MOHAMED KHEIDER UNIVERSITY - BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE

MASTER DISSERTATION

Letters and Foreign Languages

English Language

Language Sciences

Submitted and Defended by:

SASSOUI Yasmine

The Role of Classroom Interactions in Developing

EFL Students' Communicative Competence

Case of First Year Master Students at Mohamed Kheider University of Biskra

A dissertation submitted to the department of English Language and Literature as a partial fulfilment of the requirements for the degree of Master degree in Science of Language

Broad of Examiners

Prof. Ahmed Chaouki Hoadjli	**Professor**	**Chairperson**
Dr. Manel Triki	**MCA**	**Supervisor**
Mrs. Moussaoui Nadjet	**MAA**	**Examiner**

Academic year: 2022/2023

DECLARATION

I hereby declare that this dissertation represents my work which is entirely original to me and was not previously submitted to this or any other institution for a degree, diploma, or other qualifications.

It was completed after I registered for the Master degree at Mohamed Kheider University of Biskra, Algeria.

Certified

Ms. Yasmine SASSOUI

Date:

DEDICATION

In the name of Allah, the Beneficent, the Merciful.

Thanks to Allah for giving me the strength and patience to finish my work and to be here.

To convey my thanks to all those who participated in different ways to this study's success, I would like to dedicate this dissertation to my parents who have been my source of support, encouragement, attention, and love during my study career until my research was fully finished.

To my sister Manel, my brothers Raouf and Aissa, and my only bestfriend Sara who I consider as another sister, thank you for being always beside me, helping, inspiring, and supporting me all time.

Deep debt of gratitude to my supervisor Dr. Manel Triki who guided and facilitated my work.

To my aunties for the support, strength, and self-confidence that they gave to me.

Finally, I would like to thank my precious cats and dog for loving me and being with me.

ACKNOWLEDGEMENT

My sincere and special gratitude goes to my respectful supervisor Dr. Manel Triki, who has been a great source of support, guidance, and information. May Allah reward her for being patient with me.

Special thanks and appreciation go to the jury members, Prof. Ahmed Chaouki Hoadjli and Mrs. Moussaoui Nadjet.

Thanks should also go to the participants for their time and willingness to share their experiences which have been helpful in my research.

I am grateful to everyone who has supported and helped me during this process.

Abstract

The current study examines the role of classroom interaction in developing first year Master EFL students' communicative competence at Mohamed kheider University of Biskra. This research lies on the challenges that face students in developing their communicative competence to have an effective communication in the classroom. The major purpose of the study is to investigate the effectiveness of classroom interactions in developing students' communicative competence. Therefore, the research aims to make both teachers and students aware of classroom interaction's importance and rise its use to help improving students' communicative competence. It is hypothesized that students' communicative competence could be improved through classroom interactions. In this regard, a questionnaire is given to thirty (30) master one students of English in Mohamed Kheider University, in addition to a classroom observation of two groups of first year Master at Mohamed Kheider University. The researcher aims to get students' points of view about the role of classroom interactions in developing their communicative competence and its importance. The results show that most of students are aware of the importance of developing their communicative competence, and they know that classroom interactions play a significant role in this process. The findings of students' questionnaire and classroom observation reveal that classroom interaction is important and plays a significant role in enhancing students' communicative competence.

Keywords: Communicative competence, classroom interaction, EFL teachers, EFL learners.

LIST OF ABBREVIATIONS

CC: Communicative Competence

CI: Classroom Interaction

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

CLA: Communicative Language Ability

ST: Students

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

General Introduction

Introduction

Learning English as a foreign language could be a hard task for learners. The development of EFL students' communicative competence is one of the most important parts in the process of learning and teaching English language. To develop learners' communicative competence teachers always try to use different methods. Recently, teachers focus on using classroom interactions to improve students' communicative competence.

Sundari (2017) mentions "Classroom interactions has been a central issue in teaching and learning English in the era of communicative language teaching" (p.147). In other words, classroom interactions and communicative competence are interrelated to each other.

Fahad. K (2012) investigates the development of students' communicative skills through classroom interactions. The aim of his study is to develop communicative competence through interactions inside classroom. He chose two groups: First group contains 10 students recently graduated from English Language University Department of ThiQar in Nasiriyah city in Iraq. The second group contains 10 graduates of EFL from Private Nasiriyah Institute for English Language Teaching. To conduct the study he gave the two groups a topic for discussion in two different times using English only. The results which were based on observation showed that graduates of the private institute are more fluent and proficient in using the target language, because they were previously given wider opportunity to interact and communicate in their classroom.

1. Statement of the Problem

One of the main challenges that face First year EFL Master students and teachers in Algeria is developing the students' communicative competence (CC). CC is the learner's ability to communicate effectively and successfully with others. Many learners face several problems in improving their communicative skills using the target language. Teachers have always been looking for functional strategies or techniques to help their students enhance their communicative competence.

Previously, teachers used to give their students the linguistic information or the basic rules to make them produce correct utterances during communication, but it was not that helpful in improving the learners' CC. Therefore, rising classroom interactions could be suitable to overcome this obstacle. Teachers have to devote sessions to make their students interact with each other and with the teacher who will give them the opportunity to communicate effectively in classroom.

1. Research Questions

This study seeks to answer the following questions:

RQ1. How can classroom interactions improve students' communicative competence?

RQ2. What is the importance of classroom interactions in developing students' communicative competence?

2. Research Hypothesis

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

RH1. It is hypothesized that if students are fully aware of classroom interaction's importance (all its types), they will use it to enhance their communicative competence.

RH2. It is hypothesized that if classroom interaction is enhanced, students will be able to communicate fluently and they will not have problems to express their thoughts or opinions.

3. Aims of the Study

This study aims to:

- Investigate the effectiveness of classroom interactions in developing students' communicative competence.
- Make both students and teacher aware of the importance of classroom interactions.
- Try to rise the use of classroom interactions to help improving students' communicative competence.

4. Research Methodology
• The Analysis Procedure

In this study, the researcher plan to be employed is qualitative method to acquire and collect data using classroom observation and a questionnaire for students. The researcher will observe two groups of students during three different sessions in different times. The first session is a group work presentation in which students will prepare a presentation of a specific subject given by the teacher of course and each group contains at least three students, they will present their subject and discuss it with other students and their teacher. In the second session, a normal lecture where the teacher sometimes asks some questions

to each student to answer it individually. And the third one is a classroom discussion about a specific subject given by the teacher and he/she will be a helping hand in this discussion. In addition, a questionnaire was given to students to know their opinions and the results will be included in the desertion.

- **Data Collection Tools**

The main research tools are classroom observation which will be on first year master students of English classroom at Mohamed Kheider University of Biskra, where the researcher observes how students react in classroom with each other and with their teacher. In addition, a questionnaire was given to 30 students to collect their opinions.

- **Populations and Sampling**

The target population of this study is first year master students who are enrolled in the academic year 2022/2023. The sample population is 50.This population has been chosen for the following reason: first, they have an experience of three years as English students so they can communicate using it, and second they are aware of different interactions that happen in the classroom. The representative sample is about thirty (30) learners in the same group.

5. The Research Structure

There are three major chapters in this research study. The first two chapters cover the theoretical background of the study, while the third chapter covers the practical work.

The first chapter is about students' communicative competence: its definitions, communicative ability, speaking skill, how it is affected by classroom interactions.

The second chapter is concerned with classroom interactions: its definitions, types, aspects, and importance.

The last chapter contains the practical work, it deals with the analysis of classroom observation and students' questionnaire, and the discussion of researcher' results and findings.

Chapter One: Communicative Competence

Introduction

Over the past few years, improving learners' communicative competence through classroom interaction has been a crucial part of the teaching and learning process. It is argued that classroom interaction is said to help foster communicative competence. The first chapter seeks to present a historical background of Communicative Language Teaching (CLT) and its principles and characteristics. Then a general over view of learners' communicative competence in classroom is provided. This chapter after clarifying Communicative Language Teaching approach to make it more perceptive, it goes through various definitions of communicative competence (CC). Following that a discussion of its models. Since speaking is considered as a crucial skill in the teaching and learning process, a basic overview of speaking within the context of communicative competence is provided.

1. Communicative Language Teaching

1.1 Historical Background

There is a demand for high-quality language instruction due to the global demand for English. The necessity to understand and master it has significantly expanded as a result of its internationalisation and growing importance. Students set high standards for themselves when learning it, and as a result, they anticipate outstanding instruction from teachers (Richards, 2006).

In an effort to establish a comprehensive and cogent method that would meet the demands of language learners, efforts have been made over the years to investigate novel approaches to teaching second languages. Methods have been developed based on the

manner in which the language is presented, the order in which and degree to which the various language abilities are emphasised, and the specification of learning activities. A syllabus or lesson plan based on grammatical complexity and communicative usefulness has typically been incorporated in techniques (Horwitz, 2008).

The first approaches (Grammar Translation, Audio-Lingual Method, and Direct Method) tended to place more of an emphasis on language structure through drills and role-playing with pupils. Although these techniques are still in use, they have previously been found to be unsatisfactory because they do not promote fluency and spontaneity in everyday interactions. They prioritize grammatical competence as the foundation of language competency because their theory is that language may be taught by habit development. Then followed the input techniques (Natural Approach and Total Physical Response), whose goals were to improve the pupils' listening abilities under the assumption that this has an impact on language proficiency.

These methods permit a period of silence during which the student absorbs the language in order to use it later. Both are predicated on the idea that students speak when they are ready. It differs from earlier approaches in that it does not emphasize grammar. However, it employs the target language as a medium of instruction, necessitating gestures, visuals, props, and dramatic flair as well as a teacher with the right attitude and abilities. The teacher may find this to be rather demanding.

The Communicative Language Teaching (CLT) Method was developed in response to the ever-increasing need to address the shortcomings of these older approaches. Noam Chomsky (1957, 1965), who criticized behaviorist and structuralist theories of language acquisition, is the original proponent of CLT. He contends that each

statement generates new language, refuting the notion that language is only comprised of structures. Instead, there are set rules and parameters that can be used to create an endless number of language forms (Grenfell & Harris, 1999). This means that there existed an underlying syntactic framework that enables individuals to communicate using a common grammar. The diversity of the surface structure, which consists of the various languages spoken worldwide, has no effect on this deep structure

To adapt language training to students' communicative and functional needs, Communicative Language Teaching (CLT) was developed in Europe in the 1970s. Its origins can be traced back to the adoption of the Situational Language Method in the British language teaching tradition. This approach attempted to teach fundamental grammar in context. It was discovered, nonetheless, that this approach did not permit interactions to be creative. There was a necessity to learn the language itself. This was in part a response to Chomsky's proof that the originality and creativity of spoken sentences could not be explained by the way language is currently structured. Similarly, British Applied linguists recognized the need to place more emphasis on communicative skills than on structures (Richards & Rogers, 2001).

As a result, in 1971, a team of academics studied the creation of language courses in which learning activities were divided into smaller units that matched the needs of the students and were connected to the rest of the syllabus. The British linguist Wilkins aimed to suggest a functional or communicative role of language on the basis of which a curriculum could be constructed after taking into account the demands of European language learners. He looked at the communication meanings that learners must comprehend and articulate. He so emphasized meaning rather than the conventional

grammar-teaching method. He divided meaning into two categories: (2) categories of communicative function, and (1) notional (time, sequence, quantity, location, and frequency) (request, denials, offers, complaints). This led to the creation of the Communicative Approach, or CLT, in Great Britain, along with the work of other applied linguists and teaching experts (CLT).

The emergence of the CLT approach made the focus shifts to linguistic fluency, where mistakes and errors are seen as an essential component of the teaching and learning process. Through CLT, students can utilize and create intentional speech in a variety of contexts.

1.2 Communicative Language Teaching Principles

There are several principles of Communicative Language teaching. To start with the meaning which is given a prime importance, the major goal of CLT is to enable students to comprehend the writers' and speakers' intentions and expressions. Moreover, Littlewoold states that "one of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view" (1981:1). In another word, There are a finite number of sentence patterns in each language. Learners cannot communicate in the target language by only mastering such phrase structures. The student must learn how those structures' communication features work. Teaching language should incorporate all language skills, not just one. It implies that a communication approach should include reading and writing as well as speaking. Also, language teaching is based on a view of language as communication. Through it, speakers make meaning and communicate for a specific purpose, whether orally or in writing. Furthermore, The

CLT approach places less emphasis on students' errors and mistakes, because it is more concerned with helping learners communicate. In other words, as long as the students can effectively communicate their message, it is not necessary to correct their mistakes (Ankitaben, 2015).

1.3 Communicative Language teaching Characteristics

Brown (2007) gives four interconnected characteristics of CLT:

1) Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.

2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish hose purposes.

3) Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.(p.241)

2. Communicative Competence

Competence has become a top priority for both ESL and EFL teachers and students.In one of the earliest treatments of competence in the literature, Chomsky (1965) makes a

distinction between "competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations) [emphasis in original]" (p. 4).

Chomsky (1965) claimed that performance deviations from the ideal in performance do not indicate competence: "A grammar of a language purports to be a description of the ideal speaker-hearer's intrinsic competence" (p. 4). Chomsky's view is that production faults may therefore be connected to one of the many factors, such as competence, that influence performance.

Hymes (1972) objects to Chomsky's formulation because he believes Chomsky leaves out practically all of the socioculturally significant information. Hymes (1972) advances, "the goal of a broad theory of competence can be said to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior [emphasis in original]" (p. 286). Well-intentioned, grammatically accurate locutions may be misunderstood due to communicative interference brought on by sociolinguistic differences such as register, lexico-syntax, or pragmatics across dialects of a language or between separate languages (Hymes, 1972). The objective of the encoded message and the impact of the decoded message will not be the same when an L2 speaker does not comprehend how a native language (L1) speaker will take up a message.

Much of the subsequent study in CC has been influenced by Hymes' (1972) idea. The four criteria for CC that Hymes uses to explain his theory are possibility, feasibility, appropriateness, and occurrence.

1) Possibility refers to the grammatical viability of a locution.

2) If the interlocutors are unable to employ the locution due to psycholinguistic issues like memory impairment or an inability to interpret several nested phrases, this is referred to as feasibility.

3) Appropriateness: if a locution is appropriate, it conforms to the cultural norms for the desired engagement in that situation.

4) Occurrencerefers to whether the locution is made or not. As Hymes (1972) writes, "Something may be possible, feasible, and appropriate and not occur" (p. 286).

"Communicative competence" consists of two words are "competence," which serves as the main word, and "communicative." Competence canrelate to knowledge, skill, and/or language capability. Communicative, being communicative entails interacting and exchanging. Learners should comprehend the linguistic, sociolinguistic, and sociocultural facets of the target language in order to communicate successfully in that language. As a result, individuals can communicate using the target language for the appropriate purpose in the appropriate setting. In other words, a learner can be communicatively competent.Being able to communicate effectively is what is meant by communicative competence, and the grammatical rules of language as well as the sociolinguistic rules of language use are both aspects of communicative competence (Sabri, 2018).

Linguists define Communicative Competence differently:

- For Chomsky (1965), competence is "the ideal speaker-listener knowledge of his language"(p:3). He maintained that the goal of linguistic theory is to define the

speaker's and listener's abstract capacities that allow them to construct grammatically accurate sentences.

- .According to Hymes (1972), communicative competence includes both sociolinguistic competence and grammatical competence. He has stated that "there are rules of use without which the rules of grammar would be useless" (Hymes, 2001, 60).and defined communicative competence as "the tacit knowledge" of the language and "the ability to use it for the communication" (p: 16).

- Savignon (1972) defined communicative competence as "the ability to function in a truly communicative setting" (p: 8).This indicates that her perception of communicative competence is similar to Hymes' (1972). Since no one can function in real-world situations with just grammatical competence, she views communicative competence as the capacity for functioning in communicative settings. This is very different from Chomsky's (1965) definition of linguistic competence.

- Terrel and Krashen (1983)claime that the use of language in social conversations without grammatical analysis is referred to as communicative competence .Instead of placing a priority on grammatical competence, they related communicative competence to communication. This indicates that communication displays communicative competence. They maintained that the improvement of communicative skills ought to be the main objective of language learning.They arrived at a principle that "language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (Krashen and Terrell 1983:55).

- According to Canale and Swain (1980), communicative competence is a synthesis of the knowledge and abilities required for communication. According to this perspective, communicative competence comprises a variety of competencies, as did Hymes and others. Here, knowledge is defined as one's understanding of the various facets of language and language use, while competence is defined as the capacity to apply the knowledge to actual communication.

- Widdowson (1978) uses the terms "Usage" and "Use" to characterize communicative competence. Usage refers to one's knowledge of language rules, and Use refers to one's ability to use that knowledge for effective communication.

3. Models of communicative Competence

The concept of Communicative Competence has developed over years, and different scholars offered different models of communicative competence.. Major models of communicative competence can be listed as follows:

• Canale and Swain's model (1980)

• Canale (1983)

• Bachman's model (1990)

• Celce-Murcia, Dornyei, and Thurrell'smodel (1995)

• Littlewood's model (2011)

3.1 Canale and Swain's Model (1980)

The two Canadian applied linguists Michael Canale and Merrill Swain proposed this communicative competency model in the first issue of Applied Linguistics in 1980.

Canale and Swain agree with Hymes' criticism of Chomsky's notion of competence - performance distinction in that it leaves no room for consideration of the appropriateness of sociocultural significance of an utterance in the situational and verbal context in which it is used. They make reference to the weak or neural and strong versions of Chomsky's competence recognized by Campbell and Wales (1970).The proposed model by Canale and Swian include four main dimensions/ competences : grammatical competence, sociolinguistic competence, and discourse competence, and strategic competence.

➢ **Grammatical Competence** : it refers to the mastery of the language code. Target language characteristics and rules, such as vocabulary, word formation, sentence formation, pronunciation, spelling, and linguistic semantics, are covered by this component. Such competence focuses specifically on the skills and knowledge required to understandand articulate precisely the utterance's literal meaning.

➢ **Sociolinguistic Competence :** this competence adresses the communacator's ability to understand, use, and produce language appropriately in different sociolinguistic contexts depending on contextulfactors (participants, settings, topic,…)

➢ **Discourse Competence:** this competence is concerned with combining grammatical form and meanings to achieve a unified spoken or written language across genres (ability to be coherent and cohesive).

➢ **Strategic Competence:** it refers to the ability to use language to achieve communicative aims (ability to solve communication problems when they arise).
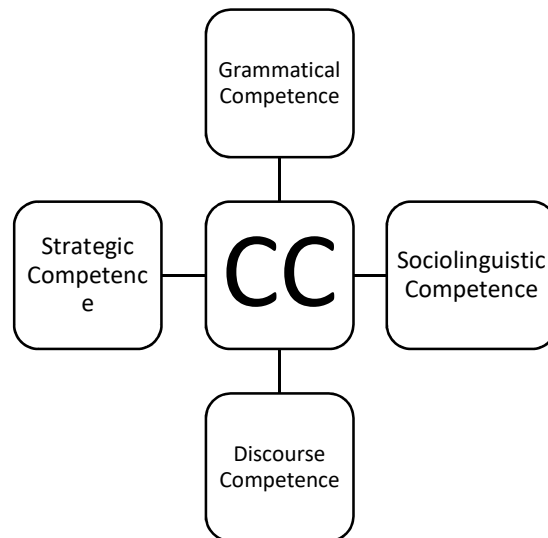
Figure 1:*Canale and Swain's Model of CC*

3.2 Canale's model (1983)

Three years after Canale and Swain's model of communicative competence, Canale revised it and proposed another model that is a four-components model. First, Grammatical competence, for Canale (1983), is concerned with "features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics" (p. 7). Second, unlike the previous Canale and Swain's model,sociolinguistic competence addressed both sociocultural rules and rules of discourse, "addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction (p. 7).Third,Discourse competence is concerned with the combination of ideas cohesively and coherently. Fourth, strategic competence has increased to include mastering verbal and non-verbal communication strategies.

3.3 Bachman's Model (1990)

After the model of CC proposed by Canale and Swain, another framework have been proposed to CC by Bachman (1990). To describe his notion Bachman used the term Communicative Language Ability, this framework consists of three components : Language competence, strategic competence, and psychological mechanism. But bachman focuses on the first component .

The first component of CLA is language competence which is divided into organizational and pragmatic competence.The former concerned with grammatical and textual competence. Grammatical competence is concerned with controling language ability, and textual competence correspond to discourse competence in Canale's model. Pragmatic competence is concerned with "the relationship between utterances andthe acts or functions that speakers (or writers) intend to perform through these utterances" (Bachman, 1990, p. 89). Pragmatic competence includes illocutionary competence and sociolinguistic competence.Illocutionary competence involves knowledge and skill in using language functions. Sociolinguistic competence is the second component of pragmatic competence, it is defined by Bachman as : " the sensitivity to, or control of the conventions of language use that are determined by the features of the specific language use context; it enables us to perform language functions in ways that are appropriateto that context" (p.94), it involves the capacity to interpret ultural references and rhetorical devices as well as sensitivity to variations in dialect or variety, register, and naturalness.
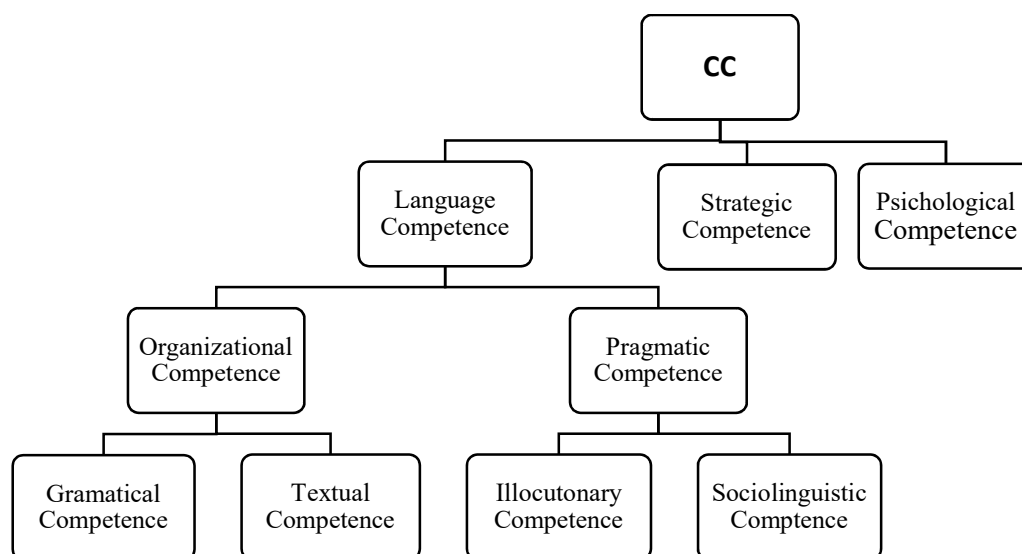
Figure 2: *Bachman's Model of CC*

3.4 Celce-Murcia, Dornyei, and Thurrell's model (1995)

As an extension to Canale and Swain's (1980) and Canale's (1983) models of communicative competence, Celce-Murcia, Dornyei, and Thurrell (1995) proposed another one. Their model includes five components of communicative competence: Discourse, linguistic, pragmatic, sociocultural, and strategic.

Discourse competence refers to the choice, sequencing, and arrangement of words, structures, sentences, and utterances to produce a coherent and cohesive spoken or written text. It is thought to be highly relevant to communicative competence.

Celce-Murcia et al. (1995) claim that discourse competence is the core construct of the framework. They also replaced grammatical competence with linguistic competence, because they estimate that this competence contains phonology, lexis, syntax, and morphology. Pragmatic competence is defined as the ability to express and comprehend communicative intent, or to match actional intent with linguistic form based on an

inventory of verbal schemata that have illocutionary force. In other words, pragmatic competence includes knowledgeof language functions and knowledge of speech act sets.Sociocultural competence is the ability of a speaker to convey ideas effectively within the larger social and cultural framework of communication, taking into account the pragmaticfactors associated with variation of language use. Strategic competence in this model is the learner's knowledge of communication strategies and how to use them especially when resolving communication breakdowns.
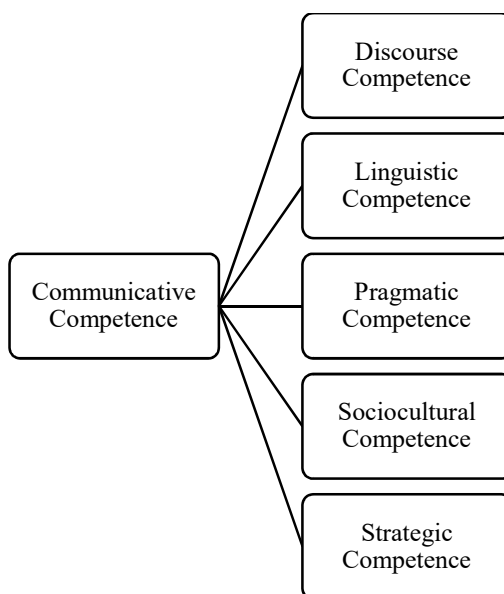
Figure 3: *Celce-Murcia, Dornyei, and Thurell's Model of CC*

3.5Littlewood's model (2011)

The most recent framework of communicative competence is the model proposed by Littlewood (2011). He also buildshis framework on the model of Canale and Swain (1980) and Canale (1983) and develops it by including a fifth component. The component of Littlewood' model are:

- **Linguistic competence:** comprises the knowledge of vocabulary, grammar, semantics and phonology that have been the focus of second language learning.

- **Discourse competence:** allow speakers to engage in continuous discourse. For example: linking long ideas in long written texts, taking part in interaction, opening and closing conversations.

- **Pragmatic competence**: allows speakers of second languages to transmit and interpret meanings in real-world contexts, even when they run into difficulties because of knowledge gaps.

- **sociolinguistic competence**: is the ability to use language effectively in social contexts, such as conveying the proper levels of formality, directness, and other characteristics.

- **Sociocultural competence:** is being aware of the cultural knowledge and presumptions that influence meaning-exchange and may cause misunderstandings in cross-cultural communication.

4. Speaking Skill and Communicative Competence

The process of teaching and learning English as a foreign language depends on acquiring the four foreign language skills: Listening, speaking, reading, and writing. These skills are interconnected and related to each other. The most important skill in this process is « Speaking » and it places the first rank in communication compared with the other skills.

- According to Richard (2008:19) in speaking, we usually focus on getting things done, exploring ideas, sorting out the world, or simply being together. If the

students are able to discuss and explore their ideas easily in English, it will be beneficial. It also makes it easier for students to acquire current information in several sectors, such as science, technology, and health and so on.

- According to Gert and Hans (2008:207), Speaking is defined as speech or utterances with the intention of the speaker being understood, and the receiver processing the statements to understand the speaker's intentions.

Mastering the art of speaking is an undeniably essential aspect when learning any foreign language. Speaking entails communicative competence, which is typically viewed as the understanding of how to use the linguistic system properly, at a functional level (Tarone, 1981). However, communicative competence is not sufficient alone. It calls for strategic competence and interactive skills that involve making communication decisions, while upholding desired relations with others (Bygate, 1987).

Conclusion

Being able to communicate effectively is one of the most important skills in the process of learning a foreign language. This chapter presented a historical background of Communicative Language Teaching and its principles and characteristics, defined Communicative Competence, discussed its models, and gave an over view of speaking skill within communicative competence. Communicative competence aims to make learners able to use language effectively and successfully in different contexts.

Chapter Two:

Classroom Interaction

Introduction

Interaction has long been seen as an essential strategy within the context of EFL learning and teaching. The presence of two or more participants, students and teacher, who work together to achieve communication is necessary for the process of learning a foreign language. Interaction is a method of learning generally and of developing linguistic abilities specifically. Since interaction is a crucial component of the discourse community framework, this chapter starts by providing a brief overview of the notion of interaction as a process that occurs in classrooms. It then discusses classroom interaction's types, aspects, and roles since it plays a crucial role. Finally, the role of teachers in classroom interaction will be briefly discussed.

1. Classroom Interaction

Communication is the main objective of learning a foreign language, and interaction is its center. Communicative process requires interaction between at least two people who are both familiar with a set of signs and semiotic conventions. Wagner (1994:8) defines the concept of interaction as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another". As a result, interactions do not happen only from one side; in order to establish communication, there must be mutual influence through the sending and receiving of signals. According to Goronga (2013), classroom interaction encourages student participation in the teaching and learning process. It indicates that student participation is encouraged by classroom interaction. In addition, classroom interaction involves more than just students participating in the teaching and learning process and

sharing their knowledge of a subject to one another; it also involves how each student feels about the other students in the classroom, and the types of speech that teachers and students use in class are called classroom interaction exchanges (Fibri, 2018).

2. Types of Classroom Interaction

Moore (1989) suggests three types of interaction which are classified as learner - instructor interaction, learner -content interaction, and learner - learner interaction. But despite the technology's great development, Hillman, Willis, and Gunawardena (1994) added a fourth type of interaction- learner-interface interaction and expressed it as the interaction that occurs between a learner and a technological medium. This research will focus on three types of interaction:

2.1 Learner-content interaction

Learner content interaction is defined as "the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind" (Moore, 1989). This type of interaction is specifically implemented in distance education, since distant learners are mostly supposed to study on their own. Bernard et al. (2009) represent the components which are involved in learner-content interaction like below (p. 1248):

– Reading informational texts,

– Using study guides,

– Watching videos,

– Interacting with computer-based multimedia,

– Using simulations or using cognitive support software,

- Searching for information,

- Completing assignments,

- Working on projects.

2.2 Learner-instructor interaction (or Teacher-student interaction)

Teacher-student interaction refers to the dynamics between teachers and students in the classroom (Englehart, 2009). Teacher-student interaction is directly associated with the idea of emotional support in the classroom, which is determined by attachment theory (La Paro, Pianta, and Stuhlman, 2004). According to Moore (1989), in this type of interaction the instructor aims "to stimulate or at least maintain the student's interest in what is to be taught, to motivate the student to learn to enhance and maintain the learner's interest, including self-direction and self-motivation" (p. 2).

To illustrate how the teacher and students interact with one another, the following diagram was created by Scrivener (2005: 85):

The Role of CI in developing ST CC
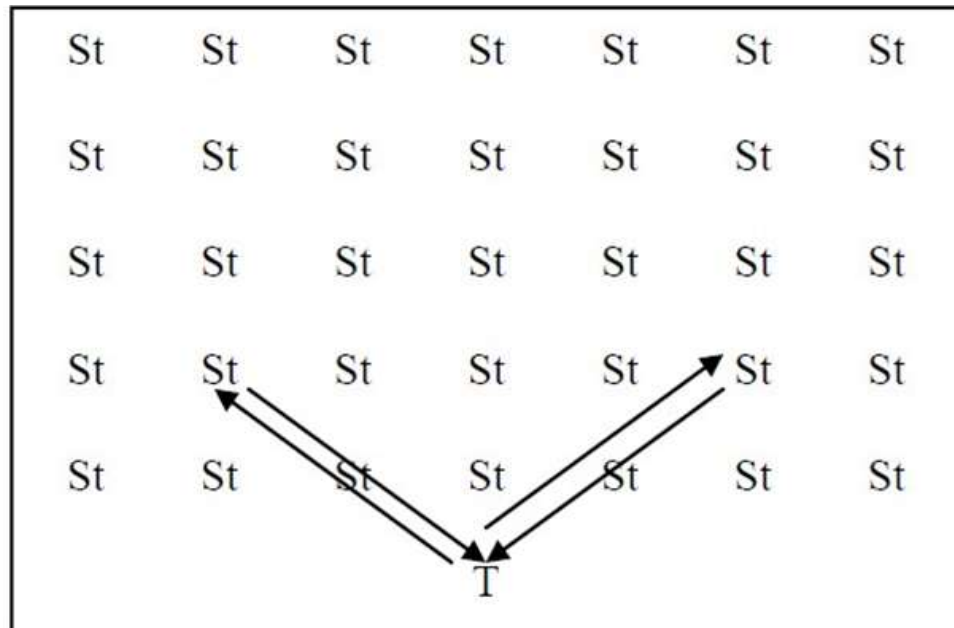
Figure 4 Interaction Between the Teacher and Students (Scrinvener, 2005).

Keys:

T   Teacher.

St   Student.

The teacher interacts with the student.

The student interacts with the teacher.
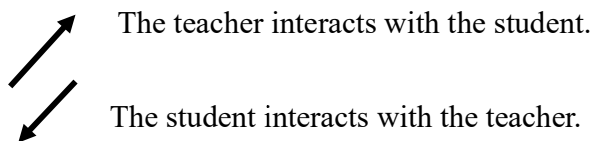
While interacting with students, teachers must take a few elements into consideration. Harmer (2009) identifies three key areas (elements) on which teachers should concentrate during teacher-student interaction. To ensure that their students can understand them, teachers must first think carefully about the language they use with them. Second, The teacher's speech serves as a resource for the students, as a result, they

should think about what they are going to say to their students. Finally, teachers must be aware of the ways in which they speak, including their tone, voice, and intonation.

2.3 Learner-learner interaction

In addition to interacting with the teacher and the material, learners also do so with other learners. Moore (1989) describes learner - learner interaction as an "interlearner interaction between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor" (p. 4). Naegle (2002, p.128) adds also that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." This type shows up among students in pairs or groups for the purpose of negotiating meaning, allowing students the chance to practice speaking in class, receiving feedback, and correcting each other's errors when working in groups (Mackey, 2007, p. 30).

Scrivener (2005, p. 86) created the diagram below to show the interaction between learners:

The Role of CI in developing ST CC
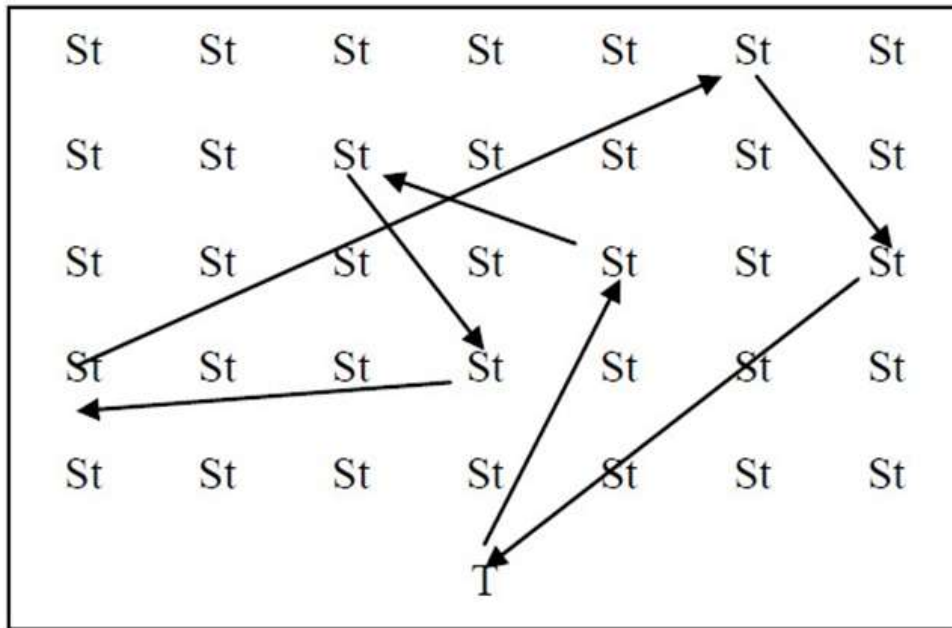
Figure 5 Interaction Between Students (Scrinvener, 2005)

Keys:

T   Teacher

St   Student

Student -student interaction.

3. Aspects of Classroom Interaction

The two most important aspects that must be included in classroom interactional activities are negotiating meaning and providing feedback (CIA). Without these two components, it cannot be argued that learning through interaction is successful, because interaction relies on the negotiation of meaning when the instructor has to motivate the students with positive feedback. Ellis and Foto (1999) state, "Interaction contributes to

learning through the provision of negative evidence and through opportunities for modified output"(p. 9).

3.1 Negotiation of Meaning

Negotiation of meaning is described by Ellis and Barkhuizen (2005) as the verbal exchanges that take place when speakers attempt to keep the lines of communication open. They continue by stating that the primary discourse structure is meaning negotiation. The students in the classroom should then make the linguistic output more understandable for the other students in the class so that they can interact with them. To mend the interaction, different processes can be concentrated on if there is a lack of comprehension. Richards and Schmidt (2002) state that "negotiation of meaning happens when interlocutors attempt to overcome problems in conveying their meaning, resulting in both additional input and useful feedback on the learner's own production" (p. 264). In other words, negotiation of meaning is the conversational adjustments that occur in interactions when students and their interlocutors face difficulties in understanding messages. A speaker in a conversation may employ the negotiation of meaning technique to ensure effective communication and to utilize various linguistic functions.

Edwards (1987) asserts that the chances for meaning negotiation benefit language learners in three key ways. First, it enhances understanding by assisting learners in receiving comprehensible input. This can happen in a number of ways, one of which is when the negotiation fails and the students try to divide the input into manageable chunks. Second, meaning negotiation gives students feedback on their usage of the second language. For instance, teachers frequently correct students' errors when they negotiate so

that they correctly utilize the FL. Last but not least, the negotiation of meaning pushes students to alter, manipulate, and adapt their own output since a successful negotiation occurs when students provide outputs that are comprehensible.

3.2 Role of Oral Feedback

Correcting mistakes and errors made by learners orally is known as oral feedback. Oral feedback during interaction draws the learners' attention and it is seen to be a key element in learning if it is positive feedback. When correcting their students' mistakes, teachers employ a variety of strategies. Students can also draw one another's attention to the mistake, which fosters cooperation in EFL classrooms. This implies that both professors and students provide feedback (Mackey, 2007).

There are two sorts of feedback, explicit and implicit. According to Mackey (2007), the definition of explicit feedback is the overt repair of mistakes, which implies addressing the mistake immediately and making the necessary corrections. This gives students the accurate language form of their mistakes. While the professors' requests for their students to restate their ideas or reformulate their speeches using different utterances constitute the implicit feedback. Many researches claimed that explicit feedback outperforms implicit feedback because it draws learners' attention specifically to the mistakes they should avoid. The implicit feedback is, however, regarded as an indirect feedback. In brief, oral feedback is crucial to the teaching and learning process since students learn a lot about their classmates. However, teachers must be aware of when and how to react to students' mistakes.

4. Interaction Patterns

The classroom framework has a variety of interactional patterns, the provided structures are selected based on how frequently they are used in order to get a better understanding of the patterns commonly used in classrooms (Waring, 2009).

4.1 IRF Structure

The IRF exchange structure, which consists of three parts, was first proposed by Sinclair & Coulthard (1975).They assume that the fact that classroom discourse has a very standard and predictable three-part structure with a teacher's **I**nitiation, Student's **R**esponse, and Teacher's **F**eedback (abbreviated as IRF) is one of the most significant characteristics of all classroom discourse. It is made up of three moves: typically a question, a response, and then follow-up or feedback.

4.2 Group Work

Because it fosters interaction, group and pair work are seen as ways to increase communication in language education. For example, encouraging students to read texts together in the classroom fosters interaction among them. According to Brown (1994), group work is when a group of students with various skill levels collaborate on tasks or ideas within a particular setting. In this instance, the learners will cooperate with one another to accomplish their objectives and develop their own knowledge. Harmer (1991) considered that group work is more beneficial than pair and individual work since it increases the likelihood of class discussion. Additionally, group work is beneficial for students who are afraid to speak up in front of their teachers or classmates since they will feel more comfortable to express themselves in front of the group.

4.3 Individual Work

According to Have (1999), the teacher assigns a task or collection of tasks, and the students complete them on their own while the teacher observes and offers assistance as needed. Individual assignments have the benefit of allowing students to customize them according to their learning pace and style. Each task can be evaluated separately, and the level of information can be changed. To practice and reinforce the lessons being taught, each student is asked to create their own activities, it can also be given variously challenging tasks. Individual assignments have the drawbacks of potentially isolating particular students who lack a social-educational component and increasing the likelihood of boredom. The instructor should have multiple tasks ready, and they should be actively involved in monitoring and assisting each student's particular work in order to avoid such issues (Harmer,2009).

5. The Role of Classroom Interaction

Since interaction has many advantages, particularly for foreign language learners, linguists frequently debate the role of interaction in language learning. Both within and outside of the classroom, interaction plays a significant role. Teachers and students should approach interaction as a core teaching and learning strategy for language skills, particularly speaking ability.

According to Allwright (1984), interaction is "the fundamental fact of classroom pedagogy [...] everything that happens in the classroom through a process of live-person – to person interaction" (p. 156).He mentions that it cannot be acknowledged that a lesson had taken place at all if there was no person-to-person interaction in the classroom.

Additionally, he emphasizes keeping students engaged and minimizing teacher's talk in order to maximize students' talking time. Long (1996) suggested that interaction is crucial for the development of second languages since it is the sole source that gives learners the chance to manage the input because it is the main source of data collected during meaningful interactions with more experienced speakers. According to Hall and Verplaetse (2000), classroom interaction is a process that fosters the development of two key skills (speaking and listening); it strengthens students' critical thinking skills and empowers them to express their opinions to their peers.

According to Ellis & Fotos (1999), interaction helps people learn foreign languages because:

- It helps people speak with their peers easier and exposes them to new cultures.

to the intended language.

- it offers students the chance to discuss ideas with their peers and gives them a chance to put what they have learned into practice.
- It urges students to correct one another's mistakes in order to assist one another.
- It gives the learners a chance to do things right.
- It gives them a chance to hear voices and replies as well as their points of view.
- It enables the learners to take on the role of the teacher in the classroom.

To sum up, classroom interaction plays a significant role in preparing learners to use the language, it makes students feel like they are a part of the same group, allowing them to express their ideas, thoughts, feelings… in front of the class.

6. Teacher's Role in Classroom Interaction

Most learners will not participate in an interaction by themselves until the teacher motivates them to do so. It is obvious that the teacher's involvement is very important in inspiring and generating interest in the subjects. Hedge (2000) identifies the most important roles of the teacher:

> "As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work". (p. 26)

- **Controller**

The teacher is in charge of the teaching and learning processes in classroom interactions, particularly those between students and teachers. According to Harmer (2001), the role of the teacher in this situation is to impart knowledge to his students.

- **Assessor**

The most common request from students is for their teachers to demonstrate to them how their accuracy is improving. According to Harmer (2001), this can be done by correcting or rewarding them. The teacher should inform the students of their strengths and shortcomings so that they are aware of how they are being evaluated. This will allow the students to clearly understand where they stand academically and what they need to focus on. Brown and Harmer (2007: 108) define a teacher as an assessor as someone who gives students feedback on how they performed and grades them in certain ways. Teachers' roles as assessors involve providing feedback on students' or their own

35

performance. Additionally, teachers should assess their students, correct students, extend success or failure, solve topic problems, concentrate on linguistic performance, and record faults.

- **Corrector**

The decision as to whether and where to correct student work rests with the teacher. Another crucial point is that the teacher should exercise caution when correcting pronunciation mistakes or errors that the students make during class interaction. He should take great care to ensure that the students are given the proper pronunciation, form, or meaning because the students frequently pick up on these problems from their teachers.

- **Organizer**

In a classroom where many things need to be organized, such as planning pair/group work, providing students instructions on how they interact, and finally ending everything when the time is up, it is the most crucial job the teacher plays, according to Harmer (2001). When playing this position, the instructor spends a lot of effort getting the entire class involved in the conversation and ensuring their participation. The teacher can stop interacting once the students are involved in it.

- **Promoter**

According to Harmer (2003), a teacher should encourage students toward participation and offer ideas for how they could approach a task. When students cannot find the right words to express themselves when speaking to one another or to the teacher, the latter's job is to inspire the students to think creatively so that they can become

independent of the teacher. To encourage students to be creative in their learning, the teacher in this role must resist the need to assist the students.

- **Resource**

 Here, the teacher's role is to respond to students' inquiries. For instance, students turn to their teacher as a source of information when they want to know how to say something or when they are looking for the definition of a specific term or phrase. The teacher should also be able to provide such important information (Harmer, 2003).

- **Observer**

According to Harmer (2001), the teacher should divert the students' attention in this situation so that they can engage in free-flowing conversation. Additionally, he needs to record information on how his students really utilize language. In addition to providing comments, teachers employ observation to assess how well language acquisition is progressing in the classroom.

Conclusion

Interaction is the core of EFL learning and teaching processes. Interaction in pairs or groups serves as the foundation for language acquisition in general. It allows students the chance to practice their language skills in a setting of shared objectives, negotiate meanings through taking turns, and develop other skills that are essential in any interactive conversation. Additionally, it enables students to learn how to understand and make themselves understood in an effective communication.

Chapter Three: Methodology and Data Analysis

Introduction

The current study attempts to gather opinions from students regarding how classroom interaction helps them to improve their speaking skills and communicative competence. Since students are a key research variable, it is crucial to include their perspectives while examining the research's hypothesis, according to which students would succeed in improving their communicative competence if they engage with one another and the teacher in the classroom. This chapter examines a questionnaire that was given to 30 students. It also covers the observation of classroom interaction.

Methodology

In this research, a qualitative method is used for data collection. The researcher gave a questionnaire to learners and conducted a three-session classroom observation with first-year master students.

Students' Questionnaire

a) Sample

The sample is chosen from the first-year master students in the University of Biskra at the Department of English. The questionnaire was given to 30 students and answers were received from all of them (30 answered questionnaires). The researcher chose first-year master students as a sample taking into consideration their experience of three years as English students so they can communicate using English, and they are aware of different interactions that happen in the classroom.

b) The Questionnaire Description

The questionnaire includes three sections. The first one is about "personal information" contains two (02) questions, the second section labeled "Communicative Competence" includes seven (07) questions, the last section labeled "Classroom interaction" contains eight (08) questions. All the questions are simple and clear to be understood by learners, there are different types of questions such as: closed questions, open questions, and choice questions.

c) Questionnaire's Analysis

Section 01: "Personal Information"

Question 01: Would you specify your gender?

Options	Number	Percentage
Males	04	13%
Females	26	87%
Total	30	100%

Table1 *Learners' Gender*

The Role of CI in developing ST CC
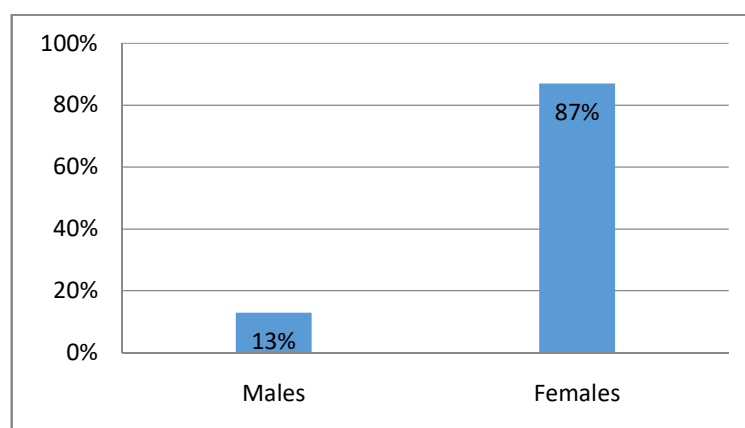
Figure6 *Learners' Gender*

In the chosen sample, there are 04 males (13%) and 26 females (87%).

Question 02: What do you think your level of English is?

Option	Number	Percentage
Beginner	02	07%
Intermediate	24	80%
Advanced	04	13%
Total	30	100%

Table2 *Learners' Level of English*

The Role of CI in developing ST CC
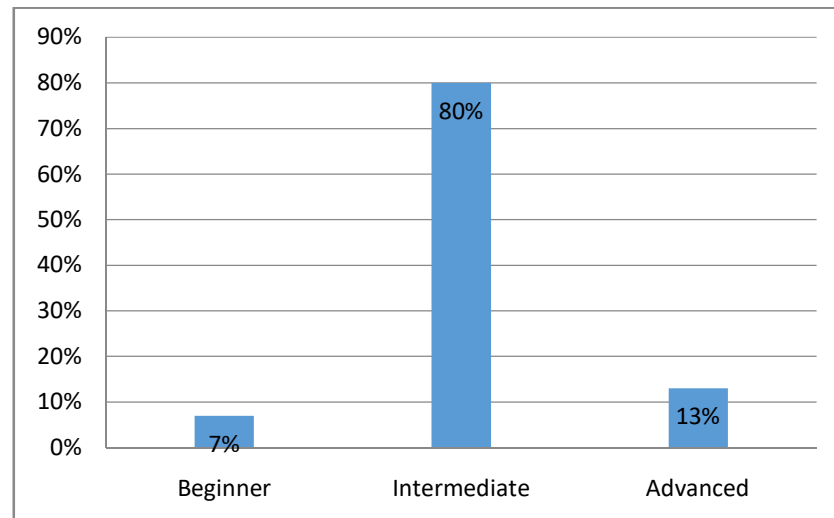
Figure7 *Learners' Level of English*

In this question, students were asked to choose their level of English as follows: Beginner, intermediate, or advanced in order to assert their levels of English. According to students' answers, 80% of students (24 students) chose intermediate level of English which means that they are adept at certain communication rules and principles. Also, 7% of students chose the option beginner, and 13% of them chose advanced level of English.This indicates that the majority of students are at least able to communicate and interact in English since most of them consider themselves as having an intermediate level in English.

Section 02: "Communicative Competence"

Question 03: According to you, Communicative Competence is:

☐ The learner's ability to use language in different communicative situations.

☐ The learner's ability to express and share his/her ideas and thought easily without obstacles.

☐ The learner's ability to talk and interact with others.

Option	Number	Percentage
First choice	**13**	**43%**
Second choice	**15**	**50%**
Third choice	**02**	**07%**
Total	**30**	**100%**

Table3 *Definition of CC*
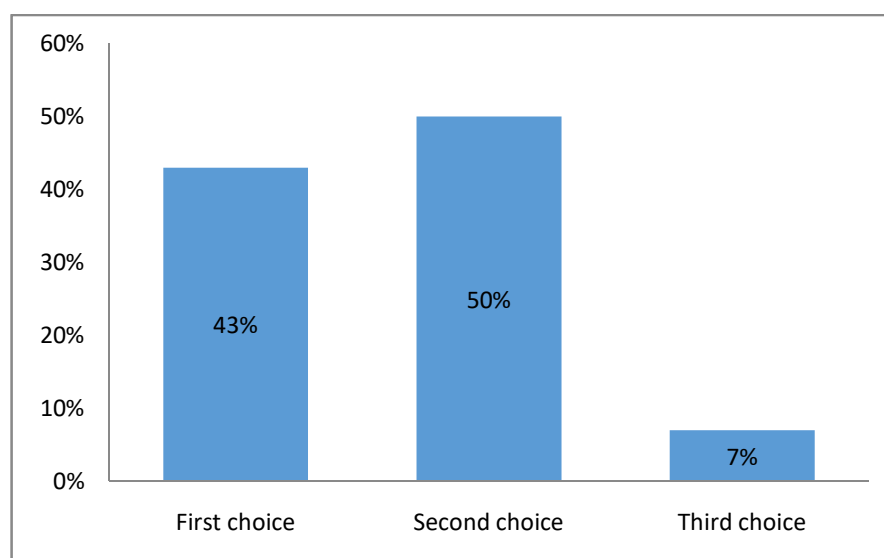
Figure8 *Definition of CC*

Students were given three options of different definitions of communicative competence and they are asked to choose one definition according to their opinions. 50% of students chose the second option which defines CC as: The learner's ability to express and share his/her ideas and thoughts easily without obstacles. 43% of them define CC as: The learner's ability to use language in different communicative situations, and only 7% of students chose the third option which says that CC is the learner's ability to talk and interact with others. Learners have different points of view, the majority chose the second choice maybe because they are or they want to be able to express and share their thoughts

and ideas easily without obstacles, so each learner chose the choice that suits him/ her or that he/ she wants to achieve successfully.

Question 04: Do you consider "Communicative Competence" important in language learning?

Option	Number	Percentage
Yes	30	100%
No	00	00%
Total	30	100%

Table4 *Importance of CC*
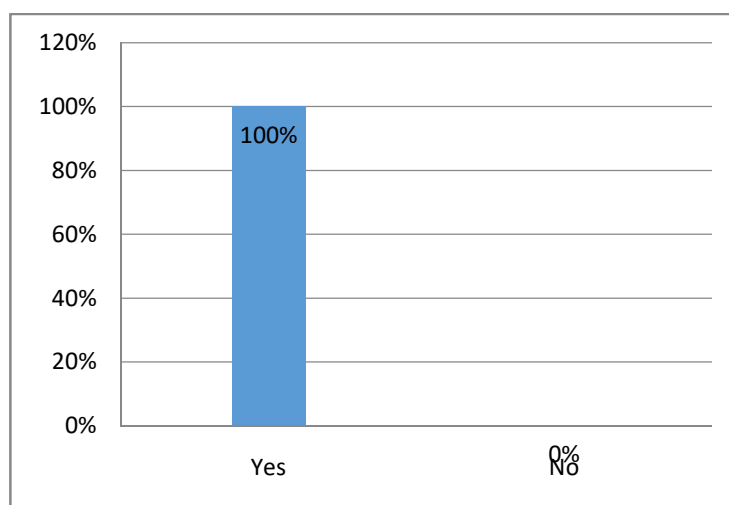
Figure9 *Importance of CC*

This question aims to know if students consider communicative competence important in language learning or they just ignore its importance. All of students (100%) chose yes which indicates that they consider CC important in language learning; in other words, this means that they are aware of the importance of cc in learning English.

44

Question 05: How often do you communicate with your classmates with English language?

Option	Number	Percentage
Always	03	10%
Sometimes	19	63%
Rarely	08	27%
Never	00	00%
Total	30	100¨%

Tableau5 *Learners' Communication with each other*
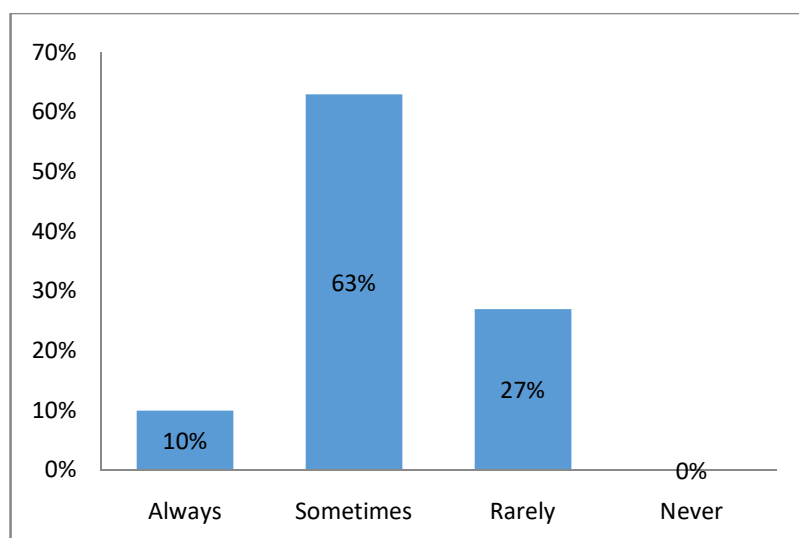
Figure10 *Learners' Communication with each other*

Students were asked to choose if they communicate with their classmates always, sometimes, rarely, or never. 63% chose the option sometimes so the majority communicate with their classmates, 27% of students rarely communicate with their classmates due to certain reasons, 10% of them answered that they always communicate

with their classmates and 0 students chose never. The majority of learners chose the option sometimes which indicates that they use the English language to communicate with each other so at least they are practicing communication.

Question 06: You communicate much better with: (male or female).

Option	Number	Percentage
Males	12	40%
Females	18	60%
Total	30	100%

Table6 *Learners' Communication with Both Genders*
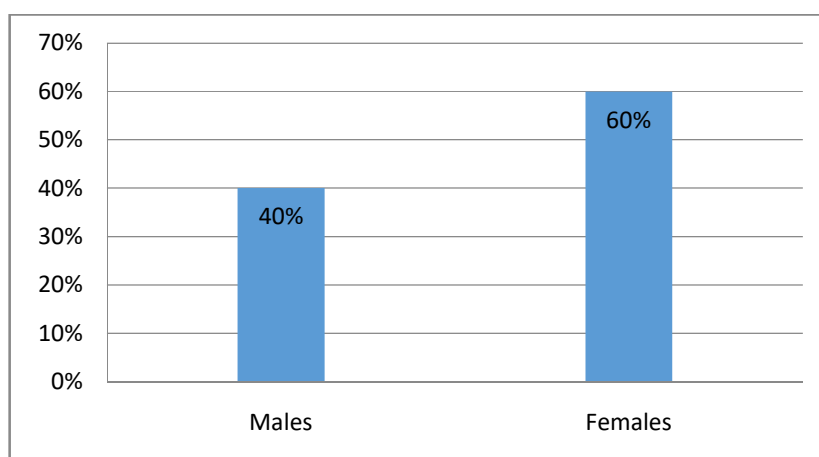
Figure11 *Learners' Better Communication with Both Genders*

Option	Number	Percentage
Males	04	100%
Females	00	00%
Total	04	100%

Table7 *Males' Better Communication with both Genders*
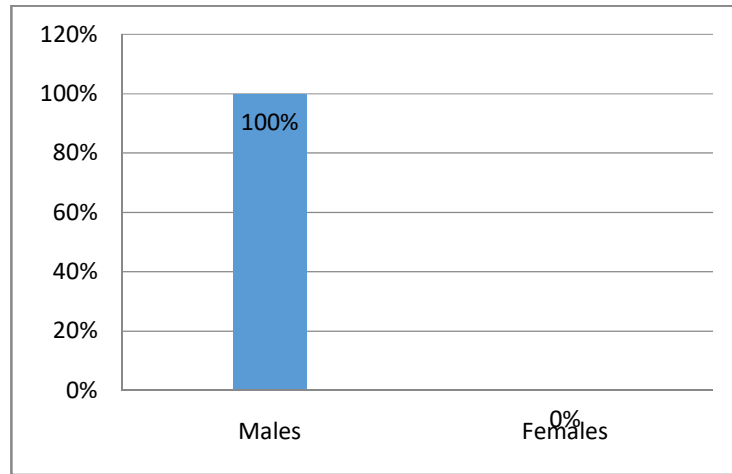
Figure12 *Males' Better Communication With Both Genders*

Option	Number	Percentage
Males	**08**	**31%**
Females	**18**	**69%**
Total	**26**	**100%**

Table8 *Females' Better Communication with Both Genders*
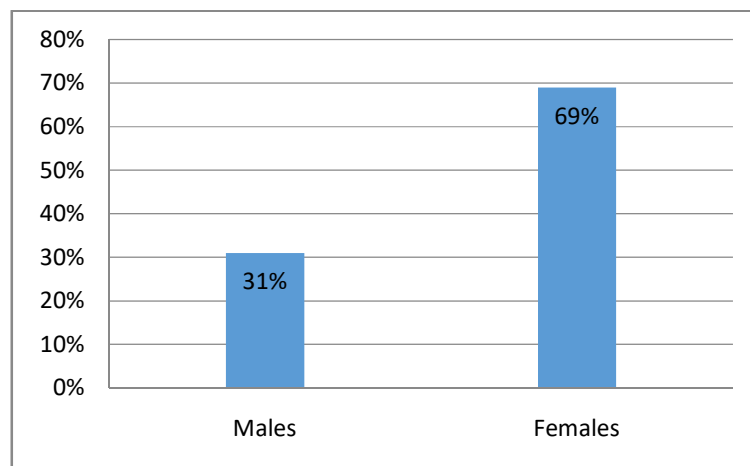
Figure13 *Females' Better Communication With Both Genders*

This question seeks to see how much the two genders (males and females) communicate with each others. The researcher found that 40% of students communicate better with males, and 60% of them communicate better with females. It is noticed that all males (100% of males) answered that they communicate better with the same gender (males), while 69% of females chose females and 31% of them chose that they communicate better with males. It means students communicate much better with the same gender, thus students can be more competent if they practice communication with the same gender.

Question 07: The classroom conversations in your lectures are:

Option	Number	Percentage
Friendly	19	63%
Fearful	2	7%
Neutral	9	30%
Total	30	100%

Table9 *Classroom Conversations*
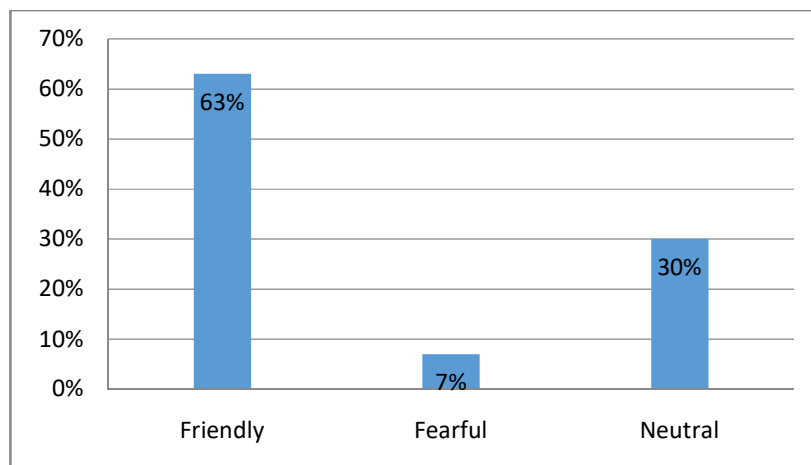
Figure14 *Classroom Conversations*

The majority of students consider the classroom conversations as friendly (63% of students), while 30% of them say that classroom conversations are neutral, and only 7% of students say that the classroom conversations are fearful. The majority of students chose the option friendly and this means that they can start conversations and communicate in the classroom without hesitation. The conversations' atmosphere depends on both learners and their teacher, they should be respectful, welcoming, supportive for effective conversations.

Question 08: Do you have problems when communicating your ideas?

Option	Number	Percentage
Always	1	3%
Sometimes	23	77%
Rarely	5	17%
Never	1	3%
Total	30	100%

Table10 *Problems when Communicating Ideas*

The Role of CI in developing ST CC
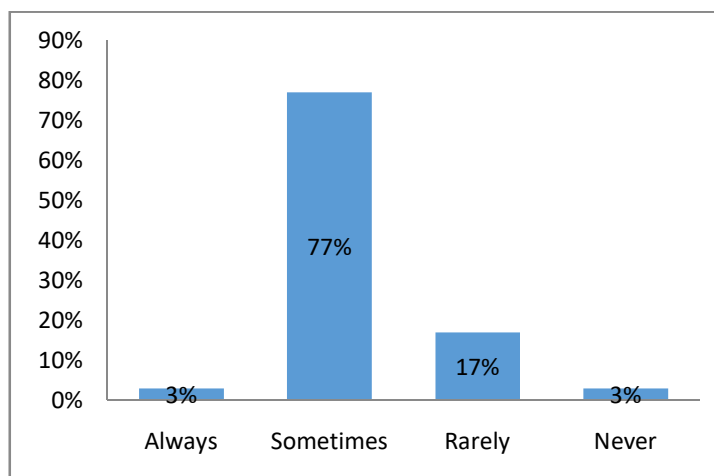
Figure15 *Problems When Communicating Ideas*

This question is concerned with how much students have problems when they communicate their ideas. The researcher found that 77% of students chose the option sometimes, 17% answered with rarely, 3% chose always have problems, and 3% answered with never have problems when communicating their ideas. It indicates that the majority of students face problems when they communicate their thoughts and ideas because there are several factors that affect them (like their mother tongue, they are not native speakers…)

Question 09: Do you try to improve/ develop your Communicative Competence?

Option	Number	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Table11 *Improving CC*

The Role of CI in developing ST CC
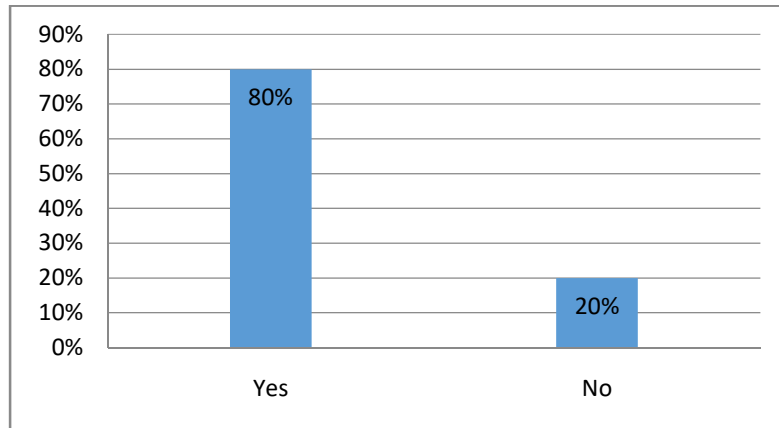
Figure16 *Improving CC*

In this question students were asked if they try to improve their CC or not and if they answered with yes they are asked to say how.The researcher found that 80% of student try to improve their CC , while 20% of them do not try to improve their CC.

➢ **If yes identify how:**

-Watching series and read book.

-Discussing any new ideas with classmates.

-Interacting, listening, discussing and speaking.

-Trying to communicate more in English.

-Talking to some native speakers.

-Learning new vocabulary to use them while speaking.

-Trying to communicate in different social settings and situations.

-Participate more in classroom conversations.

-Communicate with teacher.

The Role of CI in developing ST CC

-Try to do better presentations.

-Start conversations.

-Using an application that helps in improving CC.

Section 03: "Classroom Interaction"

Question 10: In your classroom lectures you are:

Option	Number	Percentage
Active	**16**	**53%**
Silent	**14**	**47%**
Total	**30**	**100%**

Table12 *Learners' Performance in Classroom*
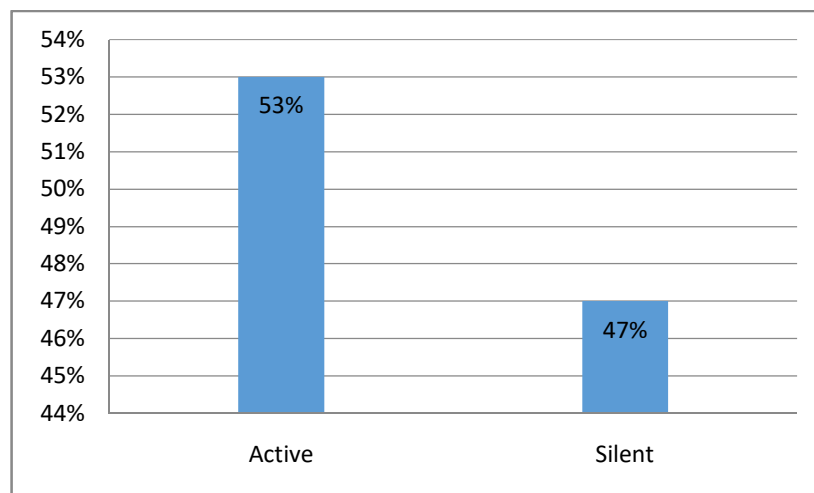
Figure17 *Learners' Performance in Classroom*

Learners were asked to identify whether they are active or silent in their classroom lectures. 53% of students are active, and 47% of them prefer to be silent in their classroom lectures. For learners being active or silent depends on several factors (like motivation, self confidence, teacher's reaction towards the answers…)

Question 11: Does your teacher give you the chance to express your ideas?

Option	Number	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

Table13 *Given Opportunities to Learners to Express Ideas*
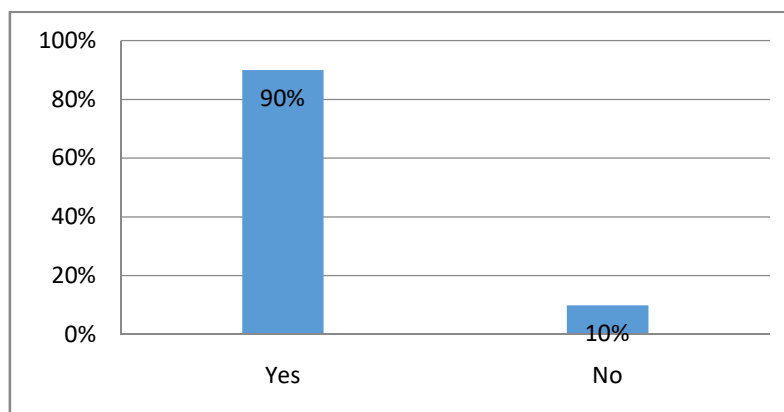
Figure18 *Given Opportunities to Learners to Express Ideas*

Concerning this question, the majority of students (90%) says that their teachers give them the chance to express their ideas and this is an important thing for learners in their learning process, and only 10% of students answered with no. When teachers give their students the opportunity to speak in the classroom they will be motivated to use the

The Role of CI in developing ST CC

language and communicate, as a result they will speak and practice communication more

which helps in enhancing their CC.

Question 12: Do you participate in the lectures without being asked?

Option	Number	Percentage
Always	**6**	**20%**
Sometimes	**12**	**40%**
Rarely	**10**	**33%**
Never	**2**	**7%**
Total	**30**	**100%**

Table14 *Learners' Participation*
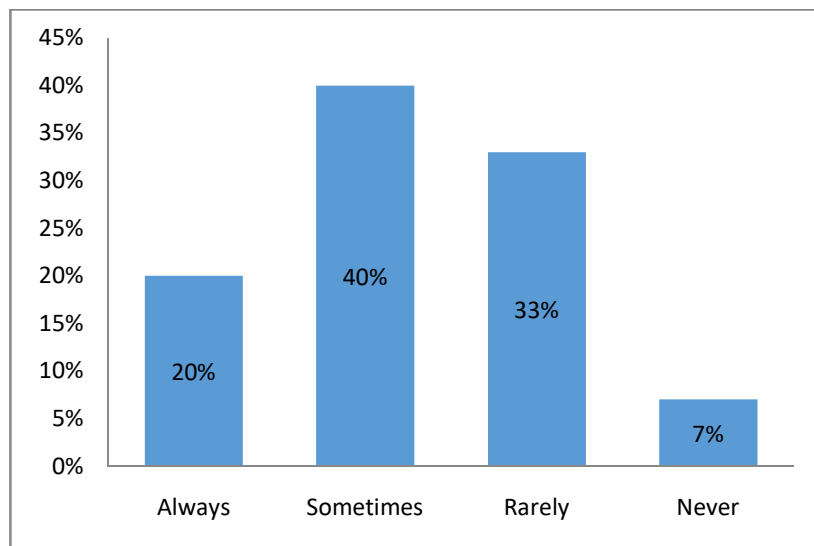
Figure19 *Learners' Participation*

This question aims to know if students participate during lectures without being asked or they participate only when teacher asks them. The researcher found that 40% of students sometimes participate without being asked, 20% of them always participate without being asked, 33% rarely participate, and only 7% never participate unless they are asked. This maybe depend on the learner himself (his personality, his self confidence…), here the majority sometimes participate without being asked so they are trying to speak in the classroom. Also the teacher here plays a vital role because he/ she is the one who pushes students to participate and speak in the classroom, so he/ she should be careful on how to make students participate in classroom.

Question 13: When your teacher asks you to answer questions, you feel:

Option	Number	Percentage
Satisfied	19	63%
Unsatisfied	11	37%
Total	30	100%

Table15 *Learners' Feeling About Their Answer*

The Role of CI in developing ST CC
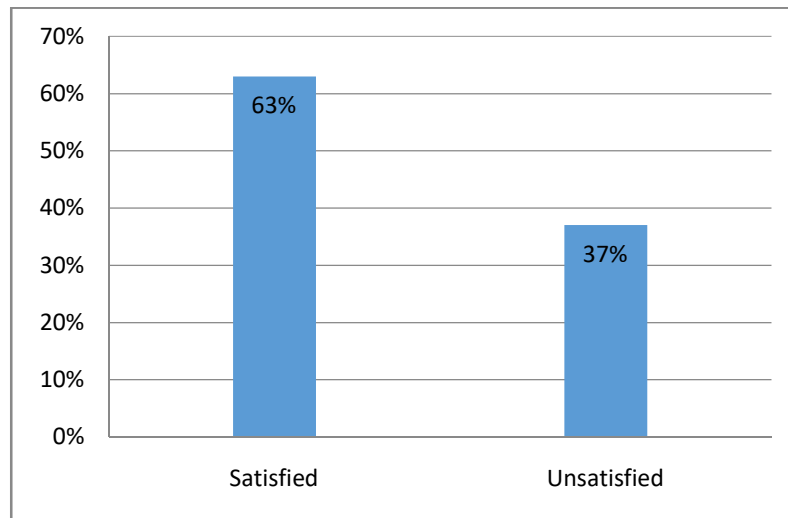
Figure20 *Learners' Feeling about Their Answer*

This question seeks to know how students feel when their teachers ask them to answer questions or push them to participate. 63% of students feel satisfied and 37% feel unsatisfied.

➤ **Justify your answer:**

Satisfied because:

I like to share my ideas with others to gain more knowledge.

I like the idea that the teacher asked me so he gave me a chance to express my ideas and participate in his lecture.

When the teacher asks me it means that he cares about my answer.

I feel like my opinions are important.

I like to give my answers regardless they're true or false I am learning anyway.

Unsatisfied because:

Sometimes when the teacher asks me to answer I feel like I am obliged to answer.

I don't like to speak during class I prefer being silent.

Lack of self confidence.

Sometimes I don't have an answer.

I feel shy to speak.

I get anxious and I feel that I am going to make a mistake.

Question 14: Do you interact with your classmates?

Option	Number	Percentage
Yes	26	87%
No	4	13%
Total	30	100%

Table16 *Learners' Interaction*

The Role of CI in developing ST CC
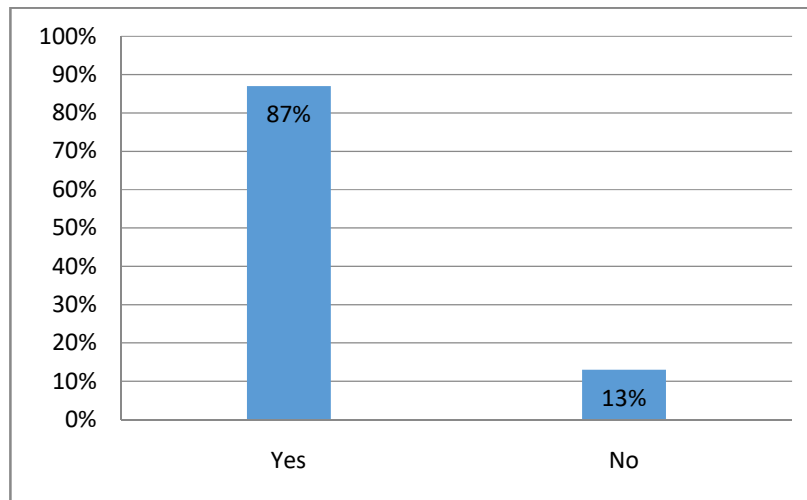
Figure21 *Learners' Interaction*

Learners were asked to answer if they interact with their classmates or not.

87% of students interact with their classmates and 13% do not interact. Maybe it depends on learners' being comfortable to speak and communicate with others in classroom and if their teachers allow them to discuss their thoughts and ideas with each other.

Question 15: What type of activity do you prefer:

Option	Number	Percentage
Individual Work	**6**	**20%**
Pair Work	**11**	**37%**
Group Work	**13**	**43%**
Total	**30**	**100%**

Table17 *Learners' Preferred Type of Activity*

The Role of CI in developing ST CC
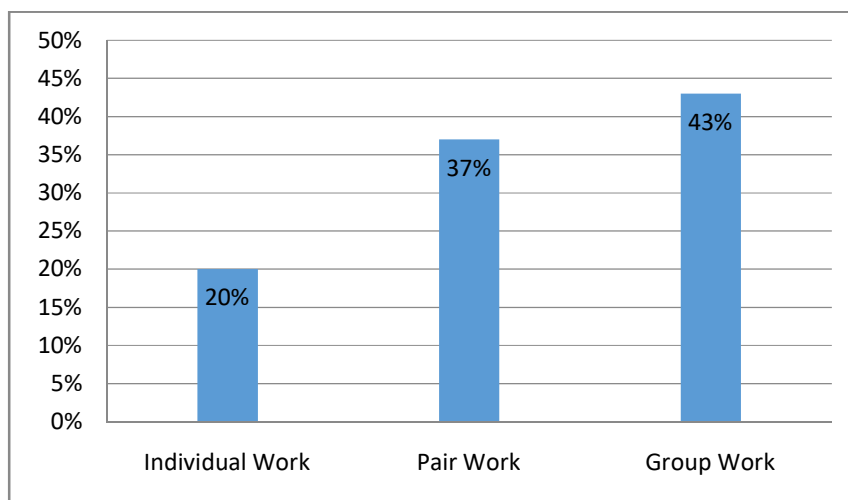
Figure22 *Learners' Preferred Type of Activity*

This question is concerned with the most preferred activity in classroom (individual work, pair work, group work). 20% prefer to work individually, 37% prefer to work in pairs and 43% prefer group work.

➢ **Justify your answer:**

Pair Work:

It is easy to share my ideas with one person.

When we are only two persons we can understand each others' ideas quickly.

Exchanging ideas without contradiction.

Individual Work:

I am introverted student.

I don't feel comfortable with others.

It helps me to give my personal ideas without the effect of others.

The Role of CI in developing ST CC

I find myself comfortable alone and no need to discuss my answers with other.

Group Work:

The work usually ends perfect (most answers are correct).

Allows you to communicate better and share your ideas.

All group members share their ideas to have a strong final answer.

We learn more especially from our mistakes.

Question 16: How does your teacher behave when you express your ideas and suggestions?

Option	Number	Percentage
Accept	28	93%
Refuse	2	7%
Total	30	100%

Table18 *Teachers' Behaviour Towards Learners' Ideas*

The Role of CI in developing ST CC
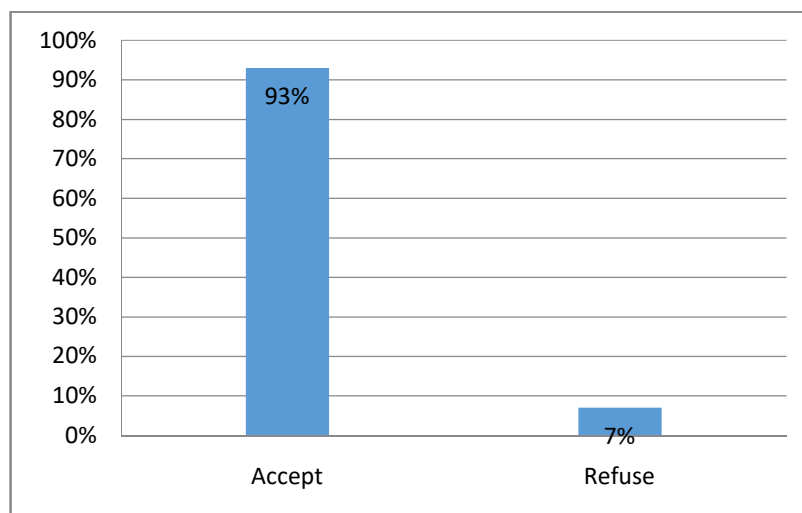
Figure23 *Teachers' Behaviour Towards Learners' Ideas*

This question seeks to know how the teachers acts when his students express their ideas and questions, according to students' answers, most of teachers accept students' ideas and suggestions, 93% of students chose accept and only 7% chose the option refuse. Accepting students' suggestions and ideas is a vital point where teachers must be careful to not disappoint their students. If the learner knew that his teacher will refuse his idea, he would always hesitate to participate or to speak in the classroom and this may affect learner's CC.

Question 17: During the lecture, do you prefer:

Option	Number	Percentage
Listening to teacher's explanation	**20**	**67%**
Interacting with your classmates	**10**	**33%**
Total	**30**	**100%**

Table19 *Learners' Preferred Way of Learning*

The Role of CI in developing ST CC
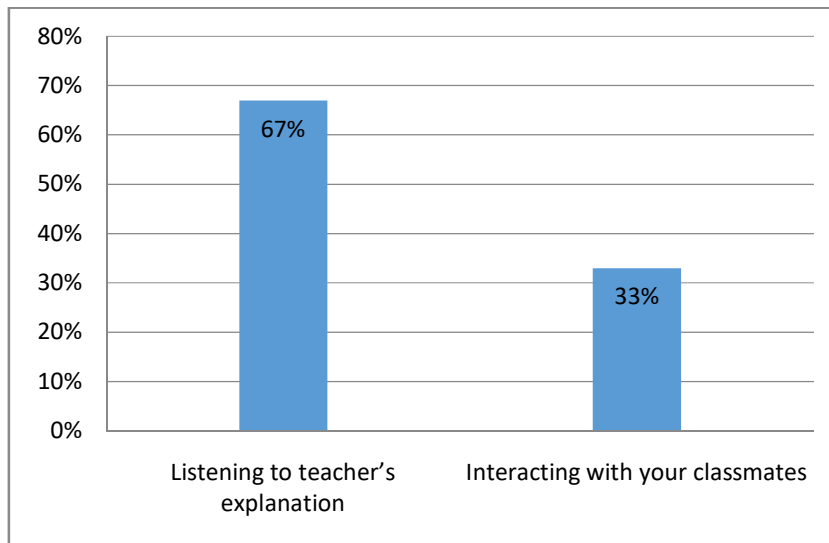
Figure24 *Learners' Preferred Way of Learning*

Students were asked to choose whether they prefer listening of teacher's explanation or interacting with your classmates during the lectures. 67% of students prefer listening to teacher's explanation while 33% of them prefer to interact with their classmates.

➤ **Justify your answer:**

Listening to teacher's explanation:

Teacher's explanation is more confidential.

Teacher's information are reliable.

The teacher has more and well organised ideas.

Listening to teacher helps us to improve our speaking skill by memorising his way of speaking.

The teacher is a source of information.

The Role of CI in developing ST CC

The teacher directly provides the important thing.

I get the information by listening not by speaking.

Teacher's explanation is clear.

Interacting with your classmates:

We have the chance to exchange our different thoughts and discuss them.

Interacting helps us to be active and be a part of the lesson.

 I feel satisfied when we present the lesson.

It is more effective in being active and competent.

Classroom Observation

Classroom observation is one of the qualitative methods that have been used to examine whether both learners and teachers interact during sessions and give importance to classroom interaction as an important strategy to improve the students communicative competence or not.

a. Sample

This observation is applied with two groups of first-year students at the Department of English in the University of Biskra. The observation was carried out during the second semester of the academic year 2022-2023. It took place in two sessions with one group and one session with the other group with different teachers and at different times. It took an hour and a half for each group session to determine if there was

interaction in the classroom, if teachers allowed students to speak and interact during the session, and if they provided feedback and corrected mistakes while in the classroom.

b. The Analysis of Classroom Observation

Section01: Observation of Learner-learner interaction

Note01: The environment and setting are well organized, clean, and comfortable, to allow students to interact easily?

Options	Yes	No
Sessions	3	0
Percentages	100%	0%

Table20 *The Environment and Settings*

In the three sessions, the environment and the setting were well organized, clean, and comfortable where students can feel comfortable to interact with each other and with their teacher during sessions. Learners and teachers need an environment well organized, clean, and comfortable to carry on learning process and have an effective communication easily without obstacles in conveying or receiving the message in classroom. If they were uncomfortable or felt that the environment is not well organized or unclean this may affect the effectiveness of the communication.

Note02: Do learners try to interact in the classroom?

Options	Yes	No
Sessions	2	1

Percentages	67%	33%

Table21 *Learners' Interaction in Classroom*

In the first and last sessions, learners try to interact in the classroom by answering questions that were given by their teachers and also raising hands to speak and give comments. But in the second session, learners do not try to interact maybe because of the fear from teacher's reaction since she was a strict teacher who does not like wrong answers.

Note03: In the classroom, do students share their thoughts, express themselves, and make suggestions with both their teacher and their classmates?

Options	Yes	No
Sessions	2	1
Percentages	67%	33%

Table22 *Learners' Ideas and Thoughts in Classroom*

In the first and last sessions, learners were trying to share their thoughts, express themselves, and make suggestions with both their teacher and their classmates. This is due to the freedom and comfort given to learners by their teachers who accept all learners' opinions. In the second session, learners were silent they did not share their ideas, express themselves, or make suggestions with their classmates or teacher, and this is probably because the teacher did not push students to speak during the session.

Note04: Do learners participate in the classroom without being asked?

Options	Yes	No

Sessions	2	1
Percentages	67%	33%

Table23 *Learners' Participation*

Learners participate during the first and second session without being asked because they know that their teachers want them to participate and speak and they were ready to accept any answers even if their answers were wrong. But during the second session learners did not participate without being asked, they just stayed silent until the teacher selects someone and asks him/ her a question, and this is because they know that their teacher do not accept any answer but a precise one. Students' participation during sessions is a very important point. If students participate in classroom, they are speaking and sharing their opinions, as a result, they would know their strengths and weaknesses and this may help them to develop their CC through improving their weaknesses.

Note05: Do learners struggle when they express themselves?

Options	Yes	No
Sessions	1	2
Percentages	33%	67%

Table24 *Learners' Struggles when Expressing Themselves*

In the first and second sessions, learners express themselves without struggling because the conversations in the classroom always end friendly even the teachers allow them to express themselves freely. In the second session, learners struggled when they express themselves because they hesitate and they were afraid to speak and this leads to a lot of mistakes.

Note06: Do learners hesitate to express their ideas when being asked?

Options	Yes	No
Sessions	1	2
Percentages	33%	67%

Table25 *Learners' Hesitation*

In the first and last sessions learners never hesitated to express their ideas when being asked because the teachers were trying to make them comfortable to speak even their answers are wrong it is okay. But in the second session learners hesitated to express their ideas when being asked because they got anxious and afraid of making mistakes. Here the importance of freedom to participate and interact was more clarified, because when students felt free they did not hesitate to speak out in classroom.

Note07: Do learners correct each others' mistakes?

Options	Yes	No
Sessions	2	1
Percentages	67%	33%

Table26 *Learners' Correction of Each other's Mistakes*

Learners corrected each other's mistakes during first and third sessions maybe because the friendly atmosphere created by their teachers to make them more relaxed. In the second session learners never corrected each other's mistakes maybe because they were focused only on what the teacher said so they did not give importance to mistakes made by their classmates.

The Role of CI in developing ST CC

Note08: Do learners try to enhance their CC through classroom interaction?

Options	Yes	No
Sessions	2	1
Percentages	67%	33%

Table27 *Learners' Enhance of Their CC*

In the first and last sessions, the researcher observed that the learners were interacting and participating during the sessions to develop their CC. But during the second session students did not try to enhance their CC since there was a lack of classroom interaction and the teacher did not push them to speak and interact.

Note09: Do learners give an importance to their CC and try to communicate more?

Options	Yes	No
Sessions	3	0
Percentages	100%	0%

Table28 *Importance of CC*

In the three sessions, it was obvious that learners give an importance to their communicative competence because when they speak they try to improve their speaking and to express their ideas successfully. The researcher noticed that during the second session even the learners gave importance to their CC but they did not try to communicate more maybe because they did not have the chance to. Therefore, students considered classroom interaction important in developing their CC.

Note10: Do the discussions in the classroom lead to one strong idea agreed by all?

Options	Yes	No
Sessions	3	0
Percentages	100%	0%

Table29 *Classroom Discussions*

During the three sessions, always discussions lead to one strong idea agreed by all because in the first and last sessions even there were different ideas but teachers at the end tried to make them into one strong idea, and in the second session the teacher gave the final idea and because she is the source of information her idea was correct and strong.

Section 02: Observation of Teacher-learner interaction

Note01: Instead of standing in front of his/her students to discuss or interact with them, does the teacher moves around the classroom?

Options	Yes	No
Sessions	1	2
Percentages	33%	67%

Table30 *Teachers' Movements in Classroom*

In the first session the teacher was moving around in the classroom when he/ she were explaining, discussing, and asking questions to his/ her learners. During the second and third sessions, teachers did not move around in the classroom they were standing or sitting in front of learner and explaining or asking questions. The researcher noticed that learners interact and concentrate more with what the teacher says when he/ she moved

The Role of CI in developing ST CC

around the classroom. Thus, learners interacting with their teacher made them discuss and speak with each other, as a result this may enhance their CC.

Note02: Does the teacher talk more than his/ her students in the classroom?

Options	Yes	No
Sessions	1	2
Percentages	33%	67%

Table31 *Teachers' Talk in Classroom*

During first and third sessions, learners talked more than their teacher since they were allowed to express themselves and interact without hesitation. Learners were excited to interact and talk with their classmates and teachers. However, in the second session the researcher noticed that learners did not talk too much they were silent until the teacher asked someone a question so he/ she can speak. The teacher did not give the learners the opportunity to talk and interact during the session. When students have the chance to talk about what they are learning in the classroom, they get excited to speak and discuss ideas which would help them to improve their CC.

Note03: Does the teacher's language suit his/ her learners (in terms of simplicity and complexity)?

Options	Yes	No
Sessions	3	0
Percentages	100%	0%

Table32 *Teachers' Language*

During the three sessions, teachers used a simple language to convey information that can be understood by learners so they can interact easily with the topic.

Note04: Does the teacher encourage his/ her students to participate during sessions?

Options	Yes	No
Sessions	2	1
Percentages	67%	33%

Table33 *Teachers' Encouragement for Students to Participate*

In the first and last sessions, the teachers encouraged their learners to participate by telling them that the important thing is to express what they think and it did not matter if it is correct or not. In the second session, the teacher did not encourage learners to participate she just presented the lesson then asked questions to some students.Teachers have to encourage students to participate, because it is a very important thing to make students speak in classroom to enhance their CC.

Note05: In the classroom, does the teacher give feedback on learners' mistakes?

Options	Yes	No
Sessions	3	0
Percentages	100%	0%

Table34 *Teachers' Feedback on Learners' Mistakes*

During all sessions, teachers gave feedback on learner's mistakes. During the first and last sessions, teachers tried to make the learners know their mistakes and asked them if they can correct the mistakes by themselves and this helped them to memorize more. In

the second session the teacher directly tell the learners about the mistake and correct it. Teachers' feedback is crucial for learners, it makes them know which area they should focus on to improve their CC.

Note06: Does the teacher try to motivate his/ her students?

Options	Yes	No
Sessions	2	1
Percentages	67%	33%

Table35 *Teachers' Motivation to Their Students*

In the first and third sessions, teachers tried to motivate their students by telling them that it is okay to make mistakes they are all here to learn and they have to share their ideas with the teacher and classmates even if they were different. However, in the second session the researcher noticed that the teacher did not try to motivate students as a result students felt that the atmosphere in the classroom was fearful. If learners were motivated they would speak, discuss, and communicate their thoughts and ideas with classmates and teacher in classroom. Thus, Motivation plays an important role in enhancing learners' CC.

Note07: Does the teacher accept the difference between students' thoughts?

Options	Yes	No
Sessions	2	1
Percentages	67%	33%

Table36 *Teachers' Acceptance of Students Thoughts*

In the first and third sessions, teachers accepted that learners gave different answers since they had different thoughts and ideas so they were free to speak and comment on what they were learning. In the second session, the teacher did not accept learners' different ideas she directly gave the precise answer so other learners hesitated to share their ideas and thoughts. If students felt that their ideas are not accepted they will never speak in classroom, as a result, their CC will not be improved. However, when teachers accept students' ideas they will feel comfortable to speak in classroom and this will help in enhancing their CC.

Note08: Does the teacher give his/ her students the chance to choose peers or groups?

Options	Yes	No
Sessions	**3**	**0**
Percentages	**100%**	**0%**

Table37 *Students' Chance to Choose Peers or Groups*

During all sessions, teachers gave the chance to learners to choose their peers and group to feel comfortable with other learners, so they were free to choose the peers or groups they will work with. It is important for learners to feel comfortable when they speak to their classmates in classroom, so giving them the chance to choose their peers or group made them communicate more with their classmates in the same group, as a result, their CC will be enhanced.

Note09: Are the students free to choose which type of activity to work with?

Options	Yes	No
Sessions	0	3
Percentages	0%	100%

Table38 *Students' Freedom to Choose Type of Activity*

In all sessions, students were not free to choose which type of activity they work with (individual, pair work, or group work). Since the teacher is the one who knows well which type of activity suits the topic or the lesson and also not all learners prefer the same type of activity so to avoid the disorder in classroom he/ she chose which type of activity students will work with.

Note10: Does the teacher ask his/her students to discuss their opinions with each others?

Options	Yes	No
Sessions	2	1
Percentages	67%	33%

Table39 *Students' Discussion with each other*

In the first and third sessions, teachers always tried to let students discuss their different ideas with their classmates and asked them to convince each other by explaining more and giving arguments. In the second session, the researcher observed that the teacher did not make students discuss with each other so they did not speak out or try to convince each other by their ideas. Which may affect negatively students' communicative

competence since one of the best ways to improve CC is to interact and express your ideas as much as you can.

Conclusion

The purpose of employing the questionnaire is to set some key elements such as: students' background of communicative competence and classroom interaction, their awareness of the latter's importance, their favourite activities to interact inside classroom, and how they act in classroom during sessions. In addition to students' questionnaire, a classroom observation was conducted with two groups of first-year Master students in different sessions and different teachers to observe both learners and teachers and how they interacted with each other, how teachers reacted towards students' ideas, did learners participate and speak during sessions or did they wait to be asked to speak, and did the teachers give the chance to learners to speak and discuss their ideas in classroom. According to the results of students' questionnaire and classroom observation, both teachers and learners play a role in enhancing learners' communicative competence.

General Conclusion

General Conclusion

Developing learners' CC through classroom interactions is the main concern in this research, which aims to investigate the role and effectiveness of classroom interactions in enhancing students' communicative competence and to find out the influence of classroom interactions in improving learners' CC.

This study sought to answer the research questions and investigate the hypothesis' validity. The hypothesis suggested that students' CC will be enhanced if they were fully aware of the importance of classroom interaction, and if classroom interaction was enhanced students will be competent communicators and will develop their CC.

In order to examine the hypothesis, the research was divided into three chapters. The first chapter provided background information on Communicative Language Teaching (CLT), including its concepts and characteristic, and a broad overview of students' classroom communication competence. Then, it explored alternative definitions of communicative competence (CC) after clarifying the Communicative Language Teaching approach and its models. Finally, a fundamental overview of speaking within the context of communicative competence.

The second chapter provided a brief overview of interaction as a process that occurs in classrooms, then discussed classroom interaction's types, aspects, and roles since it plays a crucial role in enhancing students' CC, and the role of teachers in classroom interaction.

The third chapter attempted to gather students' opinions and how they interact in classroom through a questionnaire given to 30 students and a classroom observation of

two groups during three sessions. The results of both questionnaire and classroom observation indicated that classroom interaction is very important in EFL classrooms generally for teaching and learning process, and specially for enhancing students' communicative competence. The questionnaire was employed to set some key elements such as: students' background of communicative competence and classroom interaction, their awareness of the latters' importance, their favorite activities to interact inside classroom, and how they act in classroom during sessions. According to the questionnaire analysis, students were aware that classroom interaction is important in improving their CC. In addition, the results of classroom observation showed that the most two important types of classroom interaction are teacher- learner interaction and learner- learner interaction, which help in developing learners' CC. Teachers have to be careful in the teaching strategies they use in their classroom, and how they act with their students during sessions. Also students should speak and interact in classroom with their teacher and with each other to improve their CC. So both teachers and learners play a role in enhancing learners' communicative competence.

Recommendations

The results of this study lead the researcher to draw some recommendations for both teachers and students in purpose of making them aware of classroom interaction's importance and try to develop students' communicative competence through it.

• Recommendations for Teachers

Since teachers play an important role in developing their students' CC the following recommendations are suggested for them:

- Teachers have to be careful to make students feel comfortable interacting productively in the classroom, so they must develop a positive relationship with them; otherwise, students will remain silent.

- The teacher is responsible for giving the students the knowledge they require to participate in the learning process.

- The teacher should also provide the students the chance to be in charge of maintaining the classroom.

- Teachers could provide students with practical advices on how to take part in classroom, by designing inspiring activities that would motivate the underactive students to participate for example.

- When speaking is required, teachers have to push their students to speak and share their ideas in classroom.

- Teachers must pay attention to their students, answer their questions, correct their mistakes appropriately, and give them positive feedback in order to encourage them to try more in classroom.

- ## **Recommendations for Learners**

Students are responsible of developing their CC, so the following recommendations are suggested for them:

- Students have to be courageous to speak and share their opinions in classroom.

- They should also learn how to communicate effectively, listen to each other, and learn from each other.

- Students have to be self confident of their abilities which will encourage them to speak and interact during sessions in order to develop their CC.

- Students should also put in consideration that they may make mistakes and mistakes are a part of their learning process because they learn from them.

- Students have to accept their classmates' opinions to do not make them feel that they cannot share different ideas in classroom, as a result, everyone can speak and interact freely in classroom during session so their CC will be enhanced.

List of References

Ankitaben A. Desai (2015). Characteristics and Principles of Communicative Language Teaching. *International Journal of Research in Humanities & Soc. Sciences*, *3*(7) 2-3.

Bachman, L. (1990). *Fundamental considerations in language testing*. New York: Oxford University Press.

Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, C. a., Tamim, R. M., Surkes, M. a.,& Bethel, E. C. (2009). A Meta-Analysis of Three Types of Interaction Treatments in Distance Education. *Review of Educational Research*, 79(3), 1243–1289. doi:10.3102/0034654309333844.

Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Printicc HallBrown, H. D. (2007). *Teaching by Principles*. New York: Addison Wesley Longman Inc.

Brown, H. Douglas. 2007. *Teaching by Principle (An Interactive Approach to Language Pedagogy)*. Second Edition. Malaysia: Longman.

Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press. Pp. 5-2.

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

Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. Richards & R. Schmidt (Eds.), Language and communication (pp. 2-27). London: London Group Ltd.

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

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.

Edwards, D. and Mercer, N. (1987). *Common Knowledge: The Development of Understanding in the Classroom*. Abingdon: Methuen.

Ellis, R., & Fotos, S. (1999). *Learning a second language through interaction*. Amsterdam: J. Benjamins.

Ellis, R. & Fotos, S. (1999), Learning a Second Language through Interaction, Oxford: Oxford University Press.

Ellis, R.& Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.

Fahad, A. K.(2012). Enhancing Students' Communicative Skills Through Classroom Interaction in Iraqi EFL Classes. University of Thi Qar, Nasiriyah, Iraq.

Fibri, Lisanty AD Indira. (2018) Classroom Interaction Patterns In Efl Classroom At Jakarta Intensive Learning Centre (Jilc). *Journal on English Language Teaching and Learning, Linguistics and Literature* 6(2) ISSN 2548-4192.

Grenfell, M. & Harris, V. (1999). *Modern Languages and Learning Strategies*. London: Routledge.

Goronga, P. (2013) The Nature and Quality Of Classroom Verbal Interaction: Implications For Primary School Teachers In Zimbabwe. Academic Research International, University of Zimbabwe, Zimbabwe.

Goronga, P. (2013). *The Nature and Quality Of Classroom Verbal Interaction: Implications For Primary School Teachers In Zimbabwe*. Academic Research International, University of Zimbabwe, Zimbabwe.

Hall, J., & Verplaetse, L. (2000), Second and foreign language learning through classroom interaction, Mahwah, N.J.: Erlbaum.

Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman.

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

Harmer, J. 2003. *The Practice of English Language Teaching*.Third Edition. New York : Longman

Harmer, J. (2009). *How to Teach English*. London: Longman

Horwitz, E.K. (2008). *Becoming a Language Teacher, A Practical Guide to Second Language Learning and Teaching*. Boston: Pearson Education, Inc.

Have, P. t. (1999). *Doing Conversational Analysis: A Practical Guide*. London: SAGE Publications Ltd.

Hillman, D. C., Willis, D. J., & Gunawardena, C. N. (1994). Learner-interface interaction in distance education: An extension of contemporary models and strategies for practitioners. *American Journal of Distance Education*, 8(2), 30-42.

Hymes, D. H. (1972). On communicative competence. In J. B. Pride, & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth: Penguin.

Krashen, Stephen D., and Tracy D. Terrell. "The natural approach: Language acquisition in the classroom." (1983).

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

Littlewood, W. (2011). Communicative language teaching*: An expanding concept for a*

changing world. In E. Hinkel (Ed). Handbook of research in second language teaching and learning: Volume II. pp. 541-557. UK: Routledge.

Long, M. H. (1996). *Role of Linguistic Environment in Second Language Acquisition*. In W.Ritchie and T. K. Bhatia (Eds.), Handbook of Second Language Acquisition, San Diego: Academic Press.

Mackey, A. (2007). *The conversational interaction in second language acquisition*. Oxford University Press.

Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1– 7. doi:10.1080/08923648909526659.

Naegle, P. (2002). The New Teacher‟s Complete Sourcebook. USA: Scholastic Professional Book.

Richards, J. C. & Rogers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

Richards, J. C., & Schmidt, R. W. (2002). *Dictionary of language teaching & applied linguistics*. Longman.

Richards, J. C. (2006*). Communicative Language Theory Today*. New York: Cambridge University Press.

Richards, J. C. 2008. *Teaching Listening and Speaking from Thoery to Practice*. Cambridge, Cambridge University Press.

Rickheit, Gert and Strohner, Hans. 2008. *Handbook of Communication Competence*. Germany.

Sabri, T. (2018). Communicative competence in English as a foreign language: Itsmeaning and the pedagogical applications for its development. *International Journal of English Language Teaching, 6(9)*, 27-33.

Savignon, S. J. (1972). *Communicative Competence: An Experiment in Foreign Language Teaching*. Philadelphia: The Centre for Curriculum Development, Inc.

Scrinvener, J. (2005*). Learning Teaching*. Macmillan Education.

Sundari, H. (2017). Classroom interaction in teaching English as foreign language at lower secondary schools in Indonesia. *Advances in Language and Literary Studies. 8*(6), 147-154.

Sinclair, J. and Coulthard, M. (1975). *Towards and Analysis of Discourse: The English Used by Teachers and Pupils*. Oxford: Oxford University Press.

Wagner, E.D. (1994). *In Support of a Functional Definition of Interaction: The American Journal of Distance Education* 8(2) 6-26.

Waring, H.Z. (2009). *Moving out of IRF: A Single Case Analysis. In Language Learning*,59 (4).

Widdowson, Henry George. *Teaching language as communication*. Oxford University Press,1978.

Appendices

Appendix one: Students' Questionnaire

Dear students, you are kindly asked to answer this questionnaire, which aims to collect the necessary data for a dissertation about "The Role of Classroom Interactions in Developing EFL Student's Communicative Competence. Case Study: First year Master Students of English at Mohamed kheider University of Biskra". Please be sure that your answers will be kept anonymous and will be used for a research purposes only. Thank You for your time.

Section 1: "Personal information".

Q1: Would you specify your gender?

☐ Male.

☐ Female.

Q2: What do you think your level of English is?

☐ Beginner.

☐ Intermediate.

☐ Advanced.

Section 2: "Communicative Competence".

Q3: According to you, Communicative Competence is:

☐ The learner's ability to use language in different communicative situations.

☐ The learner's ability to express and share his/her ideas and thought easily without obstacles.

☐ The learner's ability to talk and interact with others.

Q4: Do you consider "Communicative Competence" important in language learning?

☐ **Yes.**

☐ **No.**

Q5: How often do you communicate with your classmates with English language?

☐ Always.

☐ Sometimes.

☐ Rarely.

☐ Never.

Q6: You communicate much better with:

☐ Males.

☐ Females.

Q7: The classroom conversations in your lectures are:

☐ Friendly.

☐ Fearful.

☐ Neutral.

Q8: Do you have problems when communicating your ideas?

☐ Always.

☐ Sometimes.

☐ Rarely.

☐ Never.

Q9: Do you try to improve/ develop your Communicative Competence?

☐ Yes.

☐ No.

➢ If yes identify how:

....

....

Section 3: "Classroom Interactions".

Q10: In your classroom lectures you are:

☐ Active.

☐ Silent.

Q11: Does your teacher give you the chance to express your ideas?

☐ Yes.

☐ No.

Q12: Do you participate in the lectures without being asked?

☐ Always.

☐ Sometimes.

☐ Rarely.

☐ Never.

Q13: When your teacher asks you to answer questions, you feel:

☐ Satisfied.

☐ Unsatisfied.

➤ Justify your answer:

....

....

Q14: Do you interact with your classmates?

☐ Yes.

☐ No.

Q15: What type of activity do you prefer:

☐ Individual work.

☐ Pair work.

☐ Group work.

➤ Justify your answer:

....

....

Q16: How does your teacher behave when you express your ideas and suggestions?

☐ Accept.

☐ Refuse.

Q17: During the lecture, do you prefer:

☐ Listening to teacher's explanation.

☐ Interacting with your classmates.

➢ Justify your answer:..
....

Appendix Two: Classroom Observation

Observation checklist of classroom interaction

Observer:	Group:
Date &time:	Session:

Observation of the classroom	Yes	No
Observation of Learner-learner interaction 1- The environment and setting are well organized, clean, and comfortable, to allow students to interact easily? 2- Do learners try to interact in the classroom? 3- In the classroom, do students share their thoughts, express themselves, and make suggestions with both their teacher and their classmates? 4- Do learners participate in the classroom without being asked? 5- Do learners struggle when they express themselves? 6- Do learners hesitate to express their ideas when being asked? 7- Do learners correct each others' mistakes? 8- Do learners try to enhance their CC through classroom interaction? 9- Do learners give an importance to their CC and try to communicate more? 10-Do the discussions in the classroom lead to one strong idea agreed by all?		

Observation of Teacher-learner interaction	1- Instead of standing in front of his/her students to discuss or interact with them, does the teacher moves around the classroom? 2- Does the teacher talk more than his/ her students In the classroom? 3- Does the teacher's language suit his/ her learners (in terms of simplicity and complexity)? 4- Does the teacher encourage his/ her students to participate during sessions? 5- In the classroom, does the teacher give feedback on learners' mistakes? 6- Does the teacher try to motivate his/ her students? 7- Does the teacher accept the difference between students' thoughts ? 8- Does the teacher give his/ her students the chance to choose peers or groups? 9- Are the students free to choose which type of activity to work with? 10- Does the teacher ask his/her students to discuss their opinions with each others?		

الملخص

الدراسة الحالية تتناول دور التفاعل الصفي في تطوير كفاءة التواصل الشفهي لطلاب الماستر في تعلم اللغة الإنجليزية كلغة أجنبية في السنة الأولى في جامعة محمد خيضر بسكرة. ويكمن المشكل الرئيسي لهذا البحث في التحديات التي تواجه الطلاب في تطوير كفاءتهم للتواصل الشفهي الفعال في الفصل الدراسي. الغرض الرئيسي من الدراسة هو التحقق من دور التفاعلات الصفية في تطوير كفاءة الطلاب الاتصالية. وبالتالي، يهدف إلى توعية الأساتذة والطلاب على حد سواء بأهمية التفاعل الصفي ورفع استخدامه للمساعدة في تحسين كفاءة الطلاب للتواصل الشفهي. يفترض الباحث أن كفاءة الطلاب للتواصل الشفهي يمكن تحسينها من خلال التفاعلات الصفية. و من هذا المنظور، تم إعطاء استبيان لثلاثين (30) طالبًا في السنة الأولى من الماستر، بالإضافة إلى ملاحظة صفية لمجموعتين من طلاب الماستر في السنة الأولى. يهدف الباحث إلى الحصول على وجهات نظر الطلاب حول دور التفاعلات الصفية في تطوير كفاءتهم للتواصل الشفهي وأهميتها. توصلت نتائج استبيان الطلاب وملاحظات الصف إلى أن معظم الطلاب يدركون أهمية تطوير كفاءتهم في التواصل الشفهي، ويدركون أن التفاعلات الصفية تلعب دورًا كبيرًا في هذه العملية.و تشير النتائج أيضا إلى أن التفاعلات الصفية مهمة وتلعب دورًا كبيرًا في تعزيز كفاءة الطلاب للتواصل الشفهي.