarters of the talking performed in classrooms. The classroom is mostly controlled by the teachers because they are viewed to be older and know more than learners, they manage and control turn taking through asking questions in the classroom (Ellis, 1990). Chaudron (1988) claims that the more teachers devote large amount of time explaining and managing instructions, the less learners will produce output and interact. (as cited in Chadia, 2011)

1.4.1. Characteristics of Teacher talk

Teachers' talk can contain two main characteristics that are important in the interaction:

1.4.1.1. Teachers' questions

All Teachers agree on using this strategy in the classroom. The goal for asking the questions is to make learners involved including the silent ones as well as to see their understanding. Furthermore, teachers should ask good questions as provided by Byram (2000) (as cited in Chadia, 2011), good questions should target as much learners as possible; taking into account the time and connected questions related to each other. Teachers should be aware of learners' intelligence and abilities, so they can identify their different responses.

1.4.1.2. Teachers' feedback

After being asked a question, learners will engage in interaction and answering. The teacher's job is to comment (i.e. give feedback) to the learners responds by showing agreement and comprehension. According to Lyster (2007), feedback can be positive when the teacher give complement to the leaner for answering right or negative in identifying mistakes and errors that are committed by the learner.

1.5. Teachers' Roles

Teachers have many roles to play in the classroom. Harmer (2007b, p.108-110) identifies teachers' roles

1.5.1. As controller

The teacher manages learners what to do and control the activities and tasks. For instance, when lecturing, giving explanation or ordering learners.

1.5.2. As prompter

The teacher acts as a supportive whenever learners do successfully or fail in doing an activity. The goal is to help learners and encourage them to work hard. For example, teacher encourage learners to speak in English instead the first language despite the errors they commit.

1.5.3. As participant

The teacher be part of the activities and involve in tasks of learners. The goal is to prompt and organize not only after doing the activities but also during. Though the problem is that the teacher may talk more than learners since his English is better.

1.5.4. As a resource

The learners always ask questions about an information or difficult word to pronounce or its meaning. Or explaining the task. Though the teacher does not know everything but he can guide learners to answer their questions. The idea is not to let learner rely always on the teacher but to encourage them to search for answers.

1.5.5. As assessor

The teacher provides learners negative and positive feedback as well as giving them grades.

1.5.6. As tutor (advisor)

The teacher combines the role of prompter and recourse together. He gives guidance and advices them for success and to what they want to achieve.

It is difficult for the teacher to balance between these roles according to the circumstances and situations. Some situations the teacher need to act as a controller in order to make learners do the tasks and sometimes, he needs to be close to them in order to act as advisor and prompter.

1.6. Learners' Talk

Learners' talk can be gathered in: asking questions, creating talk exchanges, repeating, and answering teacher's or peers' question. Starting with asking questions, learners will try to gain answers as well as the meaning. Suherdi (2009) argue that asking for repetition occurred because they request their peers to repeat the words. The goal is to create interaction between learners and the teacher and exchange information and knowledge. For example, a student who is talking with their peers can exchange the information about their experience and hobbies. (Mylyati, 2013)

The last aspect of learners' talk is answering questions. The goal is to help learners develop their comprehension of topics. For example, T: You know durian? S: Yes, I know. It is smelly in general, the conclusion of this study shows that mostly teacher uses prompting

learners' knowledge, inviting learners to talk, praising them and correcting learners' talk. (Mylyati, 2013)

1.7. Turn taking

The procedure of interactions occurs through organization and management developed by the teacher and learners. i.e. turn taking. Thornbury (2005, p. 8) states that "no two speakers should be speaking at once, at least not for any sustained period of time". Thornbury (2005) suggests rules:

- Avoiding long silence between learners.

- Learners should listen while classmates are speaking.

- Learners should recognize the suitable moment to get a turn.

- Learners should hold the floor while they are having their turn.

Wong & Waring (2010) (as cited in Chadia, 2011) argue that there would be no interaction in classroom without taking turns. For them, playing roles and allocating turns is the source of having a conversation and the heart of FL. Turn taking is a system for many factors. For example, the variance of the concept of turn taking from one culture to another, the disparity of language competency among participants, etc. (Chadia, 2011). Tsui (1995), argues that classroom interaction is centered by turn taking behavior of the teacher and learners. Tsui states that allocating turns is the most challenging tasks to be achieved by SL/FL teachers. (as cited in Tsui, 2003)

The key concept of classroom interaction is taking turns, i.e., talk and roles between teacher and learners and between learners themselves. The main point has to deal with allocating

the turn. In other words, how turns are exchanged in a talk or conversation. (Hutchby & Wooffit, 2008). In social interaction, the famous pattern of turn taking is the selection of the next speaker to the current speaker (e.g. by asking a question, by gazing towards a particular person, by addressing him/her by name)

According to conversational analysts, speakers tend to follow the principle of "no gaps/no overlaps" (Sacks et al., 1974). Transitions from one turn to the next occur both in a "soft" way, through pauses and synchronization between speakers, and also in a "non-soft" way through overlaps and mutual interruptions, when parties talk simultaneously changing the interactive rhythm. (as cited in Maroni et al., 2008)

1.8. Types of Classroom Interaction

1.8.1. Teacher-learner Interaction

The idea is that the teacher is more knowledgeable of the target language, and in order for learners to grasp the correct language they interact with the teacher i.e. from competent teacher to an incompetent learner. The idea is that how much the teacher should talk, if the teacher talks most the learners will have sort time of talking. (Scrivener, 2005, p. 85)
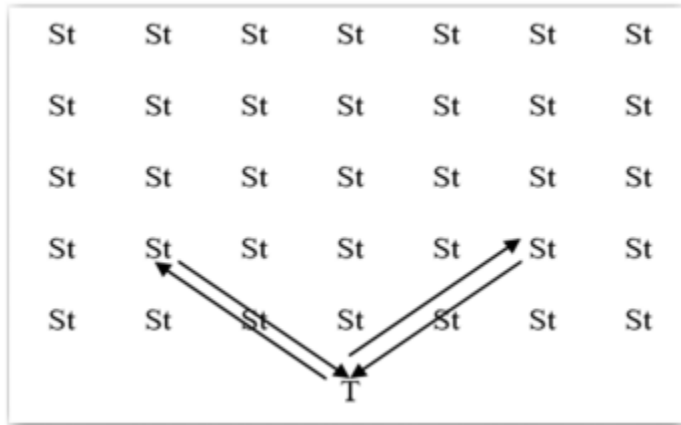
Figure 1. 1: Interaction between teacher and learners

Scrivener suggests 3 solutions: the first is to increase learners speaking time by arranging them in pairs or groups in order to getting them talking to each other. This will save time and enhance speaking activities. Second solution is to make learners engaged with the session in order to decrease the boredom and motivate the learners by giving tasks to solve and practicing to solve problems. The third option is that teachers decrease the amount of talking to learners because it does not mean that learning is taking place. TTT (teacher talking time) it is the time when learners are not talking and involved.

Nugent (2009, p.1) states that when the teacher applies the necessary force (influences), learners will reach their educational goals and objectives to success. According to Whitaker (2004), the main variable in the classroom is not the student, but the teacher because teachers have high expectations for their students. These teachers recognize the importance of connecting with their students. Bolman and Deal (2002) argue that "Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives… There is an innocence that conspires to hold humanity together." (as cited in Nugent, 2009)

That is the teacher is the most knowledgeable person on the classroom. He knows all the needs of the learners and the ways to succeed in their studies. Hence, a good teacher is the one who is able to manage learners' wants and collaborate with them.

1.8.2. Learner-learner Interaction

In the classroom the interaction usually goes from teachers to learners and vice versa, but how to increase learners-learners interaction?
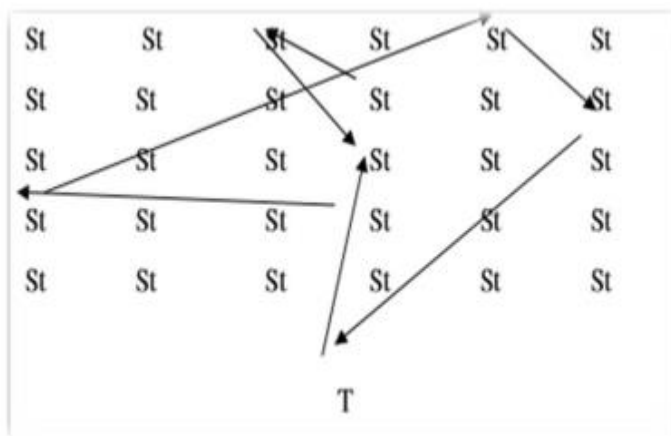
Figure 1. 2: Interaction between learners

Scrivener (2005, p. 86) suggests some ideas: create relaxing, positive and supportive environment among learners themselves and between learners and teacher for a successful interaction.

Teacher should ask questions than giving explanation and give time for learners to answer and speak. Based on learners' answers, the teacher decides his/her next actions. To enhance STT (learners talking time), teacher should use body movements to decrease his time talk and let learners finish his sentences. The use of pairs' and group works' is successful for increasing learners talking time. Also, setting re-arrangement, for instance, using the U-shape

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and the teacher be included in the U-shape can be a good strategy. Help learners to speak louder whenever they talk quietly. When the teacher walk further away from learns and ask them to rise their voice. Make learners give explanations and ask questions to one another rather than with the teacher. This will increase learner-leaner interaction. (Scrivener, 2005)

1.9. Importance of Classroom Interaction

The transition in language learning and teaching has shifted from learners talking together into letting them interact with one another, which refers to communicative approach. The latter stresses more on the importance of interaction, however interaction and communication no longer mean the same but they differ from each other. Interaction is important in classroom pedagogy because the procedure of learner-learner interaction occur. Interaction activities enable learners to have an exposure to real life problems to include them to make conversation with classmates which is the goal for a better comprehension. Classroom interaction is essential technique in classroom pedagogy where to fulfil the courses, without it the course will not be achieved. (Alwright, 1984, p. 157)

Afrin (2018) mentions that learners avoid to talk unless the teacher starts first or give the floor. Interaction allow learners to communicate with the teacher and peers Classroom should not be dominated by the teachers because if teacher spend large time explaining and giving instructions, learners will talk less.

1.10.   Interactional Classroom Activities

Classroom activities are highly important technique and an effective tool for making a successful interaction among learners. Scrivener, (2005) defines these activities or tasks as "something that learners do that involves them using or working with language to achieve some

specific outcomes", Scrivener further adds, the outcomes can be seen as real-world outcome. For instance, learners doing a role-play buying train tickets at the station or learners fill in the gaps in sentences using present perfect verbs.

1.10.1. Role Play

The major point in Role play is that it should be derived from real life situations. In other words, learners should be given characters from their own world. A useful tool for role play is the teacher should allow learners to choose a topic or situation then start arranging them into pairs or groups. After that, learners start improvising then perform. Others should give feedback and provide suggestions. O'Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real-life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. (as cited in Zaim el al., 2017)

According to Celce-Murcia (2001, p. 107) role play considers as preferable activity for practicing sociocultural variations in speech acts, such as complimenting, complaining, etc. Celce-Murcia adds "Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves." This means that role play should be prepared on advance and should be equivalent to the level of learners, so it would be comprehendible.

1.10.2. Discussion

It is one of the communicative techniques that targets learners' speaking skill. It serves as the basis of interaction that is provided for advanced learners. Knight (2006) points out that in this activity, learners' give their opinions and receive from others, they have freedom because

usually the teacher is not involved in the discussion and give learners enough time to structure what they want to talk. In selecting topics, learners have free choice which is known to everyone and as long it is interesting for them.

In implementing classroom discussion, (Christopher el al., 2002) in "*Methodology in Language Teaching*" book by (Richards & Renandya, 2002) suggests three stages, pre-discussion, discussion and post-discussion. In pre discussion, learners should form partners or groups of three or four. Each group draws up a list of possible discussion topics. Next, a topic for discussion is selected and paying attention to the time. In discussion, the group will start to discuss the topic while the other groups are observing and evaluate the process so they can provide feedback later on. Lastly, in post-discussion there should be feedback from peer groups whom were observing and evaluating. The teacher can be included to give feedback on the content as well. The goal is to provide enjoyable discussion, feedback on the linguistic and content information. (as cited in Richards & Renandya, 2002, p. 226-227)

Harmer (2007, p. 350) mentions that discussion includes formal and unplanned debate:

1.10.2.1.   Formal Debate

Students are needed to prepare on advance arguments against or in favor a certain topic. This type of debate requires a long period of time for students to plan their arguments. Hence, formal debate usually arranged in groups and not individuals. It is beneficial way to allow students practice their speeches in their groups first, then practice with the encounter group.

1.10.2.2. Unplanned Debate

This type of debate is usually occurring in the middle of the session. It is unprepared by the teacher yet it is encouraged from him. The success of this debate depends upon the students and the teacher attitudes. It can provide an enjoyable and productive speaking in the classroom.

1.10.3. Simulation

Kayi (2014) states that "simulations are very similar to role-plays but the difference between them is that simulations are more elaborate" (as cited in Pohan, 2014). In simulations, learners can bring items and materials to the classroom to create a realistic environment. For example, when the learner is acting as a singer, he brings a microphone to sing or acting as a doctor he should wear the uniform and so on. These classroom activities provide important goals. First, they are fun and entertaining to learners. Second, they enhance self-confidence for shy and silent learners as it states by Harmer (1984).

Simulation can be used to encourage oral fluency or to train learners for special situations. Especially when they are studying English for specific purposes (ESP). Learners need to know the situation and enough information about it with the addition of their touch and creativity. In simulation there is the need for creating a specific environment for the situation not just a regular classroom. This activity can be entertaining and motivating for learners, also it allows quiet learners to talk and speak for themselves. Harmer (2007. p, 353) argues that "Simulation can broaden the world of the classroom to include the world outside, it allows students to use a much wider range of language than some more task-centered activities may do".

Conclusion

To conclude, Interaction is an important strategy and it can be effective for making successful English learners that is why it is seen premising by scholars worldwide. Most of the current teaching methods have hailed about the implementation of classroom interaction during learning a target language. It helps in creating a successful second and foreign language learning for learners so they can have self-confidence and better chances to use English more in the classroom.

This chapter tackled two types of interaction, teacher-learner and learner-learner interaction. These two types are guided by classroom management as well as the application of turn taking that helps in organizing the interaction. Furthermore, learners' comprehension of the input in the communication is fixed on their ability to negotiate the meaning. And what is more important is the effect of interaction in fostering learners' output i.e. their oral production and speaking skill.

Chapter Two:

The Speaking Skill

Table of Content

Introduction

Learners study English in order to develop proficiency in speaking among other things. Though the ability to speak the target language seems a challenging task. It involves more than knowing the grammatical and semantic rules. Learners should learn the knowledge of how native speakers use the language in context and real-life situations, where they are able to interact. The purpose of speaking is to make social contract and engage with people as well as the ability to hold a conversation. It is not necessary if someone know English, we assume that they can speak it. Knowing the language means the ability to use it in communication because speaking is the production and dominate the four skills.

In this chapter, light will be shed on speaking skill with in-depth study and understand its nature. In addition, a discussion on different factors effecting communication, components of speaking, as well as principles and elements of speaking skill. Furthermore, the chapter will cover the types of speaking and the major difficulties that learners face when it comes to speaking in English.

2.1. Definitions

Bygate (1987, p. 5) mentions that the term oral production includes the good use of language structures, follows a correct order, sound in a way like natives, and make the oral production meaningful to listeners. Speaking skill is highly important for people to interact with each other and learners to develop their fluency in the classroom.

Hedge (2000, p. 261) argues that speaking is "a skill by which people are judged while first impressions are being formed". Which means that speaking skill is a vital ability that

requires more focus in the first and other foreign languages, as it represents the thoughts and personalities of individuals.

In Nunan (2003, p. 48) book *Practical English language Teaching*, speaking skill is harder than the other skills because speaking happens in real time and the speech cannot be edited or revised. Bailey (2003) states that speaking and writing considers as productive skills and in the other hand, reading and listening are called receptive skills. Bailey adds further "speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning" (as cited in Nunan, 2003). It is clear that speaking skill requires a complex verbal system to send a meaningful message.

2.2. Importance of Speaking Skill

Speaking is regarded as the most important skill among the other skills (Rao, 2019). Brown and Yuke (1983) considers, "Speaking is the skill that the students will be judged upon most in real life situations". According to Bueno, Madrid, and Mclaren (2006, p. 321), "Speaking is one of the most difficult skills language learners have to face" (as cited in Rao, 2019). Ur (2000, p. 12) adds to the importance of speaking skill, "Of all the four skills, speaking seems intuitively the most important, people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing." This means that if a learner master speaking skill, he/she mastered the rest of three skills.

Celce- Murcia (2001, p. 103) argues that for most people " the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. " This means that speaking is the ability to express ideas and communicate with people as well as socialize. Baker and Westrup (2003, p. 5) support that " a student who can speak English well may have greater chance for further education, of finding employment and

gaining promotion. ". It is a tool by which speakers of foreign languages have more opportunities to get jobs and, is also the skill where people show their social needs.

2.3. Factors affecting Speaking Skill

When it comes to speaking a foreign language there are more needs than just grammatical and semantic rules. It also requires knowing the knowledge of how native speakers use the language in different contexts when they speak. Hence, it is difficult for EFL learners, more importantly adult, to speak English accurately and fluently. Shumin (2002) stats some factors which affect oral communication. (as cited in Richards & Renandya, 2002)

2.3.1. Age

Age is most common factor of success or failure in L2 or foreign language learning. Krashen, Long, and Scarcella (1982) defends that learners who begin learning a second language in early childhood through natural exposure reach greater proficiency than those who start as adults. Also, Oyama's research (1976) confirms that many adults fail to achieve proficiency like natives in second language. This is what is called [fossilization] the permanent cessation of second language development. This explains the limitation for adult learners to reach fluency and nativelike pronunciation of the target language. Even if they are able to pronounce words and sentences perfectly, the problem occurs in prosodic features such as intonation and stress. etc. These can lead to communication breakdown (Scarcella & Oxford, 1992).

2.3.2. Aural Medium

In the L2 or foreign language learning process the central role of listening comprehension is now largely accepted. And there is little doubt that listening plays an extremely important part in improving speech skills. Listening helps in speaking and improve it. In interaction, the speaker plays both roles as listener and speaker. Mendelsohn and Rubin (1995) mention that "While

listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information" (as cited in Richards & Renandya, 2002). If someone cannot understand what is being said, he cannot answer. Therefore, speaking is linked with listening, which is the basic mechanism by which language rules are internalized.

2.3.3. Sociocultural Factors

In the spoken language, the person needs to know how it is used in a social context. Carrasquillo (1994, p. 55) states that "shared values and beliefs create the traditions and social structures that bind a community together and are expressed in their language" (as cited in Richards & Renandya, 2002). In addition, oral communication involves a powerful nonverbal communication system, which sometimes contradicts the messages provided through the verbal listening channel. Because of a lack of familiarity with the nonverbal communication system of the target language, EFL learners usually do not know how to pick up nonverbal cues. As result, ignorance of the nonverbal message often leads to misunderstanding.

2.4. Components Underlying Speaking Effectiveness

Hymes (1971, p. 279) argues that L2 learners need to know not only the linguistic knowledge, but also the accepted cultural ways of interacting with others in different situations. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language components. Canale and Swain (1980) add on Hymes's theory and propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, which reflect the use of the linguistic system and the functional aspects of

communication, respectively. In the framework of Canale and Swain (1980, p. 9), four competences can be shown under speaking proficiency.

2.4.1. Grammatical Competence

Scarcella and Oxford (1992, p. 141) consider "Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress". Learners of the foreign language should have the knowledge of the linguistic forms and structure in order to carry the meaning. Learners need to know how words are divided into different sounds and how when stress works in sentences. Hence, learners can be accurate and fluent when they have a grammatical competence.

2.4.2. Discourse Competence

Discourse competence is important for EFL learners to be enhanced. It is related to inter-sentential relationships, which is a type of codeswitching between languages. Also, whether in formal or informal, the rules of cohesion and coherence apply in the discussion, which can help in holding a meaningful communication. In addition, learners should have the ability to interpret, understand, and make links between the previous and next sentence in the discourse. Thus, efficient speakers can manage turn taking in the conversation when they acquire a wide range of structures, and discourse markers to convey concepts, display time relationships, and indicate cause, contrast, and emphasis (Scarcella & Oxford, 1992) (as cited in Jack and Willy, 2002)

In Harmer book *The Practice of English Language Teaching* (2007, p. 343), Dörnyei and Thurrell (1994) suggest further elements of discourse which they are conversational openings (how are you? That's a nice dog! At last some sunshine!), interrupting (sorry to interrupt, but…),

topic shift (Oh, by the way, that reminds me…) and closings (it's been nice talking to you… well, I don't want to keep you from your work… we must get together sometime).

2.4.3. Sociolinguistic Competence

Language knowledge alone does not sufficiently enable learners to use the target language efficiently and effectively. Learners need to have the ability involving knowledge of what target language users expect socially and culturally. In other words, EFL learners should master learning social conventions and norms, and the appropriate usage of speech acts that are controlled by particular society. Therefore, learners can be able to understand sociolinguistic aspect of the foreign language, how to ask questions during interaction and how nonverbally respond to someone. (Richards & Renandya, 2002). Brown (1994, p. 238) states that "adult second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly". In other words, learners cannot interact successfully with natives if they do not acquire amount of sociolinguistic competence.

2.4.4. Strategic Competence

Strategic competence, which is "the way learners manipulate language in order to meet communicative goals" (Brown, 1994, p. 228). It is the most important competence because it is the ability to gather the linguistic knowledge, sociolinguistic, and discourse rules. Strategic competence is the ability to know how to hold the conversation and keep it going, when and how take turn, and how to repair communication breakdown in order to have a speaking proficiency. (Jack and Willy, 2002).

Harmer (2007, p. 343) considers that learners should have the ability to use repair strategies when listening in interactive situations. Harmer further adds, learners should be able to use formulaic expressions in asking for repetition in order to prevent communication breakdown.

The strategic abilities to repair conversation are, paraphrasing (It's a kind of...), appealing for

help (What's the word for something you play a guitar with?), and using purpose phrase in not

knowing a word (You know, it's a what-d'you-call-it).
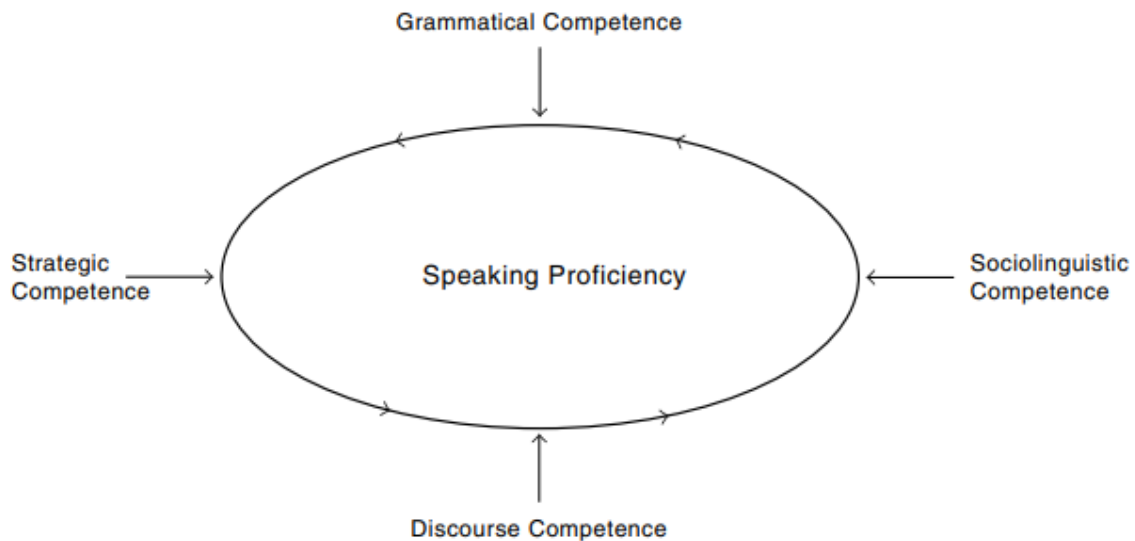
Figure 2. 1: Speaking proficiency

As the figure shows, to gain proficiency in speaking it requires four main competences,

grammatical (linguistic), discourse, sociolinguistic, and strategic competence. All these

competences complete each other and they are interconnected, mastering them means you

mastered the English language.

2.5. Types of Speaking

Brown (2004) suggests five types of speaking:

2.5.1. Imitative

It is the ability to echo back or copy words and sentences which fall at the phonetic level

of oral production. It involves different grammatical structure, lexical and some prosodic such as

intonation. The major concern is pronunciation only without one's ability to convey meaning or make interaction. Listening skill role is only to retain what have to be copied.

2.5.2. Intensive

It is the ability to produce sections of short oral language in order to show competence of grammatical, lexical or phonological aspects such as intonation, stress and juncture. In order to be able to respond, the speaker must be familiar with semantic properties. Yet interaction is used rarely.

2.5.3. Responsive

This type involves interaction but it has limited short of conversation, such as greetings, small talk, requests and comments, with the goal of making authentic conversation. For example:

Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef. Cool Okay, gotta go.

2.5.4. Interactive

Interactive speaking involves multiple exchanges and/or more members. This what makes it different from responsive type. Interaction has two forms, transactional language, the goal is for sharing relevant information or interpersonal interactions with the intention of keeping social ties. Nunan (2015, p. 56) echoes "Bear in mind that in a great many interactions transactional and social purposes are woven together, but one function will usually be the primary one". The two features seem to be working interconnectedly and interchangeably but often ones overwhelm the other.

2.5.5. Extensive

This type may also be known as monologue; it involves story-telling, oral presentations and speeches. Style of the language is usually planned (deliberative) and formal extensive tasks. Another point, certain informal monologues such as casually delivered speech is not involved. The role of a listener is limited to only nonverbal responses. Harmer (2007b, p. 346) states that learners need to be aware of what real communication looks like. In order to help them, learners need to practice analyses transcripts of real speech, how someone asks questions and respond to them.

2.6. Principles of Speaking

2.6.1. Fluency

Nunan (2015, p. 55) mentions about fluency and its importance, Nunan states that "fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations". Also, Harmer (2007, p. 17) echoes on the role of fluency in speaking, Harmer states that "If students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech…will have to be able to speak in a range of different genres and situations".

In developing fluency Hadfield (2008, p. 107) mentions that learners need to be given chances in order they can communicate in multiple situations and different topics. In other words, teachers need to manage speaking activities so learners can practice as much speaking as possible. Scrivener (2015, p. 148) states that "One of the best ways for you to help learners activate this knowledge is to put them in 'safe' situation in class where they are inspired and encouraged to try using language from their 'store'". This means that teachers should build

confidence for learners to practice speaking so they can develop their fluency without given them any pressure.

2.6.2. Accuracy

Nunan (2015, p. 55) refers to accuracy as "to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary". In teaching accuracy, we need to pay attention to errors correction, vocabulary, grammar, and pronunciation. Giving feedback can be immediate if it is important or delayed when the learner finishes speaking.

Scrivener (2015, p. 160) argues on the idea of which aspect of fluency or accuracy should the teacher teach to his/her learners. Scrivener (2015) considers that in some classroom activities the teacher teaches both equally, yet most of the teaching lessons force to teach one more than the other. Scrivener further adds, that it important to set clear objectives of which activities involves fluency and which ones involves accuracy. See Scrivener's (2015) figure (2.2). It shows that the teacher can switch in teaching accuracy and fluency but before the learners are aware of the objective.
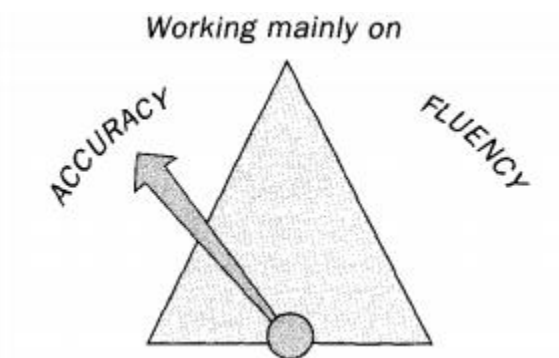
Figure 2. 2: Accuracy/ fluency switch

2.6.3. Negotiation of Meaning

Nunan (2015, p. 55-56) refers to negotiation of meaning as "the interactional work that speakers do to clarify misunderstandings or to pre-empt potential misunderstandings". This process happens automatically in a normal conversation without planning. Nunan (2015) gives an example:

SPEAKER A: Do you know what autodidact means?

SPEAKER B: Sorry?

SPEAKER A: Autodidact. Do you know what it means?

The importance of language acquisition falls into these conversation adjustments. The reason is that learners try to modify their speech in order to clarify it and make it comprehensible. In order to encourage students to take part in this interaction, researchers opted for tasks which foster the chance of interaction. Then they try to investigate the impact on language acquisition of this increased interaction work.

2.6.4. Group and pair work

Based on the notion that learners learn to speak by speaking, teachers should maximize learners talk by adopting group and pair works. These two techniques are highly workable when it comes to increase learners talk and save time instead of addressing each learner in turn.

Using group and pair work can gain a number of benefits. For instance, they can give chances for learners to negotiate meaning if the two techniques are well planned. In addition, the techniques allow learners to enhance their turn taking, speaker selection and engage in real conversation. (Nunan, 2015).

2.7. Reasons for teaching speaking

In Harmer's book *how to teach English* (2007a, p. 123) states three reasons. First, speaking activities give benefits to practice speaking of real- life situation in a good atmosphere of the classroom. Second, learners use of the language in speaking tasks help in giving feedback for teacher and learners. Errors cannot be seen unless learners start practicing and see their level. Finally, the benefit of using multiple aspects of language that learners learned so they can automatically store them in their minds.

The goal is that learners will become autonomous users of language. They will develop their fluency when they engage in speaking activities. They are practicing what Thornbury (2005) in his book *How to Teach Speaking*, calls speaking as skill, where there is a task to complete and speaking is the way to complete it.

2.8. Elements of speaking

In the figure (2.3) below, the left side presents four areas of linguistic analysis. Whereas in the center it covers units of spoken language that concerns teachers. Nunan (2003, p. 51).

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[1] Thornbury, S. (2005). How to teach speaking. Harlow Pearson Education.
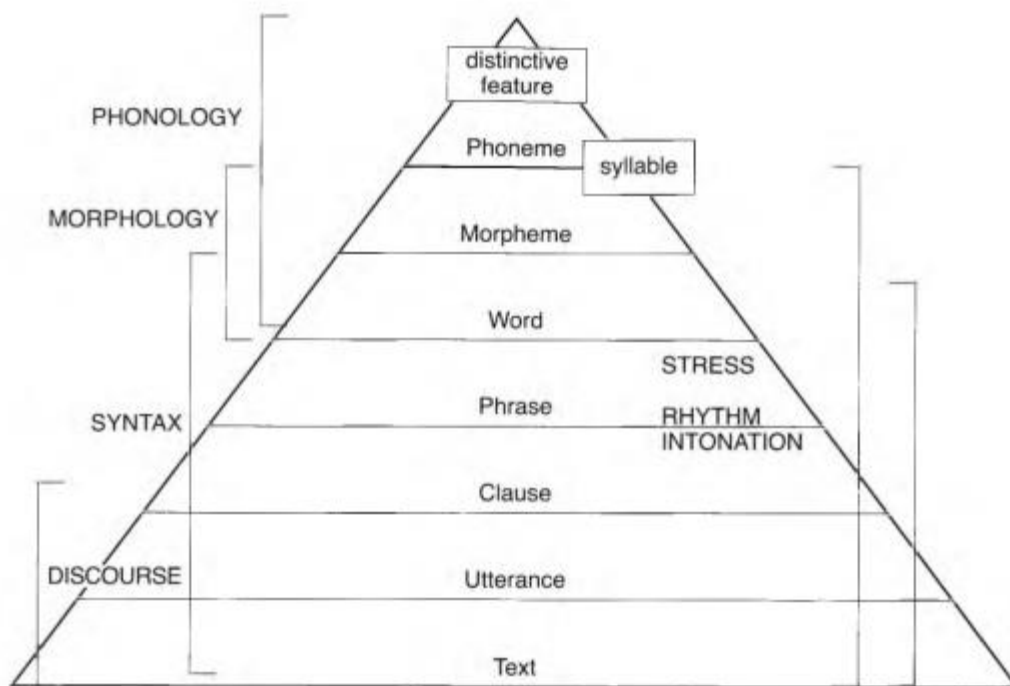
Figure 2. 3: Unites of Spoken Language (Longman, 1996)

To explain Bailey's (2003) pyramid, the smallest unit, distinctive features are concerned with how and where sounds are produced when someone's speak. Next, the word syllable, which overlaps the levels of morphemes and phonemes. A phoneme is a unit of sound in a language that distinguishes meaning. Phonemes can be either consonants such as (p or b) in the words pit and bit), or vowels (/ I / and /ae/), in bit and bat. In addition, morpheme is a unit of language that can stand on its own and contain a meaning such as, hat, flee, already. etc. Bound morphemes cannot stand on their own, they are always connected to words such as prefixes (un, pre. etc.) and suffixes (tion, s, ed. etc.). Moreover, clauses and phrases, are often confused. A phrase is two or more words which function as a unit but do not have a subject or verb with a tense such as prepositional phrases. Clauses are two or more words that includes a verb with a tense. Both clauses and phrases can be utterances, as can words too. An utterance is what the speaker says, it should not be always grammatically correct because an utterance can be a word such as (pizza?)

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which is a short form for (would you like pizza?). Finally, text is pieces of language that concerns with the spoken form. (as cited in Nunan, 2003)

2.9. Speaking Difficulties

Ur (2000, p. 121) suggests four main difficulties when it comes to speaking in a classroom activity

2.9.1. Inhibition

Speaking is different than the other skills because it requires a certain amount of real-time public exposure. Learners are often discouraged from attempting to talk in a foreign language. This concerns about the fear of making mistakes, fear of criticism, losing credibility, being shy, or even scared of the attention.

2.9.2. Nothing to say

Ur (2000, p. 121) notes that "Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking". Most of learners prefer to keep silent or simply say "I have no idea" or "No comment". If they lack the ability to express themselves or to speak about a chosen subject, then they have nothing to say and likely cannot participate i.e. fail to make learners speak.

2.9.3. Low or uneven participation

This concerns the talking time of participants when there is a large group. The problem is that talking time for learners will be little, also some learners will dominate others and give them less talking time. This may be due to the mixed ability groups.

2.9.4. Mother-tongue use

In foreign language classroom where the majority of learners speak the same first language. Learners will likely tend to use their mother language. The problem is that the purpose of the classroom activity will fail due to less exposure to the target language. Moreover, it is unnatural to keep using the target language, because learners will always tend to use their first language; especially when they are working in small groups.

Conclusion

This chapter attempted to review the essentials of Speaking skill. It is the key component of interaction, and a way for people to deliver messages, express ideas, feeling or something in their mind to others by using spoken language. Thus, speaking skill has an important role and dominate the four skills in making a successful interaction. In EFL teaching, it is crucial aspect that needs well guidance. Therefore, providing a successful instruction requires well planning for the necessary elements, designing effective classroom speaking activities with the purpose of not only producing correct grammar but also engaging and interacting between learners together. This would give learners motivation as well as feedback which would enable them to speak English fluently and accurately.

Chapter Three:

Fieldwork

Table of Content

Introduction

The following chapter deals with the fieldwork of the study that consists of two parts. The first part deals with the theoretical background of the research methodology. They are the research approach, research design, population, sampling, and data collection methods. Whereas the second part seeks to check the effectiveness of classroom interaction in improving learners' speaking skill. In addition, the chapter provides a rich analysis, discussion and interpretation of collected data. Moreover, it presents the results of the findings.

3.1. Research Approach

Since this study aims to describe the role of classroom interaction to improve learners' speaking skill and to find out the link between these variables (how one can develop the other), this study adopted the mixed-method approach (i.e. a balanced combination of qualitative and quantitative approaches to have "a more complete understanding of [the] research problem" Creswell (2014, p. 4)[1]. For the reason that it is suitable for the nature of the present study, it helps to get more detailed and credible responses. More importantly, it gives a chance to know how interaction is practiced in the classroom through live data and to see students' perspectives about it.

3.2. Sampling and Population

To verify the validity of the hypothesis and gather information to help to find results; the study dealt with EFL students to gain their feedback.

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[1] Creswell, J. (2014). Research design: Qualitative, qualitative and mixed-method approaches. SAGE.

The population of the current study is Third-year EFL students at Mohamed Kheider University of Biskra. The reason behind choosing this population is that they have been studying Oral expression sessions for two years, so they are familiar with it and aware of the importance of speaking skill. More importantly, since it is their final year in the study oral expression, they are in need to develop their interactional techniques in order to help them in Master studies if they wish to continue their graduate studies or in occupation to find a suitable job. Hence, from a population of (n=359), the researcher discussed with the supervisor and decided to deal between (25-30), namely a little less than 10% of the population.

3.3. Data Collection Methods

According to the nature of the present research, a passive observation carried out to obtain live data and EFL students' questionnaire (semi-structured) to collect data from Third-year students.

3.4. Classroom Observation

3.4.1. Description of Classroom Observation

To explore interaction in the classroom, the researcher carried out an observation from a real-life situation to gain concrete live data. The observation was held with Third-year students in Branch of English Studies at Mohamed Kheidher University of Biskra.

The observation involves only one group (viz., Groupe 5), randomly chosen from the eight groups in total and the group consists of 41 students with their teacher. The observation was conducted in three sessions of an hour and a half to seek rich data. The observation sheet was divided into three sections with fifteen items. The sections are general observation, teacher-learner observation, and learner-learner observation.

3.4.1.1. Section One: General Classroom Observation

The section consists of five items. The goal thereof is to attend a real-life situation of the EFL classroom, environment and management. In addition, it seeks to see the relationship between learners and their teacher, whether the teacher's objectives of the course are clear, also which type of interaction is used often in the classroom.

3.4.1.2. Section Two: Teacher-learner Interaction Observation

This section includes five items, the aim is to see whether the teacher fulfills his roles as a guide and assessor. To specify, does the teacher encourage students and motivate them by using certain expressions, for example, "good job", "excellent work", "well done". In addition, does the teacher provides students with comprehensible input, or does the teacher answers questions whenever students ask. Moreover, this section aims to observe the teacher's amount of talking time, is it high or low, whether the teacher tries to talk less to let students talk instead or not.

3.4.1.3. Section Three: Learner-Learner Interaction Observation

The final section consists of five items, it is dedicated to observing in-depth into learners' interaction with one another. More importantly, the aim is to explore if learners' amount of talking time is significant, whether they avoid talking or find difficulties while they are expressing their ideas. Also, how they manage turn-taking while conducting activities or discussing a certain topic. Whether students try to sound accurate and fluent English while they speak.

3.4.2. Analysis of Classroom Observation

As a first tool to collect data, the current researcher designed this observation checklist to collect data from a real-life situation then analyze and interpret them.

3.4.2.1. Section One: General Observation

This section is an attempt to explore how the classroom setting, environment, and management has impacted students' ability to learn and interact.

Item1: The Physical Setting is comfortable, organized and clean, learners can speak and interact normally.

The classroom was small compared to a large number of students (41 students). In the three sessions of the observation, students were taking some time to take seats, the problem of not finding a table or a chair to sit resulted in wasting almost 10 minutes of the total time. Yet, the classroom was clean and organized, students were comfortable. Also, since the session is scheduled in the morning, this schedule was fulfilling for students to be energetic as well motivated to speak and interact.

Item2: Learners are aware of the objectives and goals that are stated by the teacher.

In the three sessions of the observation, the teacher did not state any objective or aim of the course but students were already having a task to do. As soon as the session started, a group of five students stood up to do a role play, after they finished another group started an oral presentation. As a result, it is safe to say that the teacher did not inform students with the objectives of the session but they were informed with task to prepare and perform in the classroom.

Item3: The teacher uses different classroom activities such as (Roleplay, oral presentation, and discussions).

As stated above, the teacher allowed learners to use different means of interactional activities. During the sessions, a group of five started a role play, classmates enjoyed watching

and paid full attention. In addition, a group of four opted for oral presentation, and another group of five made a talent show where each member showed his/her talent of singing, acting, or doing poetry. After each group finished their task, the teacher allows students to comment and discuss the topic or how the group performed their task. This allows learners to interact with each other or with the teacher in English. Moreover, it highlights that the teacher is aware of how important the classroom interactional activities are in improving learners' speaking skill.

Item4: The use of different classroom materials.

Since students were free to choose their topic and the appropriate interactional activity for their idea, also they were free to use any tool or material to perform their task. The group who performed the role play managed to arrange the tables and create a space for their task. They also brought realia from their homes to create an appropriate environment. Another two groups that did oral presentations managed to bring their personal computer to present their topics, others brought posters and hung them on the wall. All these materials faced no rejection from the teacher but on the opposite, it was beneficial and creative to make excellent work and attract the attention of classmates so they will not become bored or lose focus.

Item5: Adaptation of teacher-learner and learner-learner interaction.

In the three sessions of the observation, the most active interaction was learner-learner interaction. The groups who conducted the tasks managed to interact with another, whenever a student's turn came, he/she spoke. The times when there is teacher-learner interaction is when the teacher asks a question or raises a point for discussion, students start to raise their hands to speak and state their views.

3.4.2.2. Section Two: Teacher-learner Interaction Observation

This section will explore the relationship between the teacher and the students, also if the teacher fulfills his/her roles and makes a successful interaction with students.

Item6: The teacher motivates and encourages learners to use praise expressions (good, excellent, well done).

In the three sessions, students have already arranged groups, prepared the tasks, and started applying the tasks that were assigned to perform. During that time the teacher was silent and observed the groups work. Although he was only sitting in his place, he was assessing students' work and taking notes. After each group finished, the teacher started praising their work. As a matter of fact, even during the task, the teacher performed gestures that appeared to be encouraging.

Item7: The teacher answers learners' questions whenever he is asked.

Since students in charge of the sessions, and performing the tasks that they were assigned, the teacher rarely has been asked. Yet, the teacher always welcomed for questions or comments that students raise.

Item8: The teacher provides students with comprehensible input.

Throughout the three sessions, the teacher rarely gave input which is comprehensible for students. This is due to the practical work that students were carrying out. The teacher was only observing students' work. He was focusing on students' production, their speaking performance, i.e., fluency, and how they interact with one another smoothly.

Item9: Teacher's amount of talking time is high compared to learners.

As it is stated above, the teacher rarely talked during the three sessions because he was focusing on students' oral production and talk. Students were free to speak and interact naturally without pressure, so that made them feel at ease and comfortable to talk. The main goal is to increase learner-learner talking time and decrease teacher's talk to the minimum. The only times where the teacher started to talk is when each group finishes, he gives praise and remarks on groups' work, and when he opened discussion on a certain topic and interacted with students.

Item10: The teacher corrects learners' mistakes and errors.

As observed, the teacher's main focus was to correct the content and not the form of students' oral production. When it comes to correction, the teacher did not give importance to the language and errors that students made. He kept his feedback only to the content and ideas to discuss with his students. This means that his major concern is to make the students talk and interact and not focusing on their language mistakes and errors.

3.4.2.3. Section Three: Observation on Learner-Learner Interaction

This section will be investigated how learners interacted with each other, whether they dominated the classroom to talk more than the teacher.

Item11: Learner's Talking Time is significant.

As mentioned previously, students were dominating the classroom. They were interactive, talkative in a positive way, and productive in doing the tasks that they were assigned to do. At the beginning of the sessions, students had some difficulties to start interacting and speaking, this may be due to shyness, fear of the stage, or public speaking, which is natural for any individual student. As soon as each group began their role-play, oral presentation, or

discussion students' members started to feel at ease and had confidence and freedom to continue the task in front of the audience.

Item12: Learners speak accurately.

As we observed during the sessions, from the science perspective, students did not give much importance to accuracy when it comes to speaking perfect English. This is because English is a foreign language, students lack a rich vocabulary, make mistakes/errors and inability to know how and when to correct grammar structures. To sum, students are less interested in speaking accurately but that does not mean that their language is poor, they delivered a meaningful and understandable language that the audience comprehended.

Item13: Learners speak fluently.

On the other hand. Students gave high importance to fluency as if they speak like a native speaker. As it was observed, each student member of a group tried as much as he/she could to keep the interaction on with other members of the group or with classmates. Students focused highly on making their speaking smooth, fewer pauses when experiencing loss of words, and more importantly make speaking or the interaction sound more natural. This explains that students do not give attention to accuracy as much to fluency. They prefer to keep their speaking and interaction on without making pauses; ignoring making mistakes to make it more natural than worrying about the accurate words, choosing correct structures, or making less mistakes/errors.

Item14: Learners participate in the classroom.

The observation of the sessions has concluded that students participate constantly. When each group finishes the task, classmates raise their hands to comment or raise point discussions

on their work. The members' groups welcome the comments and responses back as well as with the interference of the teacher. To sum, the students created participation with each other and with the teacher as well which worked connectedly to make the interaction inside the classroom natural and successful.

Item15: Learners manage turn-taking when they speak with each other.

As it is stated about participation, students were managing turn-taking successfully with each other also with the teacher. Each student raises his/her hand to talk to the other student who is pointing at him/her. The question gives the floor to the classmates. This makes it as if the teacher is absent in the classroom and allowing the students in control. Students managed question/response and turn-taking in an organized, respectful, and natural way which created a positive interactional conversation between them whenever there was time for discussion.

Item16: Learners express their ideas and thoughts freely without hesitation or difficulties.

To conclude the classroom observation report, students were given freedom to participate, share and express their ideas without any intervention from the teacher. Although the majority of members of the task groups or classmates faced some difficulty in starting speaking smoothly and clearly, they soon overcame their fear or shyness and were involved within the discussion. One way to explain students' inability to start speaking at ease may be due to the lack of practicing English outside the classroom before entering since English is considered a foreign language, so they tend to use their first language, i.e., Arabic.

3.4.3. Discussion and Interpretation of the Findings

The obtained data from the classroom observation have provided a considerable information that answer some of the research questions. The researcher deduced from the

classroom observation that the classroom that holds the Oral expression session was small compared to the large number of students forty-one (41) students. Since students have only one session per-week it reveals that they cannot divide students into two groups. Yet, the classroom was clean and organized. Additionally, it is deduced that the teacher did not state the objectives in each of the three sessions, yet students are aware of the tasks to do and perform in the classroom.

In the same path, the teachers gave the freedom to students to choose the classroom activity that they want to use in performing their tasks, such as, roleplay, oral presentation, and classroom discussion; therefore, the teacher gave more independence to students rather than imposing on them. Moreover, students were allowed to use different classroom materials in performing their tasks, thus, it confirms that the teacher welcomed the creativity of the students.

From the observation, the researcher deduced that the most adopted type of interaction is Learner-Learner interaction, students were controlling the classroom and performing their tasks, also, after each group finishes the task, a discussion begins on their performance; therefore, the teacher worked only as guider and preventing from noise in the classroom.

In the same vein, it is confirmed that the teacher tries to encourage and motivate students by using praise expressions, such as, good, excellent, and well done. That was observed on students' reaction when they all wanted to interact and speak in the classroom. Furthermore, it is deduced that the teacher's talking time was minimum compared to students' talking time. The parts where the teacher talked is when he gave instructions or gave turns to students to speak.

More Importantly, the researcher deduced from the observation the students that they participate constantly, i.e., when there is a discussion time or questions to ask/answer. Hence, students created more an active classroom session. Also, it is confirmed that students managed

turn-taking question/response in an organized, respectful, and natural way which created a positive interactional conversation between them whenever there was time for discussion or participation.

In addition, the observation confirmed that learners had the freedom express their ideas and thoughts without hesitation, expressing fear or shyness. As observed, the majority of students at the beginning faced a difficulty to speak fluently and clearly, then they soon overcame their fear or shyness and were involved in the discussion.

Consequently, Oral expression session requires some solutions in order to create a successful learning and teaching setting. The classroom is required to consist no more than twenty-five (25) students, so they can develop their interactional and speaking skills. Since students have only one session per-week it created a problem of overcrowded classroom where learning is difficult to achieve. According to the observation it is required from both students and teachers to be aware of developing the speaking skill and the importance of classroom interaction. Both parties need to work collaboratively in order to create a successful learning/teaching environment.

3.5. The Questionnaire

The second tool that this researcher used was a semi-structured questionnaire, which aimed to collect EFL students' feedback and comments on the role of classroom interaction in enhancing their speaking skill.

3.5.1. Description of The Questionnaire

The questionnaire consists of 18 questions which are divided into three sections. The questions are either closed (structured) where students are required to tick on the box (yes/no)

and (multiple choices), or open-ended questions (unstructured) where students are asked to give their opinion, explanations and feedback.

3.5.1.1.Section One: General Information (Q1-Q2)

The section consists of two (2) questions on students' general information. The first question (Q1) concerns students' gender (male/female), the second question (Q2) aims to see students' level in English (excellent, good, average, or below average).

3.5.1.2. Section Two: Learners' Interaction in The Classroom (Q3-Q7)

The second section includes five (5) questions which are centered around classroom interaction. Question (3) is a (yes/no) and which aims to verify if there is enough interaction in oral expression session or not. This question follows as a justification seeking students' opinion on how interaction occurs in their classroom, and describe it in general. Question (4) helps the researcher to see which dominated type of interaction in students' classroom, is it either teacher-learner interaction or learner-learner interaction. This question follows a justification space seeking an explanation from students, to know the reasons that have led for either of the two types to be dominated in the classroom. Additionally, question (5) seeks to see which one of the two types that students prefer. Question (6) contains two choices of which amount of talk that students like to increase, is it either teacher's talk or learns' talk. The question follows as a justification to see students' opinion on their choice. The last question (7) consists of a multiple-choice grid which includes eleven (11) statements, and the students are asked to choose according to their opinion between (strongly agree, agree, neutral and disagree).

3.5.1.3. Section Three: Learners' Speaking Skill (Q8-Q18)

The last section consists of eleven (11) questions which deal with the speaking skill and the relationship between classroom interaction and speaking skill. Question (8) is a (yes/no)

which seeks to check if speaking is difficult or not. The question follows as a justification of the answer was yes, to reveal the reasons. In addition, question (9) is a checkbox to explore students' opinion on the major difficulties, which they may face when it comes to speaking in the classroom. Question (10) is a multiple-choice question that seeks to see what aspect of speaking (accuracy/fluency) that students give priority. The question is followed by a justification in order to outline students' feedback and attitude. Question (11) concerns students' preference of which interactional classroom activity that they enjoy most (roleplay, discussions, oral presentation, or group works). Question (12) is a (yes/no) question. It is related to a previous question which seeks to identify if the interactional classroom activities are beneficial in developing students' speaking skill or not. The question is followed by a justification space seeking students' feedback. Question (13) is a checkbox, it points out to students' opinion on what competence that they think that they should develop. Question (14) asks students if the listening skill is important in order to speak well; they need to provide a justification. Question (15) is about the age of a respondent and whether it plays a role when it comes to speaking or not. The question is followed with a justification space seeking students' feedback. Question (16) asks students the degree to which they agree on the statement (Adults have less advantage to develop their speaking skill than young children). Question (17) is a (yes/no) that seeks to determine if acquiring sociocultural knowledge is essential to improve your Speaking skill or not. The last question (18) deals with the relationship between speaking skill and classroom interaction, students are requested to give their opinion.

3.5.2. Aims of The Questionnaire

The purpose of this questionnaire was to collect data from Third-year students at Biskra University. The tool was used to gain information about students' familiarity with classroom

interaction. Also, to obtain students' feedback concerning the role of classroom interaction in enhancing their speaking skill.

3.5.3. Administration of The Questionnaire

In this administration phase, the researcher decided to distribute the questionnaire online through "Fecebook.com". After discussing with the supervisor about the number of students. It was between (25-30). The total number of responses that the researcher gained was 29 students of a third-year at Biskra University. The suggestion of using social media "Facebook.com" was beneficial; it saved time and efforts.

3.5.4. Analysis of the Questionnaire

As a second tool to collect data for the study, the present researcher designed this questionnaire to collect feedback, attitudes, and perspectives from students then analyzed, interpreted them to test (i.e., prove or reject) the hypothesis.

3.5.4.1. Section One: General Information

Item1: Students' gender

This item highlights respondents' gender distribution (Male or Female).

Table 3. 1: Respondents Gender

Option	Number	%
Females	19	65.5%
Males	10	34.5%
Total	29	100%
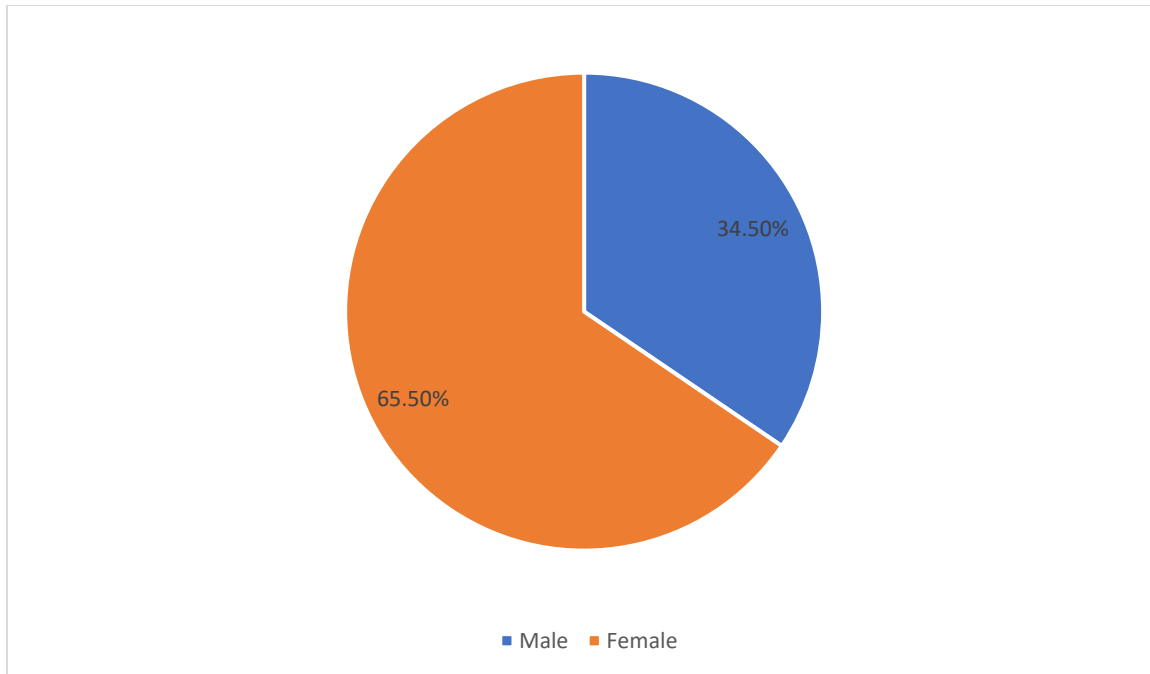
Graph 3. 1: Respondents Gender

The table demonstrates the respondents' gender. As it is shown, it presents the number as well as the percentage of males and females. In addition, it is observed that 19 respondents (65.5%) are females, whereas only 10 respondents (34.5%) are male. Clearly, the majority of the respondents are female students. This means that females choose to study English more than males and it is easier than studying other branches.

Item2: Respondents' attitude about their level in English

This question item aims to check EFL students' degree of proficiency in English (excellent, good, average or below average).

Table 3. 2: Respondents' attitudes about their level in English

Option	Number	%
Excellent	4	13.8%
Good	20	69%
Average	5	17.2%
Below average	0	0%
Total	29	100%
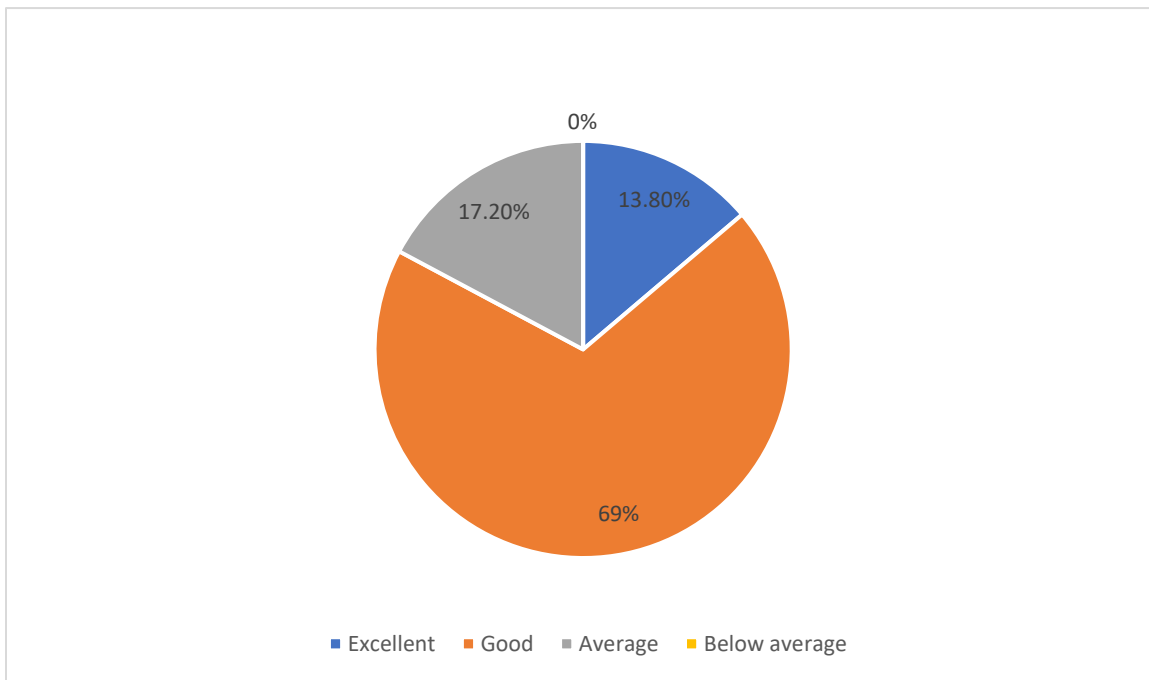
Graph 3. 2: Respondents' attitudes about their level in English

This question item was asked to respondents to give their evaluation of their level in English. As the table indicates, the majority of the respondents, 20 respondents that represent (69%) points out that they have a good level in English. While only 4 respondents that represent

(13.8%) claimed that they have an excellent level in English. The reset of 5 respondents who represent (17.2%) claimed that they only have an average proficiency in English; however, no respondent (0%) thinks s/he has a below-average level in English when it comes to studying in the university. As a result, the level in English is limited between good, average and excellent, while below-average is excluded. This means that respondents think they have acceptable to good level in English.

3.5.4.2. Section Two: Learners' interaction in the classroom

Item3: Is there enough interaction in the Oral expression session?

Table 3. 3: Interaction in the Oral expression session

Option	Number	%
Yes	20	69%
No	9	31%
Total	29	100%
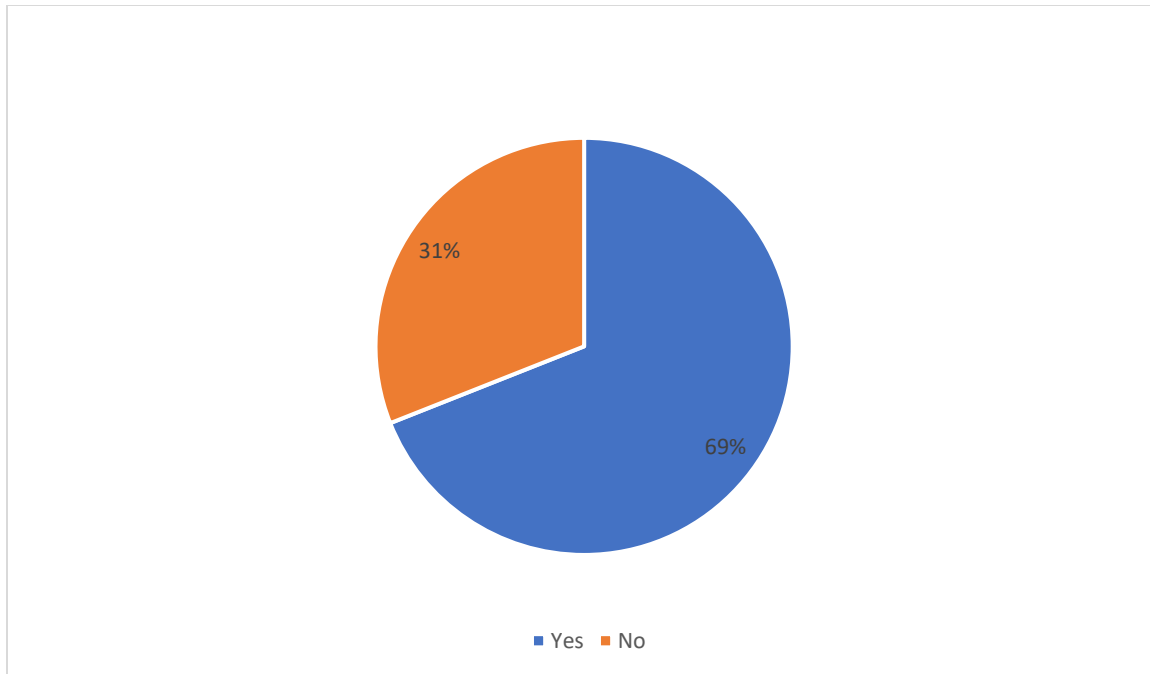
Graph 3. 3: Interaction in the Oral expression session

The table above reveals that the majority of respondents find that there is enough interaction in oral expression sessions. A percentage of (69%) states that it is so (viz., yes), while (31%) claim that it is not the case (viz., no) there is less interaction in oral expression sessions. Since the majority affirms that the oral expression session consists of enough interaction, it confirms that respondents interact enough in the oral expression session though it counter-intuit with the whole population.

Respondents' Justifications

The respondents who answered positively, the justification they have given on how the environment in their oral expression look like reveals that is rich. To begin, the majority of respondents have stated that whenever there was a topic to discuss, most students interacted with one another and each one expresses his/her own views. Additionally, the teacher opted for

different classroom materials, such as audio or visual aids, as well as using different classroom activities. For instance, the teacher provides games activities and debates in order to allow students to interact actively. On the other hand, the respondents who answered (no), they put forward reasonable arguments concerning their oral expression session. Respondents claim that the majority of students keep quiet and willingly avoid speaking unless the teacher points out at each student. They gave arguments defending their claim, the teacher does not opt for interactional strategies that allow students to talk. As a result, students are shy and feel demotivated. Others stated that due to a large number of students in the classroom, it is difficult for them to interact with the teacher and with classmates. Also, the timing of the session, they claim that the oral session is only an hour, and a half [viz., 90mns] per week is not enough to interact actively.

Note: The result that are shown are contradictory and it is not expected, it does not show the whole population result. So, this result is referred as counter-intuitive and it does not apply for the whole population.

Item4: The type of interaction that is dominated

Table 3. 4: The type of interaction that is dominated

Option	Number	%
Teacher-learner interaction	23	79.3%
Learner-learner interaction	6	20.7%
Total	29	100%
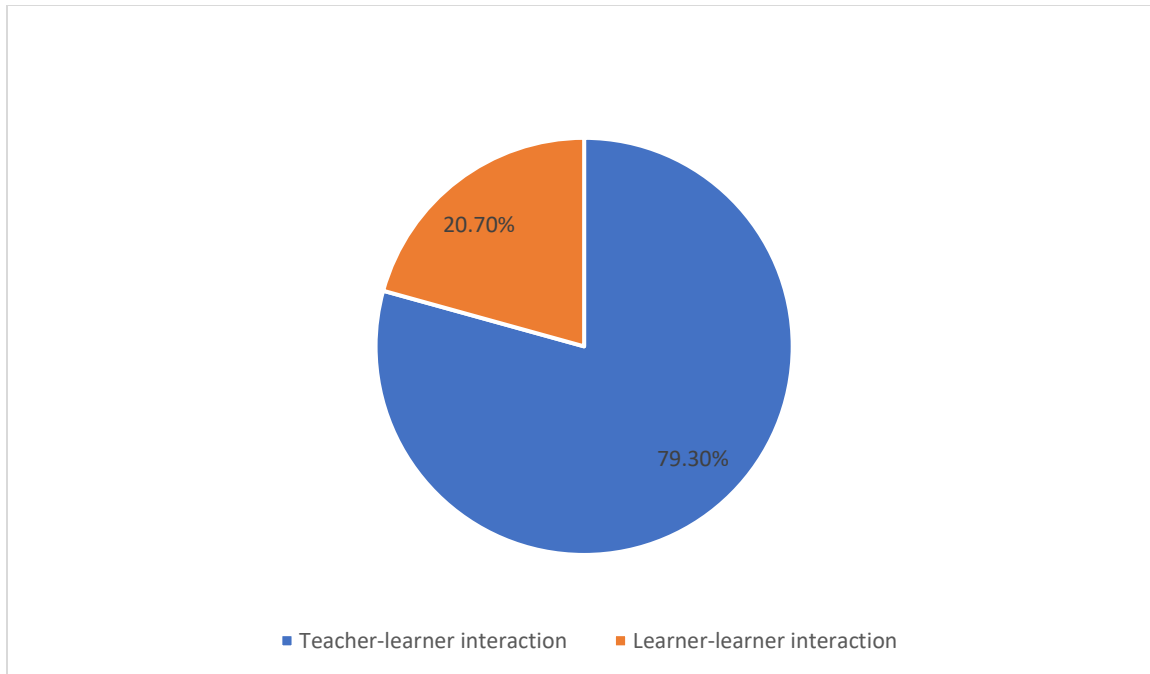
Graph 3. 4: The type of interaction that is dominated

As it is clearly observed, 23 respondents (79.3%) consider that teacher-learner interaction is dominated by the teacher in the classroom, while only 6 respondents (20.7%) chose learner-learner interaction. The result shows that the classroom is dominated by the teacher and acts as the center of the classroom.

Respondents' Justifications

Respondents were asked to justify their answers in order to gain insights into what their classrooms look like interaction-wise. The respondents come up with a number of arguments, the majority claim that the teacher seems to be the most knowledgeable in the classroom. Hence, he is the only source of feedback. The teacher asks questions and open discussions and students interact. Also, teacher-learner interaction prevents conflict and noise in crowded classrooms. On the other hand, the respondents who chose learner-learner interaction stated that the classroom is

dominated by students and the teacher acts as a guide. When the teacher opens a discussion, students express their ideas and thoughts, others comment on them and the teacher acts as a participant as well.

Item5: Respondents' preference on the type of interaction

Table 3. 5: Respondents' preference on type of interaction

Option	Number	%
Teacher-learner interaction	18	62.1%
Learner-learner interaction	11	37.9%
Total	29	100%
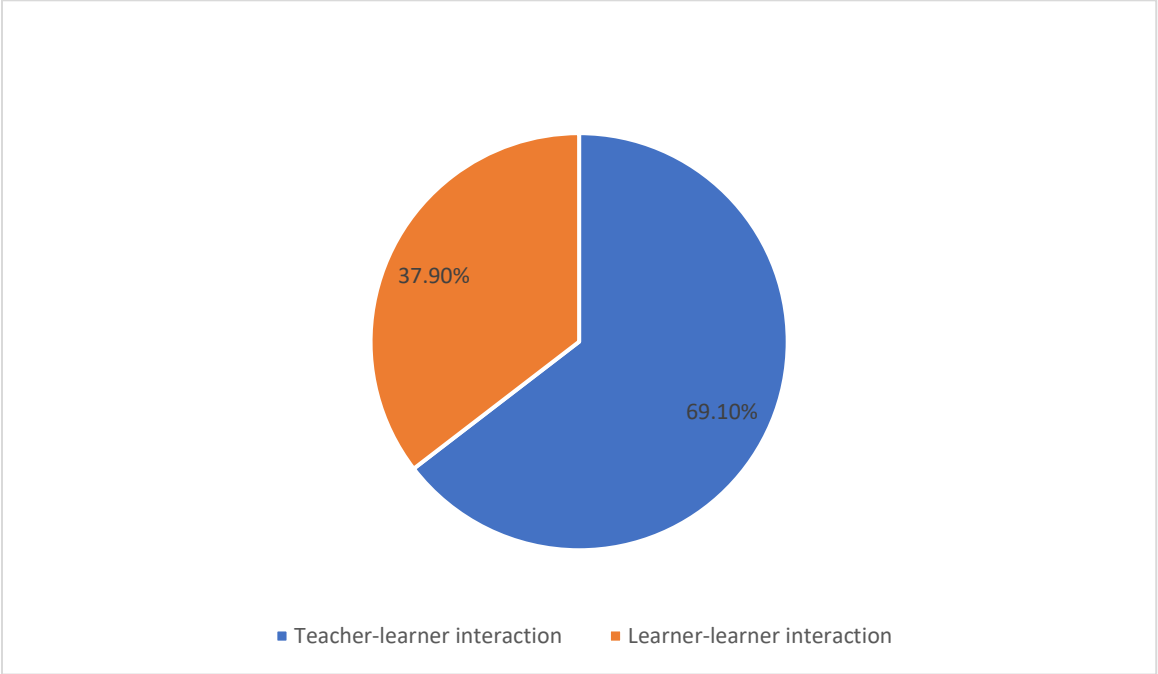
Graph 3. 5: Respondents' preference on type of interaction

As both table and graph show, 18 respondents representing (69.1%) declare that they prefer teacher-learner interaction, whereas 11 respondents, i.e., (37.9%) prefer learner-learner interaction. The result demonstrates that the majority of respondents has a connected relationship with their teachers, where they interact and discuss with them freely and comfortably without hesitation or fear.

Note: The result that are shown are contradictory and it is not expected, it does not show the whole population result. So, this result is referred as counter-intuitive and does not apply for the whole population.

Item6: The amount of talking time that should be increased

Table 3. 6: The amount of talking time that should be increased

Option	Number	%
Teacher's talk	2	6.9%
Learners' talk	27	93.1%
Total	29	100%
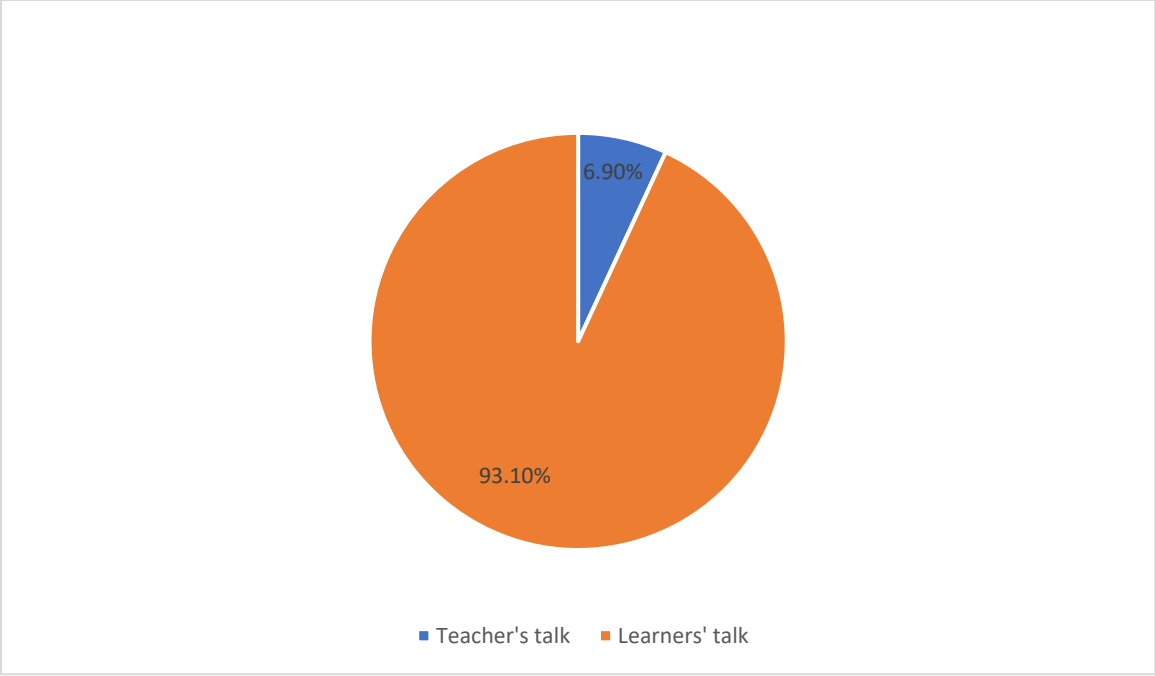
Graph 3. 6: The amount of talking time that should be increased

Unlike the previous answers, it is observed that (93.1%) of respondents think that students' talking time should be increased in the classroom. While only (6.9%) of the respondents chose to increase the teacher's talking time. This means that even though they prefer teacher-learner interaction, they want to talk more and express their feelings with the teacher.

Respondents' Justifications

Respondents were asked to give clarification on their choice. Since the majority chose learners' talking time, the respondents agreed upon that the purpose of the oral expression session is to allow students to talk. Students are meant to be at the center of the teaching-learning process where they practice, do activities, interact with each and everyone in the classroom in order to improve their speaking skill, reduce shyness, and have a sense of belonging. The other respondents who chose the teacher's talking time claim that the teacher is the most

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knowledgeable person in the classroom, he/she controls students, gives feedback and guides to succeed in their education.

Item7: Answering each statement that confirms respondents' perception

To simplify the displayed graph below, the respondents were asked to provide their perception to the following statements (11) statements on how strongly agree, agree, neutral and disagree upon each statement. Since this question is encompasses other details, the researcher decided to divide each statement on a separated table.

Q7. Please answer each question in the box that matches your perception
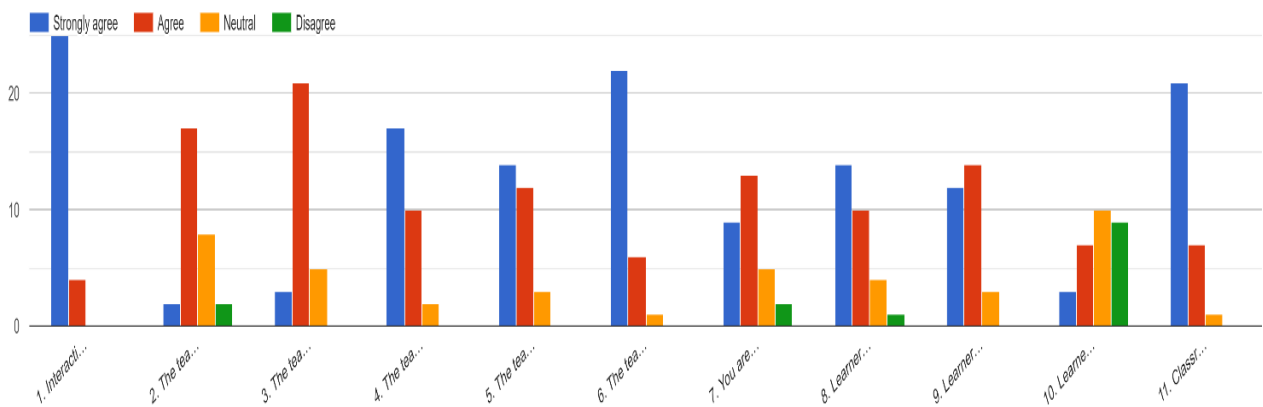
Histogram 3. 1: Respondents' perception on the statements

Statment1: Interaction in the classroom is essential

Table 3. 7: Interaction in the classroom is essential

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
1.Interaction in the classroom is essential.	25	86.2%	4	13.8%	0	0%	0	0%	29	100%

As the table indicates, it is clear that the majority of respondents (25) with the highest percentage (86.2%) strongly agree that interaction in the classroom is essential. The rest of the respondents (4) that is about (13.8%) agree on the statement; however, no respondent (0%) is neutral or disagrees. This explains that respondents are aware of the importance of classroom interaction and cannot be ignored.

Statement2: The teacher talks less in the classroom

Table 3. 8: The teacher talks less in the classroom

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
2. The teacher talks less in the classroom	2	6.9%	17	58.6%	8	27.6%	2	6.9%	29	100%

As it is observed, the highest percentage of respondents (58.6%) agree that in the classroom the teacher should talks less in order to allow students to talk more. Whereas the other choices are varying between strongly agree, neutral and disagree. 8 respondents (27.6%) are neutral which indicates that they are not sure. In some sessions, the teacher may talk more and in others, he/she talks equally or less than students. The other respondents (2) respondents (6.9%)

are strongly sure that during their oral sessions the teacher minimizes his/her talk to the minimum in order to allow students to engage in a meaningful interaction and maximize their talking time. The rest of the (2) respondents (6.9%) are quite the opposite, they think that the teacher talks more than students in the classroom.

Statement3: The teacher Asks questions frequently

Table 3. 9: The teacher Asks questions frequently

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
3. The teacher asks questions frequently	3	10.3%	21	72.5%	5	17.2%	0	0%	29	100%

As the table shows, the majority of respondents (21) with the percentage of (72.5%) agree that the teacher asks questions frequently during the oral session. (5) respondents (17.2%) are neutral. The rest of the respondents (3) of a percentage (10.3%) strongly agree. The results show a range of choices between agree, strongly agree and neutral but no respondent has chosen to disagree. This indicates that the teacher often asks questions whenever it is possible.

Statement4: The teacher provides effective feedback when learners commit errors and mistakes

Table 3. 10: The teacher provides effective feedback when learners commit errors and mistakes

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
4. The teacher provides effective feedback when learners commit errors and mistakes	17	58.6%	10	34.5%	2	6.9%	0	0%	29	100%

The table shows a variation in choices between strongly agree, agree and neutral. A percentage of (58.6%) of respondents strongly agree that the teacher provides feedback when students make errors or make mistakes. The other respondents that represent (34.5%) agree upon the statement, while only (2) respondents (6.9%) are neutral, but no respondent (0%) chose disagree. This means that most respondents agree that the teacher is a source of feedback and always tries to correct students' mistakes and errors.

Statement5: The teacher provides meaningful input

Table 3. 11: The teacher provides meaningful input

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
5. The teacher provides meaningful input	14	48.3%	12	41.4%	3	10.3%	0	0%	29	100%

From what has been mentioned above, responses are vary between strongly agree, agree and neutral as it is the case of the previous statement. A considerable percentage of (48.3%) refers to those who strongly agree. The rest of the responses are divided between (41.4%) on choice and (10.3%) on choice neural, but no respondent has chosen to disagree (0%). This indicates that the teacher provides students with meaningful input, which is suitable for their level and can be comprehended by most students.

Statement6: The teacher gives opportunities for learners to interact

Table 3. 12: The teacher gives opportunities for learners to interact

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
6. The teacher gives opportunities for learners to interact	22	75.9%	6	20.7%	1	3.4%	0	0%	29	100%

As it is shown in the above table, the highest percentage (75.9%) strongly agree that the teacher provides students with opportunities to interact in the classroom. Then it comes after it (20.7%) of respondents who agree. However only (1) respondent representing (3.4%) has opted for neutral, yet no respondent (0%) has picked disagree. Consequently, the above results confirm that the oral expression teacher gives opportunities for students to interact because it is highly important for them to practice the target language.

Statement7: You are interested in learning communication than learning grammatical structures

Table 3. 13: Learners are interested in learning communication than learning grammatical structures

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
7. You are interested in learning communication than learning grammatical structures	9	31%	13	44.8%	5	17.3%	2	6.9%	29	100%

As it is illustrated in the above table, the highest percentage of the respondents (44.8%) agrees that it is interested more in learning interaction and communication more than learning grammatical structures. What follows is the percentage of (31%) of respondents who strongly agree that it is interested in learning interaction and communication in English. While (17.3%) are neutral and only (6.9%) have opposite views and they disagree that it is interested in learning grammatical structures.

Thus, the majority of the respondents' answers agreed that they are more interested in learning interaction and communication than they are interested in learning grammatical structures. Since learning using interactional activities is based more on practicing the English language, students focus on improving their speaking, including enhancing their vocabulary and grammar. The other respondents, those who disagree, seem to be more interested in language proficiency more than communication. That is to say, they want to develop their grammatical accuracy.

Statement8: Learners' talking time while conducting group or pair activities

Table 3. 14: Learners' talking time while conducting group or pair activities

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
8. Learners' talking time while conducting group or pair activities	14	48.3%	10	34.5%	4	13.8%	1	3.4%	29	100%

To illustrate the above table, the highest percentage (48.3%) strongly agree that students talking time while conducting pair or group works in the oral session. Next, a considerable percentage of (34.5%) agree; however, (13.8%) are neutral, i.e., they talk in English while conducting group work and other times they do not. While only (3.4%) of the respondents disagree.

To sum up the above results, it is observed that the percentages prove students talk and speak in the English language while conducting classroom activities. Those who chose neutral seem to suffer from L1 interference. Furthermore, only one respondent [representing 3.4%] completely disagrees. Differently stated, students' talking time in their first language, i.e., Arabic, seem more dominant than English. This can be due to students' unawareness of the importance of speaking in English and the absence of guidance from the teacher.

Statement9: Learners manage turn-taking when answering teacher's questions or conducting group activities

Table 3. 15: Learners manage turn-taking when answering teacher's questions or conducting group activities

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
9. Learners manage turn taking when answering teacher's questions or conducting group activities.	12	41.4%	14	48.3%	3	10.3%	0	0%	29	100%

As it is clearly shown on the above table, the respondents' answers vary between strongly agree, agree, and neutral. The highest percentage (48.3%) agree that students manage turn-taking while answering questions and conducting peer/group works. Next, a great percentage of (41.4%) strongly agree that students manage turn-taking. Whereas only (10.3%) of respondents are neutral yet, no respondents disagree.

Accordingly, the majority of respondents agree that students manage-turn taking between each other. That is, they take turns with their classmates. This process occurs in a systematic, organized and managed way where students do not make noise or be crowded. The other respondents who are neutral claim that students manage turn-taking and sometimes they make noise and talk all at the same time, i.e., they fail to manage turn-taking between students.

Statement10: Learners' talking time only when the teacher asks questions

Table 3. 16: Learners' talking time only when the teacher asks questions

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
10. Learners talk only when the teacher asks questions	3	10.3%	7	24.1%	10	34.5%	9	31%	29	100%

The above table reveals that the highest percentage (34.5%) of respondents are neutral upon the statement that says learners talk only when the teacher asks questions. A percentage of (31%) disagrees, which highlights that students talk and express their thoughts and ideas but not until the teacher asks questions. Whereas respondents of (24.1%) agrees, and a percentage estimated at (10.3%) strongly agree upon the statement. That is, the surveyed students do not speak unless the teacher points at the student and asks him/her a question. This can be due to students being shy, afraid to commit errors/mistakes or simply they are not motivated to speak. For instance, those students who responded to the questionnaire find the topic boring to discuss or it is consumed extensively.

To sum up the results, respondents are mostly torn between neutral and disagree. In other words, they disagree that students do not speak unless the teacher asks questions. Students create a connection with their teacher where they talk, interact and discuss and classmates smoothly to create an enjoyable and pleasurable session.

Statement11: Classroom interaction improves learners speaking skill

Table 3. 17: Classroom interaction improves learners speaking skill

Options	Strongly agree		Agree		Neutral		Disagree		Total	
	Number	%	Number	%	Number	%	Number	%	N	%
11. Classroom interaction improves learners speaking skill	21	72.5%	7	24.1%	1	3.4%	0	0%	29	100%

Statistically speaking, a great deal of respondents (72.5%) strongly agree and support the fact that EFL classroom interaction improves EFL learners' speaking skill. The other respondents (24.1%) agreed upon the statement as well. Only one respondent (3.4%) is neutral. They claim that classroom interaction is important but not the only aspect needed for students to develop their speaking skill. However, no respondent (0%) seems to disagree

Consequently, classroom interaction has an overall benefit because it develops students' oral proficiency and speaking. Hence, interaction helps students to practice their language orally so they can discover their mistakes and errors, reduce the fear of talking, public speaking and ultimately gain self-confidence.

3.5.4.3. Section Three: Learners' Speaking skill

Item8: Is speaking in English difficult?

Table 3. 18: Difficulty of speaking English

Option	Number	%
No	25	86.2%
Yes	4	13.8%
Total	29	100%
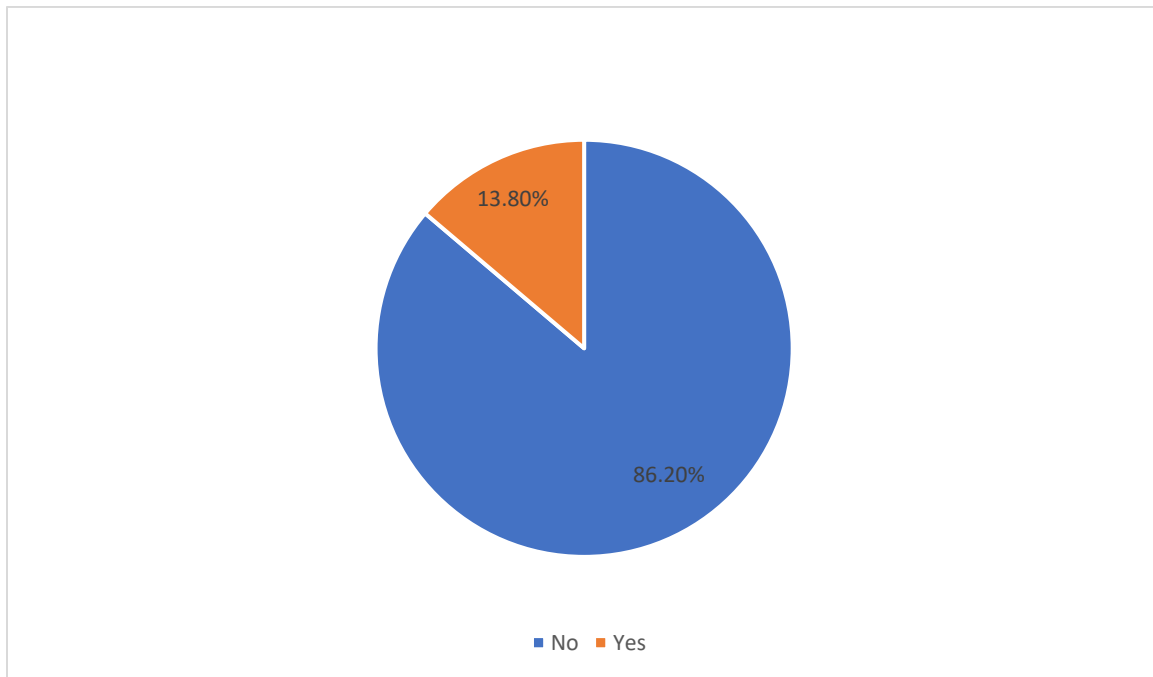
Graph 3. 7: Difficulty of speaking English

This question was asked to respondents so that they can give their views about whether speaking English considers a difficult task to accomplish or not. As the table indicated, the majority of respondents 25, which they represent (86.2%), noted that speaking English is not difficult. While 4 respondents that represent (13.8%), claim that speaking in English is a difficult task to achieve. Overall, the level of difficulty to speak English is minimal.

Respondents' Justifications if they choose "yes"

The respondents mentioned a list of reasons why speaking English is difficult. They agree that in order to master speaking English it takes a long time because students consider as foreign language learners, since their first language is Arabic. Also, students need extensive practice in speaking, and practice in the classroom is not sufficient. Furthermore, students need to interact with native speakers not only with each in order to see how English is spoken by native speakers.

Item9: Major difficulties in speaking English that learners may face

Table 3. 19: Major difficulties in speaking English that learners may face

Option	Number	%
Being shy and afraid of making mistakes	16	55.2%
Being silent and have less motivation to speak	8	27.6%
Having less chance to speak because of a large group	5	17.2%
Inability to express ideas in English and experience loss of words	8	27.6%
All the above	7	24.1%
Total	29	100%

Q9. What are the major difficulties in speaking that you as a learner may face?

29 responses

Being shy and afraid of making mistakes	16 (55.2%)
Being silent and have less motivation t…	8 (27.6%)
Having less chance to speak because of …	5 (17.2%)
Inability to express ideas in English o…	0 (0%)
All the above	7 (24.1%)
Inability to express ideas in English o…	8 (27.6%)
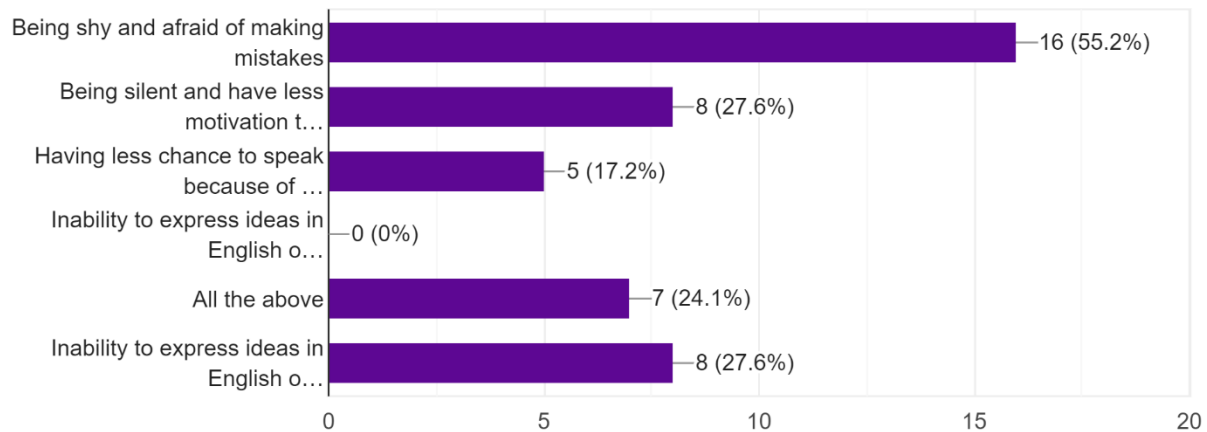
Histogram 3. 2: Major speaking difficulties that learners may face

To simplify what the displayed graph and table indicated, we proposed to respondents some major difficulties that may prevent EFL students from speaking in the classroom and affect negatively to the improvement of their oral proficiency. Initially, the highest percentage of the respondents (55.2%) stressed that the major difficulty that students may face is the fact that they are shy and afraid of making mistakes, whereas the rest of the percentages were almost close to each other. Two percentages (27.6%) were divided between two "difficulties", the first is the difficulty of keeping silent and having little motivation to participate in speaking activities. In other words, students have nothing to say or share their ideas unless they were forced to speak. The second is the option "All the above". This means that the respondents think that EFL students could encounter all the difficulties when it comes to speaking in the classroom. However, no respondent (0%) has chosen the difficulty of the inability to express ideas freely

and experience the feeling of being "lost for words". This could be a claim that students do not have a lack of vocabulary, finding appropriate words, and mastery over the language.

The overall results disclose that the students' major difficulty is being shy and afraid of making "silly" mistakes in the classroom. This means that it is related to personal, socio-cutural, and psychological factors that prevent students from speaking in the classroom. Moreover, students face difficulty in being less motivated which prevents them from speaking and sharing their ideas. Yet, (inability to express ideas in English) was not classified by the respondents, which shows that students may have acquired language competence. Therefore, teachers should work with students on their psychological inhibitions in order to allow them to speak and interact more in the classroom.

Item10: Respondents' views on which aspects of speaking is more important

Table 3. 20: Respondents' views on aspects of speaking

Option	Number	%
Accuracy	4	13.8%
Fluency	5	17.2%
Both	20	69%
Total	29	100%

%

13.80%

17.20%

69%

■ Accuracy ■ Fluency ■ Both
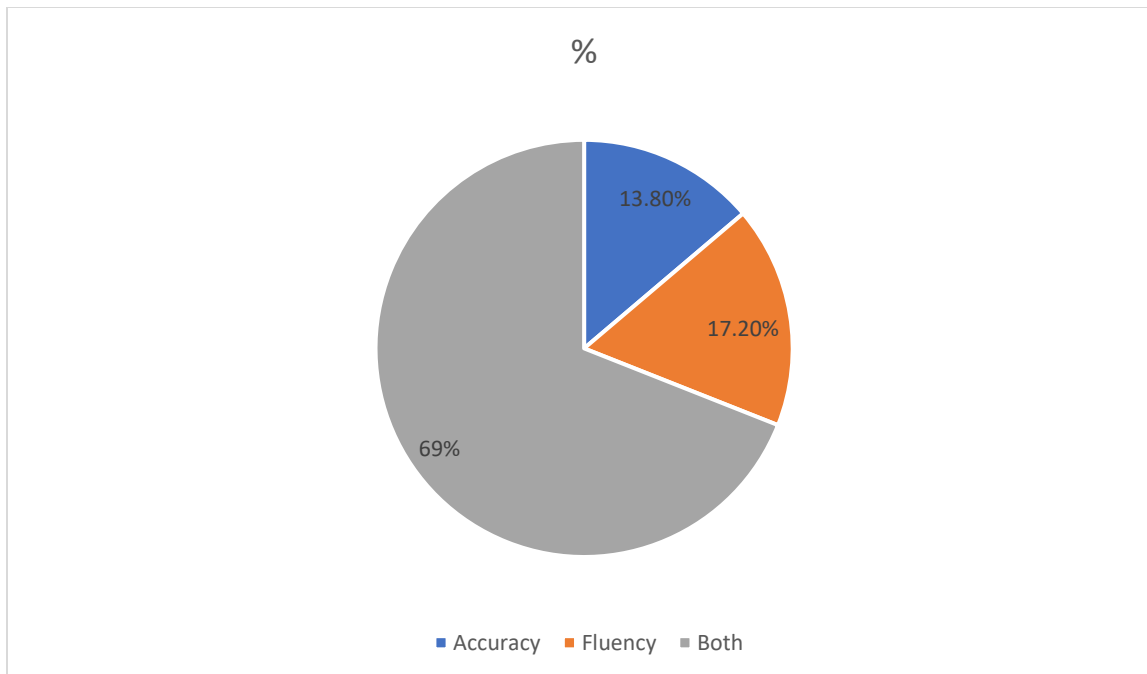
Graph 3. 8: Respondents' views on aspects of speaking

As it is shown in the above table and graph, the highest percentage (69%) declared that both aspects of speaking (accuracy, fluency) are equally important. However, (17.2%) of respondents consider fluency the most important aspect i.e. to speak rapidly without making pauses while interacting with others. While a percentage of (13.8%) refers to those who stressed that accuracy is more important than fluency. In other words, the ability to speak perfect, error-free grammar, vocabulary, and language in general.

Consequently, the above results confirm that EFL students try to master and balance these two aspects, fluency and accuracy. They want to be able to speak and interact with others without experiencing the feeling of being at loss for words or making pauses to think of words. Also, to be able to speak perfectly, choose the most appropriate words, say the correct grammatical structure, and make fewer mistakes and errors.

Respondents' justification of their answers

This sub-question objective is to verify respondents' arguments on which aspect of speaking is most important to them. To begin, the respondents who chose *accuracy*, claim that their purpose of learning to speak English is not to speak rapidly or as native-like. The major aim is to deliver a correct utterance without making mistakes and deliver a speech that is understood by others, and especially when it comes to the academic field. On the other hand, the respondents who chose fluency over accuracy think that language is based on communication. That means in order to communicate with others and interact with them you need to be able to speak without giving importance to deliver perfect structures or preventing grammar mistakes. They add claim "it is known that someone who is fluent he/she can successfully make a good interaction with anyone on any situation or topic". Also, when someone is not fluent, he/she makes stammers, stuttering, and pauses while speaking this will lead the listener to feel bored and lose interest of interacting. The majority of respondents who chose both "accuracy and fluency" stated that both work and they are interrelated. Without accuracy the speaker's ideas cannot be understood, the meaning may not be delivered as he/she wants, and without fluency, the speaker cannot achieve mastery of speaking and cannot easily speak and interact with anyone.

Item11: Respondents' views on which classroom communicative activity they enjoy the most

Table 3. 21: Respondents' favorite classroom communicative activity

Option	Number	%
Role-play	1	3.4%
Classroom discussion	22	75.9%
Oral presentation	3	10.3%
Group works	3	10.3%
Total	29	100%
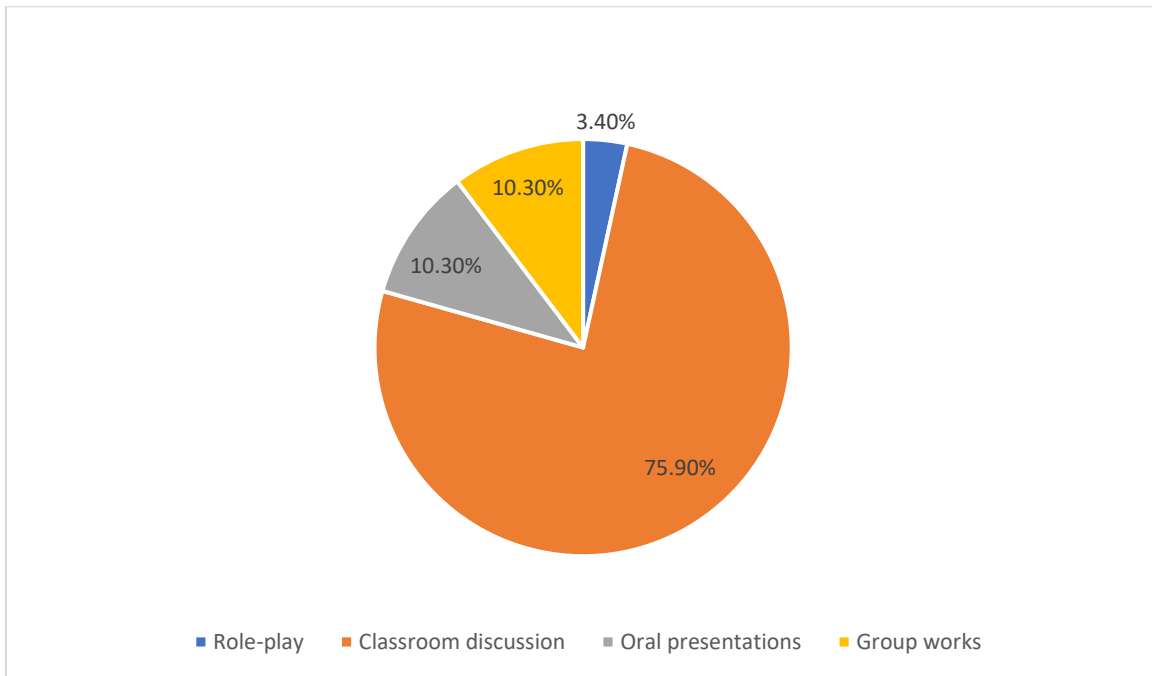
Graph 3. 9: Respondents' favorite classroom communicative activity

The findings reveal that 22 respondents which represent (75.9%) chose classroom discussion as their favorite interactional classroom activity. While the rest of the respondents were divided between the other two activities. Two percentages (10.3%) were equally divided between oral presentations and group work. However, only one respondent (3.4%) who chose

role play. Hence, the majority of respondents are likely to prefer classroom discussions over the other activities, which proves that discussion is key for interaction and increases students' motivation to talk and speak.

Respondents' justifications

Respondents were requested to provide a justification for their answers on why they prefer a certain classroom communicative activity over the others. The majority of respondents who chose classroom discussion illustrated a number of reasons. Classroom discussion gives the surveyed students the opportunity to interact and discuss with one another freely. Discussion leads to sharing ideas and getting knowledge from different perspectives and multiple views and opinions. It allows students to speak spontaneously, to trigger critical thinking and to think of arguments, and to evaluate others' opinions. Also, it increases collaborative, organized exchange in a conversation among classmates, allows students to speak more and the teacher's role is to intervene whenever he/she needs to give feedback on students' mistakes and errors. Students, therefore, overcome their anxiety to speak to others. Students have a unique chance to boost their knowledge through others' ideas and the information that they provide.

Other respondents, those who chose oral presentations claim that it is advantageous because students are free to choose any topic that interests them, have more time at home to prepare, and talk about it their way, use their creativity and competence to deliver it also it is beneficial for isolating students who prefer to work on their own, whereas respondents who preferred group work, they think that it is less daunting because some students do not only rely on themselves but the rest of the group as well and benefit from their task engagement. However, the only respondent who chose role play stated that it was enjoyable and entertaining in adopting a character and interacting with other members.

Item12: Respondents' views about classroom communicative activities

Table 3. 22: Respondents' views about classroom communicative activities

Option	Number	%
Yes	24	82.8%
No	0	0%
Maybe	5	17.2%
Total	29	100%
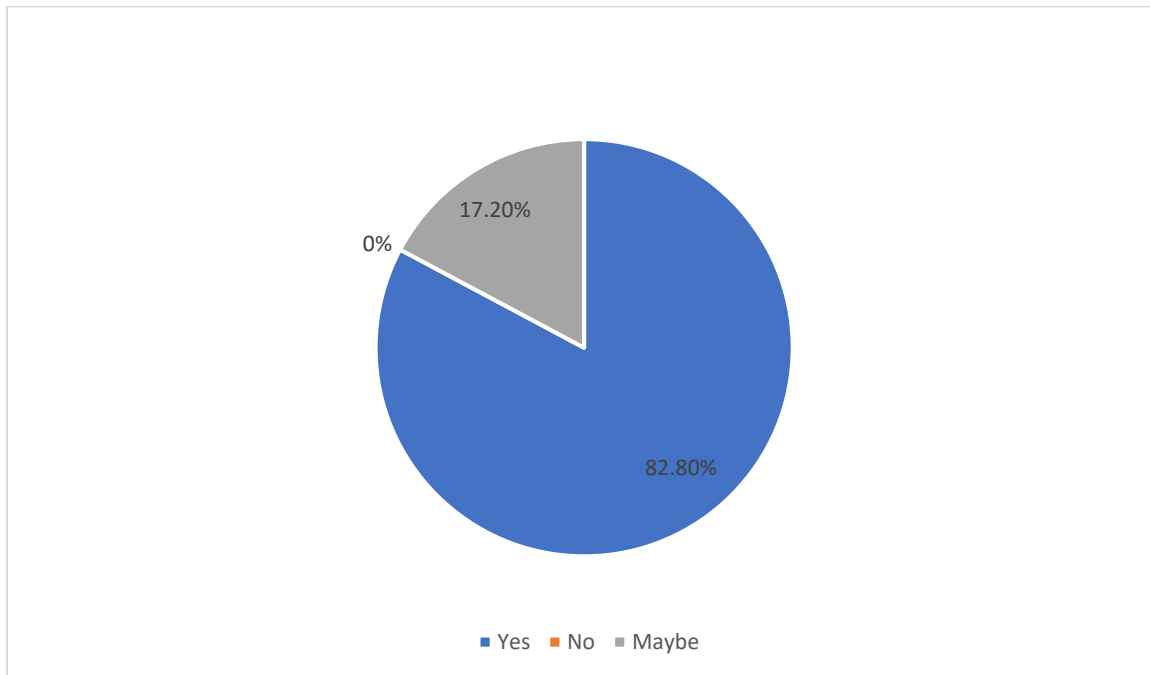
Graph 3. 10: Respondents' views about classroom communicative activities

The reason behind this question is to know if the respondents found improvement in their speaking skill after using these classroom communicative activities. According to what the table and graph show, the majority of respondents (82.8%) stated that it is (yes), those classroom

communicative activities helped them to interact with one another and improve their speaking skill, while (17.2%) of respondents claimed that they are not sure that these classroom communicative activities helped them to improve their speaking skill. This can be due to many reasons, EFL students do not have enough chance to speak, lack of motivation or the topics are boring and not interesting. However, no respondent (0%) answered (no). As a result, classroom communicative activities are helpful for students to practice their speaking skill, interact with others effectively in order to develop their language.

Respondents' Justifications of their Answers

Respondents were asked to justify their choices. Since the majority of respondents answer affirmatively, they pointed out that classroom communicative activities reduced students' shyness and gradually start to be comfortable and confident to speak with others. These activities urged students to be more active instead of just sitting and listening passively. Collaborative learning is not interrupted until the end of the session. Committing errors and making mistakes is not a matter of interrupting from speaking but a key for students to correct each other's errors/mistakes. Also, the more the students have a chance to interact and speak, the more they improve their communicative skill, i.e., speaking.

On the other hand, those who answered "maybe" justified that they do not have a chance to use these classroom communicative activities. In other words, they seem to interact and speak less in the classroom. Also, it depends on the themes selected by the teacher or the students, when the topics are not interesting, students avoid participating.

From the respondents' justifications, it may be claimed that classroom communicative activities are fundamental to the students to develop their interactional skills to improve their

speaking skill, reduce shyness and enhance students' self-confidence to be comfortable speaking with others as well as gain fluency and accuracy in their L2.

Item13: Respondents' opinion on the competence they want to develop

Table 3. 23: Respondents' views on the competence they want to develop

Option	Number of times	%
Grammatical competence	7	24.1%
Discourse competence	6	20.7%
Sociolinguistic competence	6	20.7%
Strategic competence	3	10.3%
All the above	20	69%
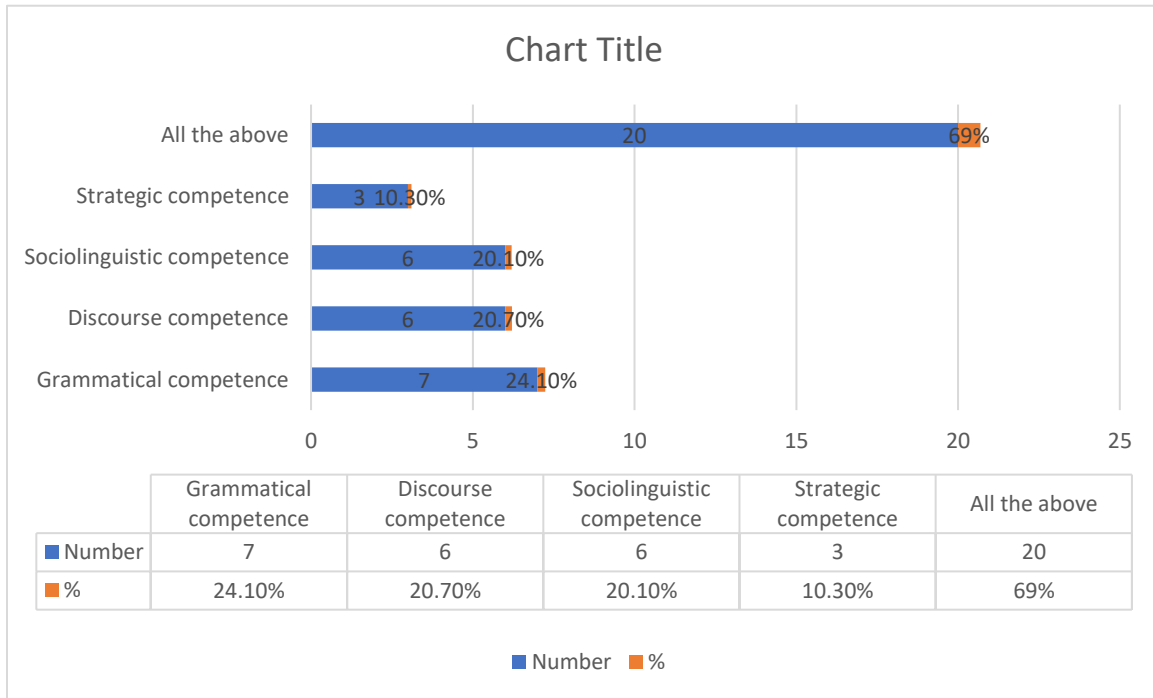
Graph 3. 11: Respondents' views on the competence they want to develop

Q13. In order to speak well, what competence should be developed?
29 responses

Grammatical competence	7 (24.1%)
Discourse competence	6 (20.7%)
Sociolinguistic competence	6 (20.7%)
Strategic competence	3 (10.3%)
All the above	20 (69%)
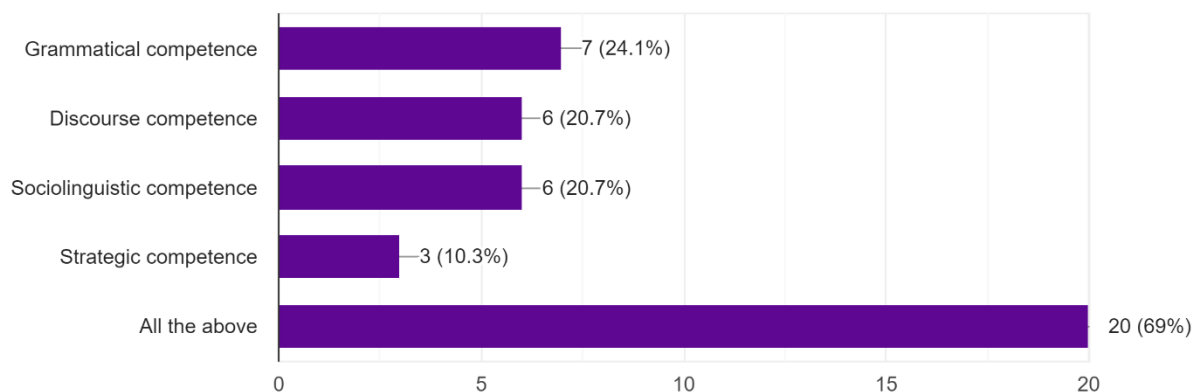
Histogram 3. 3: Respondents' views on the competence they want to develop

The main goal behind addressing this question is to know what competence that interest students more when it comes to speaking. Is it the ability to speak perfectly? perfect grammar structures and perfect accuracy? Or to have a perfectly cohesive and cohesion over the language, or to use the language that is acceptable in a certain society? Or to be able to correct and prevent from communication breakdowns during interacting with others, in order to sound fluent or like a native speaker?

As it is clearly observed in the table and graph, the majority of respondents (69%) selected "All the above" meaning that they need all these competencies in order to have proficiency in their speaking skill. The other choices as well gained a considerable percentage. Respondents of (24.1%) listed grammatical competence, which means that to speak perfect grammar and to be accurate is important when it comes to speaking. In addition, (20.7%) of respondents listed both discourse and sociolinguistic competence. That means that they care

most about the ability to be coherent and use cohesion in language and use the language that is

acceptable in a certain society. However, only (10.3%) of the respondents listed strategic

competence. It is obvious from the results that the students need all the competencies combined

together, because they work with each other in order to complete oral proficiency.

Item14: The need for listening skill to develop speaking skill

Table 3. 24: The need for listening skill to develop speaking skill

Option	Number	%
Yes	29	100%
No	0	0%
Total	29	100%
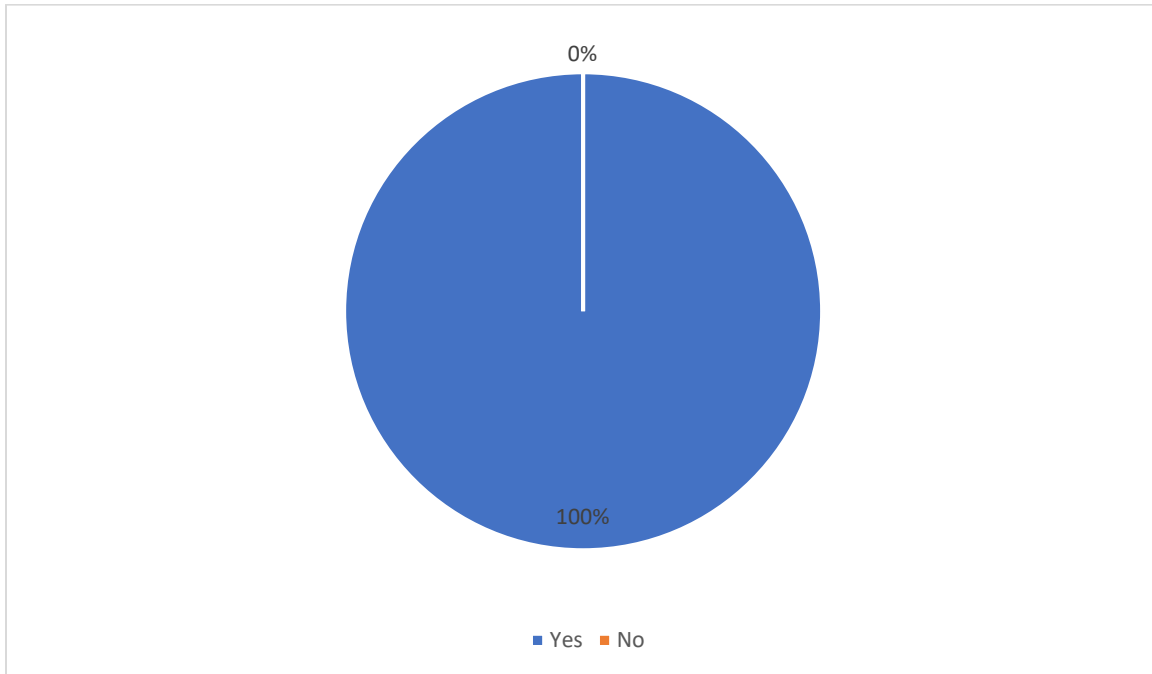
Graph 3. 12: The need for listening skill to develop speaking skill

This question aimed to know respondents' attitudes about the role of listening skill in order to improve students' speaking skill because listening and speaking skill are interrelated.

Statistically speaking, all respondents (100%) approve that listening skill interrelated to speaking skill and it is important in developing oral proficiency of students. Obviously, no respondent disapproves upon the statement. Consequently, there is a total need for listening skill. A claim could be boldly put a student who is a good listener he/she is a good speaker.

Respondents' justification

Since all the respondents agree that listening skill is interconnected with speaking skill. They provided a great number of arguments. Respondents stated that through the imitation of language structures and words, students are able to improve pronunciation, vocabulary bank, besides, they may even learn the cultures of others. Listening enables students to know how to pronounce well, learn new ways of convincing and ways of discussing with others. It also helps to improve students' fluency and to sound like a native speaker. The amount of input that a student receives will be related to the output he/she produces. So, a better listener is a better speaker.

Item15: The role of age when it comes to developing speaking skill

Table 3. 25: The role of age when it comes to develop speaking skill

Option	Number	%
Yes	18	62.1%
No	11	37.9%
Total	29	100%
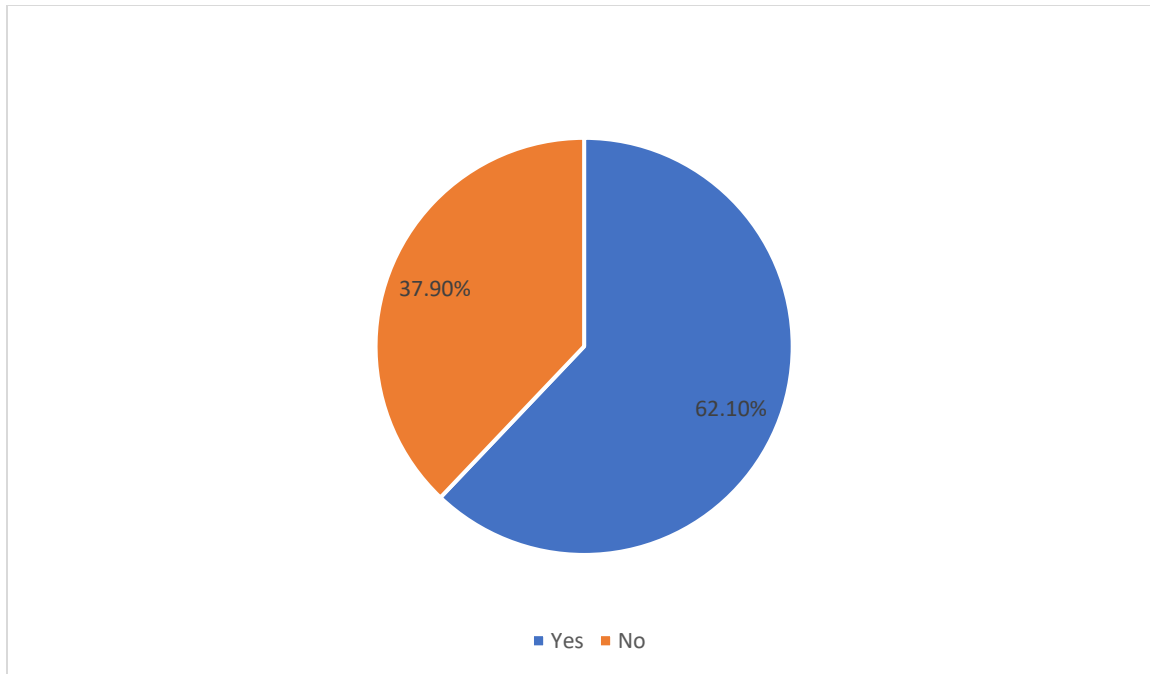
Graph 3. 13: The role of age when it comes to developing speaking skill

The aim of asking this question is to gauge respondents' opinions about the matter of age, whether it is important in developing students' speaking skill or not.

From what has been mentioned in the table and graph above, a considerable percentage of (62.1%) refers to those respondents who selected "yes" which means that age does matter and it is important in whether someone will improve or not his/her speaking skill. However, a percentage of (37.9%) claim that the role of age is not important in whether improving or not students' speaking skill. That means a child is equally like an adult when it comes to developing speaking skill. From the results it can be deduced that age is important when it comes to developing skill. More precisely, in speaking skill a child is likely to develop his speaking skill in a short amount of time than adults would.

Respondents' justification

The respondents were asked to give an explanation of their responses. The majority who said "yes" provided some arguments, which outline that young children tend to be fast learners. Therefore, they achieve good speaking skill in a brief time (critical age) and through practice, unlike adult learners. In other words, the earlier children start learning a foreign language the better. In addition, young learners are more capable of storing language structures, unlike adults who take a long time because they have been exposed to their mother tongue or another language for a long time. Furthermore, age is very important because there is a stage called the critical stage when the child can grasp more information and memorize faster but when it comes to adults it is too difficult. On the other hand, respondents who chose "no" claim that age does not matter, i.e., it is not important because having oral proficiency is just a matter of imitation, dedication (extensive practice), and motivation. Others stated that it may be harder for adults to master speaking than young children but it is not impossible.

Item16: Respondents' attitudes about Adults have less advantage to develop their speaking skill than young children

Table 3. 26: Respondents' attitudes about adults' ability to develop their speaking skill

Option	Number	%
Strongly agree	14	48.3%
Neutral	11	37.9%
Strongly disagree	4	13.8%
Total	29	100%
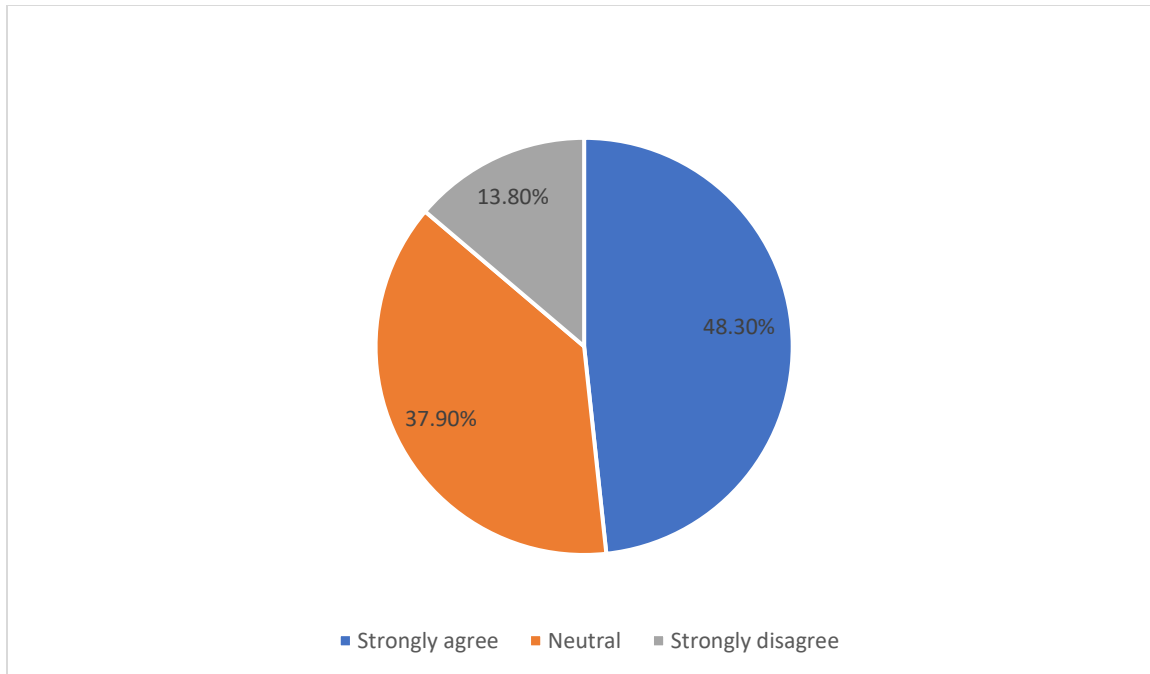
Graph 3. 14: Respondents' attitudes about adults' ability to develop their speaking skill

The aim of this question is to verify the respondents' views that adults face more difficulties than young people when it comes to improving their speaking skill.

From the data gained in the table, the highest percentage of respondents (48.3%) strongly agree that adults have less advantage in developing, while (37.9%) of respondents are neutral. This may mean it is not certain that adults have fewer chances to develop their speaking skill. They could have more oral proficiency than young children. For instance, if adults had exposure to a host country, they have a more chance to be like a native speaker. However, the rest of the respondents (13.8%) strongly disagree. They claim that age does not matter in order to gain oral proficiency, also children and adults have an equal chance of improving their speaking skill.

Item17: Respondents' views on the importance of acquiring sociocultural knowledge to improve learners' Speaking skill

Table 3. 27: Respondents' views on the importance of acquiring sociocultural knowledge

Option	Number	%
Yes	20	69%
No	9	31%
Total	29	100%
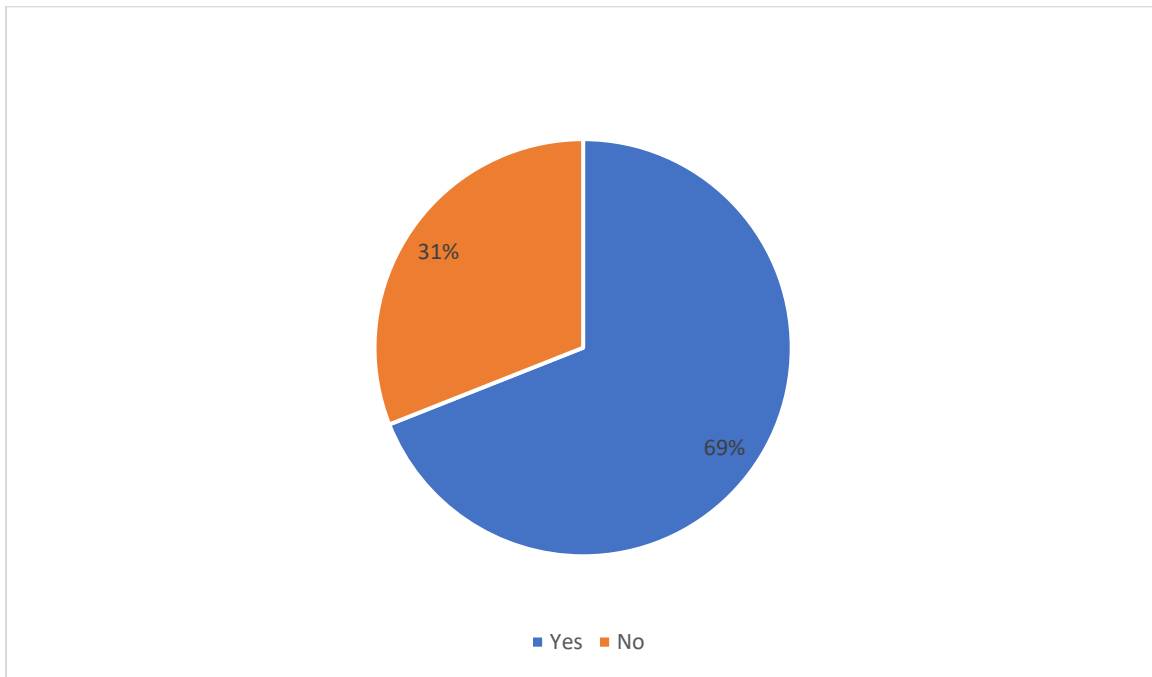
Graph 3. 15: Respondents' views on the importance of acquiring sociocultural knowledge

The main goal of asking this question is to know the respondents' attitudes on whether sociocultural knowledge of a certain society plays a major role in improving the speaking skill and interaction among EFL learners.

From what has been mentioned in the table above, a considerable percentage of (69%) refer to the respondents who said "yes" which means that they agree that sociocultural knowledge plays a major role to learning a new language and developing oral proficiency.

Nevertheless, a percentage of (31%) refers to those who asserted that sociocultural knowledge does not have any connection in improving speaking skill. This means, in the process of learning to speak English, it is only based on pronunciation and imitation of words and utterances.

The researcher deduces, therefore, that EFL learners need to gain sociocultural knowledge in order to make a successful interaction and improve their speaking performance.

Respondents' justification who answered "yes"

Since the respondents who answered "yes" asked to justify why sociocultural knowledge improves learners' speaking skill, they highlighted some major arguments. The respondents asserted that sociocultural knowledge allows EFL students to deal with situations in different contexts relying on the culture of the target language. Another argument the respondents stated is that any language is attached to its society and culture. For instance, proverbs and idioms. EFL learners cannot understand them unless they are aware of the social and cultural settings. The respondents add, sociocultural knowledge plays a significant role in the language, it is important to avoid taboos and other conversations that might lead to misunderstandings with natives. Moreover, the culture of a certain society is essential in order for students to interact with their ideas, emotions and desires, and with what is suitable, and proper to a certain setting, place, community and group of people. Without sociocultural knowledge, there will be a barrier of misunderstandings between students. Both parties need to master this knowledge. To sum up, knowing the sociocultural conventions of a language allows students to convey their views or ideas in an appropriate manner, and the more knowledge they have they more they can speak and interact.

Item18: Respondents' views on how does interaction in the classroom enhance learners speaking skill

Since respondents already agreed that classroom interaction plays a major role in improving EFL learners' speaking skill, they were asked to give their explanation of what exactly happens. EFL students are able to share freely their views with the teacher or classmates. They introvertly incited to speak, correct their mistakes, improve their pronunciation, build self-confidence and reduce shyness. In addition, when the interaction is dominated by students, it will create a positive atmosphere in which students are in control but with the guidance of the teacher. Moreover, when students have a chance to talk, this means that they feel more motivated to talk more. Hence, they become involved in the assignment.

3.5.5. Discussion and Interpretation of the Findings

The analysis of students' findings provides different information and valuable responses that supported our hypothesis. From students' responses, it reveals that respondents are mostly females more than males, which means that females are more interested in learning English. Besides, the researcher deduced that respondents' level in English is between average and good. Precisely, the level is acceptable to be a university student.

In addition, students' responses highlighted that the Oral expression session consisted of a considerable amount of interaction. This means that the teacher and students have a clear idea about the importance of interaction in the classroom. In the same vein, when students asked to select the type of interaction that is dominate in the classroom, most of them selected teacher-learner interaction. Therefore, the teacher takes part in classroom interaction and not allowing students to be dominate.

In the same path, students asked to select a favorable type of interaction. Surprisingly, the majority selected teacher-learner interaction, which caused a contradiction. The researcher deduced from students' justification that they prefer the teacher to be included, he/she plays a

role of a guide, source of feedback, and works collaboratively with students because he is the most knowledgeable person in the classroom. Yet, students' response does not match with the following question concerning the amount of talking time, students agreed that learners' amount of talking time should be increased and not the teacher's talk. This contradiction that occurred is referred as counter-intuitive which it does not represents the whole population. Also, this contradiction shows that students are unfamiliar with teacher-students interaction and learner-learner interaction type, and rely more on the teacher rather than students be centered.

Moreover, students agreed that classroom interaction is highly essential and they are more interested in talking and communicating than learning grammatical structures of language. This means that students have a positive idea about the role of classroom interaction and its benefits on teaching and learning.

More Importantly, when the researcher asked respondents about the difficulty of speaking, the majority confirmed that speaking is not difficult. Yet, when they were asked to select the dominant difficulty that a student may possibly face during the classroom assignments, most of them chose shyness and fear of making errors/mistakes. Hence, speaking in the classroom is not difficult, what only prevents students from talking and interaction is the socio-psychological factors. Also, they asserted that they do not favor fluency over accuracy and vice versa, respondents agreed that both go hand in hand. Thus, students want to speak accurately and be fluent in order to interact with others in any situation.

Furthermore, students are likely to prefer classroom discussion when it comes to their favorite communicative classroom activity, they agree that it is fundamental in developing their speaking skill. According to the respondents' justification, classroom discussion is spontaneous, students are free to talk with their classmates as well as the teacher, it also reduces shyness and

allows introverted students to participate. Furthermore, students agree that age plays a role in developing speaking proficiency, the results show that adults have less advantage than young children in improving speaking.

All in all, the feedback that has been obtained contributed positively to gaining the validity of the research hypothesis. Precisely, EFL learning at the University of Biskra requires some major changes concerning the strategies of teaching in order to benefit learners' achievements. More importantly, it shows that teachers need to adopt classroom interaction since it confirmed that it is an effective strategy in enhancing students' speaking skill. Hence, students are able to reduce their shyness to interact and speak in the classroom with more confidence, engage in the classroom, and overcome stage and public speaking fear.

3.6. Summary of the Results

The major aim of the study is to investigate the role of classroom interaction as a strategy to develop EFL students' speaking skill, as well as, see the effectiveness of this strategy among EFL students. Hence, the researcher gained credible results by using methods to gather data which are: a classroom observation to three sessions of a group five (5), and a questionnaire administrated to third year EFL students.

Initially, through this study we aimed to develop EFL students' speaking skill through suggesting the strategy of adopting classroom interaction. Besides, the study attempted to know the meaning of speaking skill, and its role in teaching-learning from EFL students' views.

As a first gathering tool, the classroom observation findings reveal that interaction in the classroom is adopted but not to a great amount. Precisely, the overcrowded classroom created

some noise rather than interaction between students among themselves or with the teacher. Yet, students and the teacher worked collaboratively to create a suitable environment for learning.

In the same vein, the observation shows that the Oral expression session requires some solutions in order to create a successful learning and teaching setting. The classroom is required to consist no more than twenty-five (25) students, so they can develop their interactional and speaking skills. Since students have only one session per-week it created a problem of overcrowded classroom where learning is difficult to achieve. According to the observation it is required from both students and teachers to be aware of developing the speaking skill and the importance of classroom interaction. Both parties need to work collaboratively in order to create a successful learning/teaching environment.

As a second gathering tool, students' questionnaire results walk in the same path as the classroom observation in some points. Students revealed that they prefer Teacher-Student interaction than Learner-Learner interaction as it was observed which created it somewhat a contradiction. This was referred as counter-intuitive and it does not match to the whole population.

Nevertheless, the questionnaire' results proved the familiarity of students with the speaking skill and its importance on their oral performance. Additionally, the data highlighted students' agreement on the benefits of classroom interaction as a strategy to develop their speaking skill. Also, students are able to reduce their shyness to interact and speak in the classroom with more confidence and engage in the classroom speaking.

To conclude, the data that is gathered from both tools was beneficial, valuable, and useful which contribute the validity of research hypothesis. More precisely, it demonstrated that classroom interaction is an effective strategy to be adopted for both teachers and students; hence,

it helps students to reduce their shyness to interact and speak in the classroom with more confidence, engage in the classroom, and overcome the fear of public speaking. Moreover, the results triggered to be aware of the importance of the speaking skill and proved the successfulness of classroom interaction as a strategy to develop EFL students' speaking skill.

3.7. Synthesis of the Findings

The acquired results from the two tools lead to the achievement of this synthesis. Both tools showed somewhat similar results which was useful in answering the research questions and test the validity of the hypothesis concerning the role of classroom interaction in developing EFL learners' speaking skill. Students stated their views and awareness of the importance of the speaking skill. Likewise, it is seen as well in the live data that was gathered from classroom observation; however, students seem to prefer to interact with the teacher more than interact among themselves. This caused a contradiction of students' answers and the data that was gained from the classroom observation.

Likewise, both of the methods confirmed the validity of the research hypotheses, in which the classroom observation and students at M.K.U of Biskra provided a positive view on the use of classroom interaction as a strategy to increase students' practice and confidence, as well as reduce shyness/fears to interact more. Hence, it is beneficial for students to develop their speaking skill.

To conclude, the study results answered all the research questions and achieved all the study aims; as well as, the research hypotheses have been confirmed. Additionally, both the classroom observation and students highlighted the role of the speaking skill in EFL teaching-learning and its importance for students' success. Furthermore, it has confirmed that EFL

students have a positive attitude toward the use of classroom interaction as a strategy due to its major role in enhancing students' speaking skill.

Conclusion

This chapter has been devoted to the fieldwork of the study that consisted of two parts. The first part focused on the theoretical background of the research methodology of the study. For instance; research approach, population, sampling, and data collection methods. The second part sought to check whether the use of classroom interaction as a technique improves EFL learners' speaking skill from the real-life situation side and students' feedback and opinion. Furthermore, it dealt with detailed data analysis, interpretation and discussion of findings.

Limitations of the Study

In conducting the research, the researcher faces some issues that interrupted the research progress. To begin, the students refuse to answer the questionnaire; precisely, the questionnaire was administrated online, so it took long time to gather the number that is needed. The researcher had to contact each student in order to answer the questionnaire. Furthermore, on the light of government announcement related to the pandemic of Covid-19, the people were in quarantine, therefore, the continuation of the research process was slow-going for months. In other words, the researcher issued with contacting face to face with the supervisor, students, and colleagues.

General Conclusion

General Conclusion

The current study sought to shed light on improving learners' speaking skill through the role of classroom interaction strategy. Hence, this research attempted to answer all the research questions in addition to the hypothesis's validity, which highlighted that if EFL students used classroom interaction, their speaking skill will be enhanced.

The study consists of three chapters, the two main chapters were devoted to the theoretical part of the study; while, the third chapter was dedicated to the study framework. To begin, the first chapter is devoted to highlighting all the elements, components and characteristics of classroom interaction. To be precise, it dealt with a general of classroom interaction (definitions and emergence). Furthermore, it dealt with teacher's and learners' talk, as well as types of interaction, and finally, some major classroom interactional activities.

The second chapter sheds lights on the speaking skill with in-depth study and understand its nature. It discusses the definitions of speaking skill and its importance. In addition, it reviews different factors effecting speaking and communication, components of speaking, as well as principles and elements of speaking skill. Furthermore, it highlights the types of speaking and the major difficulties that learners face when it comes to speaking in English.

The last third chapter is devoted to the study framework. Initially, this chapter dealt with the practical part of the study that presented a literature review about the research methodology (research approach, population and sampling, and data collection methods). Then, it shifted to data analysis and interpretation in addition to the discussion and summary of the study findings.

To achieve the study's aim, the researcher dealt with mixed-method. To collect data the researcher opted for two data collection methods; a classroom observation, which has been done

on group 5 of Third-year students at Mohamed Khider Biskra university, and a questionnaire, which has been administered to (29) EFL students.

Initially, the obtained results that gathered from the classroom observation and the questionnaire proved that students have positive feedback and opinion about the use of interaction in the classroom as a strategy to enhance speaking skill. Also, that is what was observed in real-life situations in the classroom.

To conclude, it can be deduced that the role of classroom interaction is effective in enhancing EFL students' speaking skill. This strategy can be used to reduce the shyness of introverted students and allow them to speak as well as reduce students' fear of the stage, public speaking, and fear of making errors and mistakes. It allows students to increase their self-confidence but more importantly, it improves students' oral proficiency and masters the English language.

Pedagogical Implication

The Speaking skill is considered the most important of the four skills and the base for successful EFL teaching and learning. Speaking skill can be affected by many factors such as: students' unawareness, ignorance, psychological fears, and lack of practice. Therefore, the researcher suggests a series of recommendations, in regard to reduce the difficulties in speaking skill and enhance EFL students' awareness about the role of this skill, which will help them to develop it.

Recommendations for Teachers and students

- Teachers should opt for more interaction in the classroom because it is a crucial strategy to develop students' speaking skill.

- Teachers should encourage students to speak, increase their talking time and work collaboratively with them.

- Teachers should create a comfortable environment for students where they do not feel afraid or shy to speak and interact.

- Teachers should use modern materials and new classroom activities which is suitable for the purpose of increasing interaction and speaking to make enjoyable sessions where students do not feel bored.

- Students need to be aware of the importance of the speaking skill and work intensively to develop it.

- Students need to be aware of the significance of interaction. So, they need to interact more in the classroom rather than keep quiet for the whole session time.

- Students should encourage themselves and try to overcome their psychological fears of making mistakes, and shyness of speaking in front of the classroom.

Recommendation for Policy Makers

- It is recommended to reduce the number of students in the classroom because overcrowded classroom prevent students from reaching a successful interaction.

- It is recommended to set the schedule of Oral expression session in the morning rather in the afternoon because students feel more energetic and focused in the morning.

- It is recommended to make two (2) sessions of Oral expression per-week instead of one, so students will be divided into two groups to prevent overcrowded classroom.

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Appendices

Appendix 0 1: Classroom Observation Checklist

Third year students of English department at Biskra University.

Categories of Classroom Observation

Rating scale:

A: Always.   B: Often.   C: Rarely.   D: Never

Sections	Categories	A	B	C	D
General Observation	1. The Physical Setting is comfortable, organized and clean where, learners are able to speak and interact normally. 2. Learners are aware of the objectives and goals that are stated by the teacher. 3. The teacher uses different classroom activities such as (Role play, oral presentation and discussions). 4. The use of different classroom materials. 5. Adaptation of teacher-learner and learner-learner interaction.				

Teacher-learner Observation	1. The teacher motivates and encourage learners using positive expressions (good, excellent, well done). 2. The teacher answers questions of learners whenever he is asked. 3. The teacher provides students with comprehensible input. 4. Teacher's amount of talk is high comparing to learners. 5. The teacher corrects learners' mistakes and errors.				
Learner-learner Observation	1. Learner' amount of talk is high. 2. Learners speak accurately. 3. Learners speak fluently. 4. Learners participate in the classroom. 5. Learners mange turn taking whenever they speak with each other. 6. Learners express their ideas and thoughts freely without hesitation or difficulties.				

Appendix 0 2: Students' Questionnaire

Dear Students,

The following Questionnaire attempts to investigate the data of a master dissertation on "the role of Classroom interaction in enhancing learners' Speaking skill" at Mohamed Kheider University of Biskra. You are kindly requested to complete this questionnaire by tick (✓) on the box (es) you choose and justify your answers whenever it needed. This following questionnaire will keep you anonymous and it is only needed for research purposes.

Prepared by:

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Academic Year, 2019-2020

Section One: General Information

Q1. Would you specify your gender?

    a. Male ☐   b. Female ☐

Q2. How do you consider your level in English?

    a. Excellent

    b. Good

    c. Average

    d. Below average

Section Two: Learners' interaction in the Classroom

Q3. Is there enough interaction in your Oral expression session?

    a. Yes ☐   b. No ☐

Justify your answer please

……

……

Q4. What type of interaction is dominated in your classroom?

    a. Teacher-Learner interaction ☐

    b. Learner-Learner interaction ☐

Explain why please

……

……

Q5. Which type of interaction do you prefer?

    a. Teacher-Learner interaction ☐

    b. Learner-Learner interaction ☐

Q6. In your view, what amount of talk should be increased?

    a. Teacher's talk ☐   b. Learners' talk ☐

Justify please

………

………

Q7. Please answer each question in the box that matches your perception

Options	Strongly agree	Agree	Neutral	Disagree
1.Interaction in the classroom is essential.				
2.The teacher talks less in the classroom.				
3.The teacher Asks questions frequently.				
4.The teacher provides feedback when learners commit errors/mistakes.				
5.The teacher provides meaningful input.				
6.The teacher gives opportunities for learners to interact.				
7.You are interested in learning communication than learning grammatical structures.				

8.Learners talk in English while conducting group or pair activities.				
9.Learners manage turn-taking when answering teacher's questions.				
10.Learners talk only when the teacher asks questions.				
11.Classroom interaction improves learners speaking skill.				

Section Three: Learners' Speaking Skill

Q8. Is speaking in English difficult?

a. Yes ☐   b. No ☐

If yes, please justify

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Q9. What are the major difficulties in speaking that you as a learner may face?

a. Being shy and afraid of making mistakes   ☐
b. Being silent and have less motivation to speak   ☐
c. Having less chance to speak because of a large group   ☐
d. Inability to express ideas in English or experience loss of words ☐
e. All the above   ☐

Q10. What aspect do you give importance when it comes to Speaking?

a. Accuracy ☐   b. Fluency ☐   c. Both ☐

Justify please

………

………

Q11. What classroom activity you enjoy the most?

   a. Role play ☐   b. Classroom discussion ☐

   c. Oral presentation ☐   d. Group work ☐

Justify your choice please

………

………

Q12. Do you think these classroom activities help to develop students' speaking skill?

   a. Yes ☐   b. No ☐

Explain your answer please

………

………

Q13. To acquire Speaking proficiency, what in the following competences should be developed?

   a. Grammatical competence ☐
   b. Discourse competence ☐
   c. Sociolinguistic competence ☐
   d. Strategic competence ☐
   e. All the above ☐

Q14. Do you need Listening Skill in order to speak well?

   a. Yes ☐   b. No ☐

Please justify

………

………

Q15. Does age play a big role when it comes to enhancing speaking skill?

a. Yes ☐　　　　b. No ☐

Justify your answer please

………

………

Q16. Adults have less advantage to develop their Speaking skill than young children

a. Agree ☐　　　　b. Neutral ☐　　　　c. Disagree ☐

Q17. Is acquiring sociocultural knowledge essential to improve the speaking skill?

a. Yes ☐　　　　b. No ☐

If yes. Explain please

………

………

Q18. In your view, how does classroom interaction help in developing learners' speaking skill?

………

………

If you have any further comments or suggestions please write it down

………

………

Thank you for your time and collaboration

الملخص

من المتوقع أن يتمتع الطلبة في المستوى الجامعي بالقدرة على المشاركة في المحادثات والتحدث باللغة الإنجليزية بعفوية. ومع ذلك ، يعتقد طلاب اللغة الإنجليزية بجامعة بسكرة أنهم يواجهون صعوبات في التحدث والتفاعل. ويرجع ذلك إلى قلة الأداء الشفهي داخل القسم وخارجه ، والاعتماد في كثير من الأحيان على اللغة الأم وكذلك الخوف من ارتكاب الأخطاء والخجل في التحدث أمام الجمهور. الهدف من هذه الدراسة هو استكشاف دور التفاعل في الفصل الدراسي كأسلوب لتعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية. لذلك ، افترضنا أنه كلما زاد تفاعل الطلاب في الفصل الدراسي ، ستتعزز مهارة التحدث لديهم. لاختبار صحة فرضياتنا ، يتم إجراء دراسة وصفية باستخدام نهج نوعي لجمع البيانات وتحليلها وتفسيرها. تم جمع هذه الأخيرة من خلال أداتين مختلفتين ، الأولى تمثلت في ملاحظة لبيانات حية في حجرة الدراسة للمجموعة الخامسة (5) لثلاث (3) جلسات. أما الأداة الثانية فتمثلت في استبيان تم إجراؤه على تسعة وعشرين (29) طالبًا في السنة الثالثة. أثبتت نتائج الدراسة أن كلاً من ملاحظة لبيانات حية للقسم واستبيان الطلاب أنهم يتفقان على أهمية التفاعل في الفصل الدراسي في تطوير مهارة التحدث لدى الطلاب. ومنه تأكدت نتائج الدراسة صحة فرضياتنا.و في الختام ، يوصى بأن يطبق الأساتذة المزيد من التفاعل في القسم واستخدام تقنيات التي تركز على أداء الطلاب حتى يتمكنوا من التحدث والتفاعل بحرية.