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Students' Attitudes towards Using Interactive Teaching and its Influence on their Oral Skills

A Case Study: Third Year LMD Students of English

At the University Centre of Mila

A Dissertation submitted in partial fulfillment of the requirements for the Master Degree in Language Sciences

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Dedication

To my mother and father, source of my happiness and success in life. May Allah bless them.

To my brothers Azzeddine, Omar, Taher, and Brahim and my sisters Badiaa, Ghalia, and Fatiha for their unconditional support and encouragements to pursue my interests.

To my extended family and to the many friends, who have been so supportive and encouraged the fulfillment of this work.

To all those who believed in me and pried for my success.

I dedicate this humble work.

Acknowledgement

Abstract

Nowadays, the oral proficiency is considered as the best indicator of language proficiency by most of the learners, employers, and even teachers. The present study aims at investigating the efficiency of using interaction as a technique in the oral class to improve the oral skills of the third year students of English as a Foreign Language at the University Centre of Mila. In order to prove or disapprove this, we have hypothesized that an interaction-based approach to teaching oral English can be implicated despite the present difficulties, that students have positive attitudes and common preferences towards interaction, and that the use of the interaction in the EFL oral class will help learners to enhance their oral performance. To test the validity of these hypotheses, we have conducted a descriptive study based on two research tools. Students had been given questionnaires to be answered and teachers had been interviewed. The questionnaire consists of 17 questions and had been administered to twenty 3rd year LMD students at the English department of the university centre of Mila. The interview consists of 8 questions given to 3 teachers of oral expression. All of them are teaching at the same department during the academic year 2012-2013. The discussion of the results has confirmed the 3 hypotheses; it shows that interaction-based approach to teaching oral expression is applicable, students have positive attitudes and common preferences towards interaction and interaction have positive influence on the student's oral performance. At the end, we recommend of using this technique in teaching foreign languages side to side to teaching their foreign cultures and literatures in order to reach fluency and oral proficiency.

List of Tables

Table of Contents

General Introduction

1. Statement of the Problem

Students and learners of English as a foreign language are very often noticed of their communicative incapacity. This is mainly because they do not have enough opportunities if any at their classes to practice, develop, and improve their entries/ English communicative competency, and because their teachers' perspective about English is that it is a set of structures and functions that is learnt mainly through intensive reception. This results in a partial or total breakdown when in face-to-face conversation from the part of student who is not used to speaking English neither outside nor inside class.

2. Significance of the study

The present study falls in the middle between production-based and reception-based methodology, under learner-centered approach to teaching foreign language. It will contribute in developing teaching oral communication, and especially the productive skill that is speaking through trying to define the preferable and suitable parameters that are supposed to make teacher and students cooperate to reach desired results which are mainly speaking fluently and accurately.

3. Aims of the Study

The current study attempts to help EFL learners improve their oral skills through determining the adequate conditions to create an environment of interactions similar to real life in an academic situation, which is classroom.

4. Research Questions

This research aims at answering the following questions:

1. Is it possible to follow an interaction-based approach to teach oral English?

2. What are the students' attitudes towards and preferences about interactive activities and interaction in general?

3. Does interaction have positive influence on students' oral skills?

5. Research Hypotheses

1. Students will have positive attitudes towards interaction and different but convergent preferences concerning interactions in classroom.

2. Interactive teaching can be applied to a limited extent and under defined conditions.

3. If we use interaction in EFL oral classes, students' oral skills will be improved.

6. Methodology

In order to answer the research questions, and evaluate the hypotheses we have mentioned above, we will follow descriptive method. The present study will be based on the analysis of a questionnaire administered to 3rd year EFL students and an interview conducted with teachers of Oral Expression at the English Language Department of the University Centre of Mila.

Students' questionnaires seek to provide information about their attitudes towards and preferences about interaction, and its influence on their oral skills. Teachers' interviews are used to provide information about their attitudes towards the implication of interaction into teaching oral English and its influence on their oral communication skills, and about their

perception about the best criteria of interaction and interactive activities that makes most of the students involve as well.

7. Organization of the Study

The present study would contain 4 chapters under 2 sections. The first section is about the review of literature which contains a chapter about the problem which is the oral communication skills, and a second one about the suggested solution which is interaction in EFL classes. The second section will be devoted to the practical work which contains two chapters; one about the discussion and analysis of the students' questionnaire and another about the discussion and analysis of the teachers' interview.

Chapter One: Oral Communication Skills

Introduction

Students of English as a foreign language need not only to be able to read and write in English, but also to be able to speak and listen to English. Thus, teachers of English need to give much importance to teaching oral communication as equal as written reports. Therefore, teachers of oral class are particularly requested to enhance their students' oral performance and communicative skills.

1. The Four Language Skills

In order to be proficient in any language, a learner should master the four language skills, which are listening, speaking, reading and writing. These skills are categorized in terms of two criteria. First, depending on the direction of communication, these skills can be either receptive i.e., listening and reading, or productive, i.e., speaking and writing. Secondly, considering the medium of communication, which is also known as the channel, the skills can be either oral, which refer to speaking and listening and these are related to articulator organs, or written, which is also known as literacy skills; these are reading and writing that are connected to manual script (Forseth, 1995).

The four language skills	Receptive skills	Productive skills
Oral skills	Listening	Speaking
Literacy skills	Reading	Writing

Table 1 : The Four Language Skills

2. The Oral Communication

2.1. Definition of Communication

Communication is a term that is used in many fields, and can occur in many circumstances. In this study, however, this term is used to refer to human communication, and verbal communication in particular, that is to say, written and oral ones. There is no conventional definition of the term communication, though, this is one example:

> Communication takes place when one mind so acts upon its environment that another mind is influenced, and in that other mind an experience occurs which is like the experience in the first mind, and is caused in part by the experience. (Richards, 1928, p.177)

This definition introduces the notion of transmitting experience from one mind to another within a common environment.

2.2. The Process of Communication

Urmila (2010) states seven elements involved in the communication process which are:

1. The source or the sender, which is the one who initiates the action of communicating.

2. The audience or the receiver, which is the person(s) towards whom the communication is directed.

3. The goal or the purpose, which is the sender's reason for communicating, or the desired result of the communication

4. The message or the content, which is the information conveyed

5. The medium or the channel, which is the means or method used for conveying the message

6. The feedback is the receiver's response to the communication as observed by the sender

7. The environment or the context, which is the background in which the communication takes place.

These elements, however, are not always present in all communication. Some of them might be absent such as the feedback in the case of a book.

2.3. Communication Strategies

Communication strategies are one component of the communicative language teaching, which is usually referred to as the strategic competence.

While speaking a foreign language, a learner may find some difficulties in expressing his thoughts especially because of the lack of vocabulary. In this situation, the learner often uses some verbal and/or nonverbal procedures to compensate gaps in speaking competence which is known as communication strategies.

Teachers and syllabus designers incorporates the teaching of the important strategies in speaking classes. The box below lists several strategies that were first discussed by Tarone (1981):

I. Paraphrase	**A. Approximation:** use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker
	B. Word coinage: the learner makes up a new word in order to communicate a desired concept
	C. Circumlocution: the learner describes the characteristics or elements of the object or action instead of using the appropriate target language item or structure ("She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of.")
II. Borrowing	**A. Literal translation:** the learner translates word for word from the native language (e.g., "He invites him to drink," for "They toast one another.")
	B. Language switch: the learner uses the native language term without bothering to translate (e.g., balon for balloon, tirtil for caterpillar)
III. Appeal for assistance	the learner asks for the correct term (e.g., "What is this? What called?")
IV. Mime	the learner uses nonverbal strategies in place of a lexical item or action (e.g., clapping one's hands to illustrate applause)
V. Avoidance	**A. Topic avoidance:** the learner simply tries not to talk about concepts for which the target language item or structure is not known
	B. Message abandonment: the learner begins to talk about a concept but is unable to continue and stops in mid-utterance

Table 2 : Communication Strategies

EFL learners should be able to use these strategies in order to solve their vocabulary deficiency, and therefore succeed in their communication.

2.4. The Oral Communication

Oral communication involves the ability to produce and receive information via the oral channel. Byrne (1986, p.8) states that "oral communication is two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding." Oral communication involves negotiating meaning between two or more than two individuals, and takes into account the context in which communication occurs. The context includes the participants, the common experience, the time, place, and purpose for speaking. Each of the speaker and the listener has an active role to play in an effective communication because it is an interactive process. The speaker has to encode his ideas into a linguistic form, while the listener has to decode this linguistic form into meaningful ideas.

Pattison (1987) points out that classroom oral practices have five characteristics:

1) the content or topic is predictable and decided by teachers, books, tapes, etc;

2) learners' aims in speaking are to practice speaking, to follow teachers' instructions and to get good marks;

3) learners' extrinsic motivation is satisfied;

4) participants are often a large group;

5) Language from teachers or tapes is closely adapted to learners' level.

Nunan (1989) claims that successful oral communication should involve these characteristics:

1) Comprehensible pronunciation of the target language;

2) Good use of stress, rhythm, intonation patterns;

3) Fluency;

4) Good transactional and interpersonal skills;

5) Skills in taking short and long speaking in turns;

6) Skills in the management of interactions;

7) Skills in negotiating meaning;

8) Conversational listening skills;

9) Skills in knowing about and negotiating purposes for the conversation;

10) Using appropriate conversational formulae and filters.

2.5. Differences Between Oral And Written Communication

The oral and the written language are different in many terms. First, the oral communication is auditory in nature, that is to say it is built from combinations of sounds being spoken or heard, whereas the written communication is visual in nature. Secondly, the oral productions are temporary; it does not last for long, and its reception is immediate. However, the written production is permanent that it can be used as records, and its reception can be delayed. Third, the comprehension of the oral production depends on some prosodic features and its feedback is immediate such as facial and body language and request for clarification. Nevertheless, the understanding of the written production relies on punctuation and its feedback is delayed or even absent. Fourth, the oral productions tend to be less formal than the written one

and accuracy and precision is not strongly required in oral communication since there is not enough time to consider and revise words while speaking.

2.6. Stages of Developing Oral Communication Skills

Lyle (2004) mentioned three stages that teacher has to consider when developing the ability to speak a foreign language these stages:

2.6.1. The Controlled Stage

In teaching oral communication, the first step to do is to help students acquire the basic linguistic competence be it sounds discrimination, oral vocabulary, verb forms and grammar patterns. This can be achieved mainly through practicing pronouncing and hearing what is said or heard. Cyril (2001) adds that this activity is best carried out in the language laboratory where students can work at their own pace, they record some sentences after a model, and then listen to each recording in order to correct any pronunciation problem. They keep on this process until they gain some insight into the nature of the phonological rules of English. At the same time, the teacher should draw the students' attention to the rules of grammar and of sentence formation; these elements are interdependent and should be developed concurrently. Students must know that a word may have different meanings in different contexts. This means to help students differentiate grammatical form ungrammatical utterances; so that they can produce well formed English sentences as they progress in language learning. However, the vocabulary, structures, and other language patterns should be carefully selected and of high frequency.

2.6.2. The Guided Stage

At the second stage of learning oral communication, the structural controls are progressively relaxed. Having automatic control over basic patterns by means of the habituation process, and having increased their linguistic competence through practice in various types of manipulative drills, students can now handle meaningful activities fairly well. The students now understand what he or she is saying structurally and semantically. Vogel (2000) explanation some reasons there is no real oral communication taking place because his response is still controlled, the speaker does not add new information as he or she is still subject to some restraints. Furthermore, the initiative is still left with the teacher or the group leader. This stage introduces the students to social formulas: greeting, introductions, complaints, asking for information, it also gives them expressions with which to convey their ideas. It produces few erroneous sentences, and these are corrected by members of the group, not by the teacher. For drilling guided oral fluency, the teacher provides the class with the context and content of what is to be said, and students communicate within this general framework. Topics and exercises should follow closely the interests of the students in order to encourage student-student interaction and to make English classes lively and cheerful experience. Thornbury (2005) says that the material can be drawn from different sources such as: textbooks, students' compositions, English newspapers or magazines, language games, classroom objects. It is also important to make situations as concrete as possible. Persons, places, and things should be named rather than referred to as generic concepts. Contextualization highlights the social setting of language use; it also motivates the students because they are practicing the language as it is actually used by native speakers (James, 2000).

2.6.3. The Free Stage

It is also known as the oral production stage. By this stage of learning to communicate orally , the students has the basic machinery to say whatever he wants or feels and to tell others what he did. The teacher has to set up the situation or to provide the stimulation that arouses the students' interest (James, 2000). Visual aids and props are good tools to set class discussions, dialogues and other speaking activities. Moreover, the teacher has to fit the oral activities to the students' own cultural background in order to meet their interests and to motivate them to participate in the activity. The teacher also has to prepare the material adequately, as free discussions are likely to fail if he has not, planned them carefully in advance. Thordores (2001) suggests four elements to success of free conversation, which are: The careful preparation by the teacher and the students; the silence of the teacher during the activity; the availability of interesting topics that stimulate students to participate; and to be confidence in their ability to communicate.

3. Speaking

There are many reasons that impulse a person to speak and communicate which can be psychological, social, educational, etc. speaking is known as an active productive skill. Widowson (1978, p.57) states that:

> although it might be convenient to represent the language skills in this way when considering usage, it is not especially helpful, and indeed might be positively misleading to present them in this way when considering use.

Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Brown, 2001, p.1). It is "often spontaneous, open-ended and evolving" (ibid., p.1)

In order for an individual to effectively communicate, he should respect two major considerations which are language use and language usage. Whereas the former refers to the knowledge of the linguistic rules of a communication, the later refers to the way it is realized. (Lindsay and Knight, 2006, p.57).

A good language speaker is the one who is able to synthesize a set of speaking skills to successfully exchange his ideas. He has to know what, how, why, when and to whom to say. Finochiaro and Brumfit (1983, p.140) summarize these skills in the following:

1. The ability to think what he wants to express, either at the initiation of a conversation or to response to a previous speaker;

2. The ability to change the jaw, tongue, and lips position to articulate the appropriate sounds;

3. The awareness of the functional, grammatical, lexical, and cultural appropriateness of the expressions he uses;

4. The sensibility to the necessitated change in register or style determined by the interlocutor and the situation of conversation;

5. The ability to change their thoughts on the basis of the interlocutor's feedbacks;

3.1. Approaches to Teaching Speaking

Although there are many different methods of language teaching, three methods have dominated language teaching in the last century. Under which speaking was taught differently. These are the following:

3.1.1. The Direct Method and Audiolingualism

The direct method focuses on daily vocabulary and sentences, and lessons were conducted entirely in the foreign language. The Direct Method emphasizes speaking in introducing new oral lessons, rather than writing. Also, lessons emphasized speaking and listening, which were practiced "in a carefully graded progression organized around question and answer exchanges between teachers and students" (Richards and Rodgers, 1986, p. 10). The Direct Method strongly influenced the development of the Audio-lingual Method.

In Audio-lingual method, speaking is taught through repetitions of sentences and reciting memorized dialogues from the textbook. Repetition drills are designed to make student familiar with the sounds and structural patterns of the foreign language. The Audio-lingual Method assumes that students learn to speak by practicing grammatical structures until producing those structures has become automatic, and then it is hoped that the learners will be able to carry on conversations. As a result, "teaching oral language was thought to require no more than engineering the repeated oral production of structures" (Bygate, 2001, p. 15).

The Audio-lingual Method is built on the basis of the theory of behaviorism that suggests that for learners to form good habits, language lessons must involve frequent repetition and correction. Therefore, teachers treat spoken errors as it occurs, in hopes of preventing students from forming bad habits. Students are expected to spend time in the lab, listening to audiotapes of native speakers talking in scripted, rehearsed dialogues, which embody the structures and vocabulary items the learners are studying in class. The taped speech samples are not usually realistic samples of the English learners would hear on the street.

The Audio-lingual Method structured oral skills and "speech production was tightly controlled in order to reinforce correct habit formation of linguistic rules" (Lazaraton, 2001, p.103). In addition, memorizing patterns "did not lead to fluent and effective communication in real-life situations" (ibid., p.30).

3.1.2. Communicative Language Teaching

Being dissatisfied with the Audio-lingual Method results teachers, materials developers, and curriculum designers reconsider their old beliefs about how people learn languages. In fact people do not learn the language in pieces and then put them together to make conversations. Instead of that, infants when acquire their first language and people when acquire second languages seem to learn the components of language through interaction with other people. This fact leads teachers to several interesting implications to teaching a foreign language, the most important one is that if people learn languages by interacting, students should interact during English lessons. As a result, Communicative Language Teaching emerges.

In some language teaching methods, such as Total Physical Response, beginning learners undergo a period of listening to English before they begin to speak it. In such methods, the focus is on input-based activities. In contrast, Communicative Language Teaching features more interaction-based activities, particularly from the high beginning to more advanced levels, such as role-plays and information gap tasks. In these activities learners must use English to convey information that might be known to them but not to their colleagues. Another features of interaction-based lessons is pairwork and groupwork.

3.2. Speaking: knowledge vs. skill

Because the ultimate goal of teaching and learning to speak is to be able to communicate, learners must be able to understand what others wish to share and at the same time be able to convey their own messages. The complexity of learning to communicate in a second language is recorded in the scheme by Rivers and Temperley (1978).
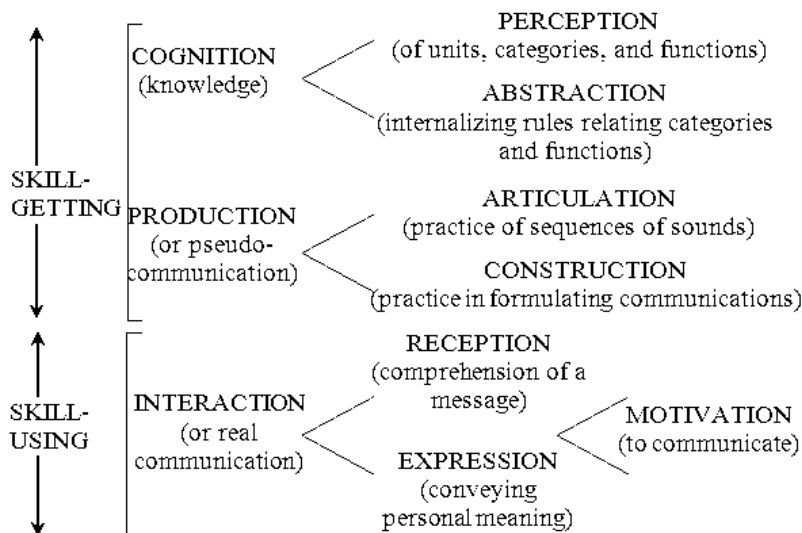
Figure: Processes involved in learning to communicate.

The authors add that the schema is parallel and not sequential. According to them, skill-getting and skill-using are go hand in hand.

Bygate (2001) makes distinction between knowledge about a language and skill in using it. In teaching practice the distinction gradually grew in importance. It is apparent that a learner, in order to be able to speak a language, needs to have a command at least of basic grammatical structures and vocabulary. This part represents the "knowledge about a language". However, it was recognized that knowledge itself is not sufficient for successful functioning in a second language. The other part of communicative ability that learners in grammar-translation and audio-lingual classes usually lacked was the "skill". The presupposition that knowledge itself

was not satisfactory was confirmed mainly in practice. It meant that knowledge had to be put into action.

In communication the learner does not manage only with knowledge either. It is not sufficient for him to be aware of how sentences are formed in general, to know certain amount of vocabulary concerning the particular topic or remember certain grammatical rules. He should also be capable of forming sentences "on the spot" and adjusting his contribution to the immediate situation. This involves drawing on his theoretical knowledge, making quick decisions and managing difficulties that may arise. It may be worthwhile to know what differentiates skill from knowledge. According to Bygate (2001, p.6), "a fundamental difference is that while both can be understood and memorized, only a skill can be imitated and practiced".

Interaction skills may be also described as the skills of monitoring one's own speech production and making decisions in communication. The decisions in communication include e.g. "what to say, how to say it, whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others" (Ibid, p.6).

3.3. Assessing The Speaking Skill

According to Knight (1992), there are eight main criteria to be taken into consideration while assessing oral production as the table below illustrates:

1 Grammar	A. Range
	B. Accuracy
2 Vocabulary	A. Range
	B. Accuracy
3 Pronunciation	A. Individual sounds (esp. Phonemic distinctions)
	B. Stress and rhythm
	C. Intonation
	D. Linking/elision/assimilation
4 Fluency	A. Speed of talking
	B. Hestitation while speaking
	C. Hesitation before speaking
5 Conservational Skill	A. Topic development
	B. Initiative (in turn taking, and topic control)
	C. Cohesion: i) with own utterances
	Ii) with interlocutor
	D. Conversation maintenance
	(inc. Clarification, repair, checking, pause fillers, etc.
6 Sociolinguistic Skill	A. Distinguishing register and style
	(e.g. Formal or informal, persuasive or conciliatory)
	B. Use of cultural references
7 Non-Verbal	A. Eye-contact and body posture
	B. Gestures, facial expressions
8 Content	A. Coherence of arguments

Table 3 : Criteria of Speaking Assessment

These criteria citing and classification may differ from one source to another; however most of the criteria are mentioned in table above.

3.4. Speaking Difficulties

Brown (2001, pp.270-1) identifies eight problems that the students may face during the learning process, which the teacher has to take into account. These problems are mainly about aspects of oral performance which are clustering, redundancy, reduced forms, performance variables, rate of delivery, colloquial language, interaction, stress, rhythm, and intonation.

Redundancy refers to segmenting the oral performance into words and sentences, whereas redundancy refers to repeating and rephrasing utterances and reduced forms refers to the shortening which happens in morphology, phonology, syntax, and pragmatics. These three aspects are due to memory limitation and stress. Performance variables and rate of delivery depend on the delay between thinking and speaking which may differ because false starts, stress, hesitation, and pauses. Colloquial language on the other hand refers to idioms and slangs which are culture-related, interaction is related to negotiating meaning and getting feedback between interlocutors. Stress, rhythm, and intonation are phonological aspects which play a significant role in conveying meaning.

3.5. Fluency Vs Accuracy

The active use of the target language leads learners to be competent speakers. Communicative methodology confirms that providing fluency activities are important in the language progress. Through these activities, students are engaged in discussing different matters in the classroom. As Finocchiaro and Brumfit (1983, p. 98) put it: "All that is needed is a teacher willing to commit a substantial proportion of time to such activities".

The process of teaching requires the teacher to know learners' requirements. Needs analysis plays a role in this part. Teachers are not able to know learners' needs, especially in

their communicative abilities. Giving learners the freedom to use the language in the classroom can help teachers to know the different areas and problems they face in the process of acquiring a foreign language.

In communicative methodology, fluency is favored over accuracy for various reasons. First, accuracy is a relative term. In fact, it is a judgment about language set up by descriptive linguistic who decide what is good in a language and what is not. Second, focus on fluency rather than accuracy leads to concentrate on the performance of communicative activities rather than linguistic forms, and we cannot ignore the effect of this concentration on communication (Richard and Rodgers, 1986).

The focus on accuracy has a number of disadvantages summarized by Brumfit (1984). First, language would be rigidly selected because there will always be a descriptive model to refer to. Second, adaptation and improvisations which are necessary aspects of communication are neglected. Third, the written form of language will be focused rather the spoken one. These disadvantages have a greater effect in developing communicative competence.

As Morrow (in Brumfit, 1984, p.129) mentions, one of the goals of communicative methodology is to develop fluency in language use. Fluency is a natural use of language occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language avoiding communication breakdowns.

One of communicative methodology goals is to develop fluency in language use. Fluency is a natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language and avoiding communication breakdowns. Differences between activities that focus on fluency and those that focus on accuracy are provided by (Richards & Rodgers, 1986)

3.5.1. Activities Focusing on Fluency

• Require meaningful use of language

• Focus on achieving communication

• Reflect natural use of language

• Require the use of communication strategies

• Produce language that may not be predictable

• Seek to link language use to context

3.5.2. Activities Focusing on Accuracy

• Reflect classroom use of language

• Focus on the formation of correct examples of language

• Choice of language is controlled

• Practice small samples of language

• Do not require meaningful communication

• Practice language out of context

Conclusion

To conclude this chapter, proficiency in oral skills has a great importance in communication success, and though oral communication has many differences with written one, they have some points in common. Speaking skill particularly is considered as the most critical skill in any oral communication and indicator of language ability; this is why, we gave it a great deal of literature.

Chapter Two: Interaction in EFL Classes

Introduction

Interaction has an important role in the field of foreign language acquisition. This process requires the presence of two or more learners who collaborate to achieve communication. Interaction is a way of learning in general and developing the communicative language skills in particular. In this chapter we shall deal with the notion of interaction as a strategy that takes place in EFL classroom, starting with a brief view about communicative language teaching theory, since interaction is one point of its frameworks. Then, we will explain the main aspects, types and principles of interaction, and some interactional problem related to the students in addition we will investigate the role of teachers in the classroom interaction, and we finish with citing some interactive activities.

1. The Communicative Language Teaching Approach

Nowadays the English language is very important in the whole world; the teachers' major concern is to find a significant method to enable learners to use this language for communication. The communicative approach or (CLT) is considered as the best approach for such purpose. It is mainly related to the idea that "Language learning will take care of itself" (Harmer, 2001, p.70).

CLT first emerged by the end of 1960s and continued to evolve. Today, it is not considered as a method but as an approach for teaching based on the idea that language learning means learning how to use the language to achieve a better communication outside the classroom. CLT developed because of the limitations of the previous methods, it mainly focuses on the ability to communicate and interact which was absent in the other methods. (Lindsay and Knight ,2006)

Harmer (2001) emphasizes that learners should be constantly exposed to language and be given opportunities to employ this language for developing their knowledge and skills. So, among the characteristics of CLT approach is that it was formed around the individual learner, taking his needs and objectives as starting points in teaching and learning a second or foreign language.

1.1. Communicative Competence

According to Hedge (2000) the communicative approach is frequently focuses on the theory of communicative competence which includes grammatical, sociolinguistic, discourse and strategic competence. Grammatical or linguistic competence refers to the different aspects of the language, which are grammar, vocabulary and phonology, in other words, it is linked to the comprehension of spelling, pronunciation and grammatical structure. Sociolinguistic competence or pragmatic competence refers to the social rules of language use which includes a better understanding of the social context where communication takes place like the shared knowledge of the participants. Discourse competence deals with the ability to understand individual messages and to recognize all the discourse features. Strategic competence consists of the strategies involved for a successful communication; such strategies take place when learners cannot utter what they want to say because they lack the suitable resources. Most researchers agree on the need for the communicative competence to support learning and create a successful interaction at the classroom. "Classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience." Johnson (1995, p.161)

1.2. Interaction as a component in CLT Frameworks

Allwright (1984) argued that many researchers thinks that the best strategy of improving classroom communication is by reducing the teacher period of talking and rising the period of students talking at classroom which leads to group work and multi exchange conversations .CLT focuses on the importance of interaction and facing one the other teacher versus learners because they should consider communication as taking place from one side only but both sides should contribute.

Teachers and learners then should distinguish between interaction and communication; they should not consider them as synonyms, In spite of the fact that many of them consider that communication refers only to people interacting with each other.

2. Classroom Interaction

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. Wagner (1994, p.8) defines interaction as the "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another". Consequently, interactions do not occur only from one face, there must be shared influence through giving and receiving messages so as to achieve communication.

Allwright and Baily (1991) argued that interaction is something people can do together. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that classroom interaction focuses on the learners' cooperation.

With the intention of understanding the relationship between classroom interaction and SLA, there are two main assumptions. foremost, the classroom provides an environment that leads to SLA, The second is that what occurs in classrooms involve communication, and this also can be seen as some form of interaction, i.e. there are reception and production based theories of classroom interaction and SLA. Reception-based theories agree that interaction contributes to SLA through learners' reception and understanding of the SL; however, production-based theories assume that interaction helps learners to produce the SL (Ellis, 1990 cited in Johnson 1995).

According to Johnson (1995) sees that reception-based theory is related to the input hypothesis, which holds that the input should be comprehensible to learners for a improved acquisition since the latter happens as soon as learners comprehend input that contains well-formed structures and which can meet their current level. Productive-based theory relates to the output hypothesis that holds that learners should get opportunities to produce the language if they want to look like a native speaker.

2.1. Aspects of Classroom Interaction

Negotiation of meaning and feedback, are the two main aspects which interaction requires in the classroom, if these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. According to Ellis and Foto (1999, p.9) "interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

2.1.1. Negotiation of Meaning

Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to avoid the breakdown of the communication. They also claim that negotiation of meaning is the fundamental discourse structure. The learners in the classroom then should make the linguistic output more understandable for the other learners in the class, so that they can engage with them in the interaction. Nevertheless, if there is a lack of comprehension different processes can be focused on to repair the interaction.

Mackey (2007 pp.12-3) asserts that "Through processes of repetition, segmentation and rewording, interaction can serve to draw learners" attention to form-meaning relationship and provide them with additional time to focus on encoding meaning."

Repetition involves repeating the students" exact speech as it is when the others do not understand. Rewording means rephrasing the original utterance, in other words, using other simple words. Consequently, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. (Pica 1992-1994 cited in Ellis 2003).

The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language. For example, teachers very often correct students' mistakes when they negotiate so that they use the

27

SL accurately. Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like (ibid)

In summary, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

2.1.2. The Role of Feedback

According to Mackey (2007, p.30) "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification." In order for interaction to develop the speaking skill, learners must notice the errors and recognize them for correction. Thus, for some researchers attention is very crucial for learning. Feedback may occur from learners, i.e. learners are able to correct and call each other's attention to the errors. In doing so, they very rarely replace their interlocutors' correct form with incorrect form. However, feedback from teachers can be different from the learners' one, because teachers employ many types of correction strategies.

Two forms of feedback suggested by Mackey (2007), they are explicit and implicit feedback. Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because teachers provide the learners with the linguistic form of their errors.

Whereas implicit feedback refers to the counteractive feedback that includes requests for elucidation or recasts, in other words, teachers rephrase the learners' utterance by changing one or more sentence component, Recently, many studies have shown that the clear feedback is more

effective than the implicit feedback, this means that in explicit feedback, the teacher draws the students' attention directly to the errors so that the students do not use them again.

However, in implicit feedback, the teacher asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly. In brief, the feedback role of interaction is of crucial importance. Students often want to know how they are doing in relation to their peers. However, teachers should not deal with all oral production of the students and during all the time, they should make decisions when and how to react to the students' errors so that the interactive activity will not break down each time.

2.2. Types of Classroom Interaction

The engagement of the students with the course content, other learners, the teacher and the technological medium used in the course. Factual interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment. (Thurmond, 2003)

2.2.1. Teacher-Learner Interaction

Accoding to (Coulthard (1977) this type of interaction has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such communication. He negotiates with his students the content of the course, asks questions, uses students" ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

The students, during teacher-learner interaction, seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. Teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation (Harmer, 2009).

2.2.2. Learner-Learner Interaction

Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

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." The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2.3. Principles of Oral Interaction

Classroom interaction prepares learners to use the language naturally outside the classroom. It provides for them the basis and the principles to interact in English in real

situations; that is why classroom talk is worth investigating and understanding. The students should learn some essential principles involved in interactions. We shall deal with some McCarthy principles as the following.

2.3.1. Adjacency Pairs

McCarthy (1991) defines them as referring to pairs of utterances produced by the speaker; they are usually mutual and dependant, the most obvious example is that a question predicts an answer and an answer needs a question. Pairs of utterances such as greeting-greeting and apology acceptance are called adjacency pairs. They are of different types; the first pair-part can be the same as the second pair-part, for example, saying hello-hello, happy new year- happy new year. However, others expect a different second pair-part such as congratulations and thanks.

2.3.2. Exchanges

The term of exchanges was developed by Sinclair and Coulthard in 1975 to refer to the utterances performed by the speakers. They consist of moves; the first move often called the opening move or initiation, the second move is the answering move or response, and the last move is called the follow up move. According to McCarthy (1991), the exchanges are the central units in any interaction talk; they are independently observable entities, and we may find adjacency pairs within their boundaries.

The patterns of the moves of the exchanges were followed by the traditional classrooms, where students were restricted to responding moves, whereas the teachers play the great role in any talk. In such classrooms, learners get little or no practice of how to initiate or to end the talk. Today, Teachers well understand the role of the students in initiating, responding and closing the

interaction because they will use the second language outside the classroom too, where they will not only respond to the speakers' questions. Teachers' role then, is to encourage learners to practice common opening, answering and follow up strategies through designing speaking activities to meet this goal.

2.3.3. Turns Taking

"This phenomenon refers to both the construction and distribution of turns." (Ellis and Barkhuizen, 2005, p.201) In some interactive activities, we can observe how participants organize themselves to take their turns. Therefore, according to McCarthy (1991) turns occur smoothly between the participants, but with a little overlap and interruption with a brief silence between turns. People often take turns in speech when they are selected or named by the current speaker.

There are some linguistic devices to take turns when a person is unable to enter the normal flow of turn taking. Parrott (1993) suggests some expressions learners may use to take turns, for example "something I'd just like to bring up is…", in addition to some other expressions. McCarthy adds that there are some linguistic means to avoid taking turn when one has this opportunity or to make it clear for the speaker that he is attending his message, this is called "back-channel responses", it consists of vocalizations like mm, ah, and ha in addition to short words or phrases such as yeah, no, right, and sure. These back-channel vocalizations vary from one culture to another. A further feature of turn taking is the way speakers predict others" utterances and seek to complete the utterances for them. This often happens between students in classrooms where they help each other in talk. Other features of turn taking in English interaction include body language like head movement or eye contact. Teachers may teach turn management

directly, and supply learners with a range of phrases of how to take a turn or how to interrupt the speakers in a formal and informal setting. To conclude, turn taking is not really something that needs to be taught, but specific linguistic realization can be presented and practiced in addition to the cultural differences that must be mentioned by the teachers to make the learners aware of them.

2.3.4. Transactions and Topics

Transactions "are concerned with how speakers manage longer stretches of talk" (McCarthy 1991, p.130). He explains how well speakers realize transaction markers in talk. They are found in conversations, marking openings and closing. The teacher may present and illustrate a set of useful transaction markers such as right, now, so, okay,…etc. It is important to make learners see whether these transactions markers can be translated directly into their first language through designing interactive activities that need to be opened and closed within a specified time limit.

A topic is a crucial factor and considered as the basis for interaction to take place. McCarthy (1991) points out that many questions arise around the topic notion: how it is opened, developed, changed and closed. Topics could be defined on the formal level as stretches of talk linked by using certain topics or transactional markers such as lexical ones (by the way, to change the subject…), or phonological ones like changing the pitch, or using single words or phrasal title that express the content of different segments of talk such as Holidays, buying a house,…etc. Topics could be seen as the ideas given by several speakers i.e. each speaker performs an utterance which is relevant to the other speaker's utterance, then the topic is created on the basis of interaction. Pragmatically speaking, topics are strings of relevant utterances

perceived by participants in talk. The definition that seems to be dominant in the content of language teaching is that topics are titles for the subject matter of speech. Topics in general are raised for several reasons, most of the time it is just to keep the talk going because people are together and chatting, and in these cases, we can see clearly how topics start, develop, shift or come to close. Language teachers very often concentrate on the vocabulary of topics because if there is a lack of vocabulary, it is impossible to talk on a topic. The interactive features of topics could be taught and practiced too as turn taking, such as the use of markers both opening ones (by the way, I meant to ask you…), and closing ones (still, anyway, so…). If the students did not participate in classroom because of the chosen topic, the teacher should consider this point in the future (Ibid.).

3. Student's interactional problems

The goal of teaching the oral skill is to communicate efficiently. However, This goal is troublesome and not an easy task. There are students-related problems that inhibit them from involving in the oral activities. Mainly these problems are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self confidence and the fear of making mistakes.

3.1. Lack of interest in the subject

In a foreign language classroom, the student may often stay silent because he has "nothing to say" in that moment. The teacher may have chosen a topic which is uncongenial to him or about which he knows very little, and as a result he has nothing to express in English. As well as having something to say, the student must have the desire to communicate something to some person or a group of persons. If the student does not have a positive relationship with his

teacher, or feel at ease with his classmates. So, he may feel that what he would like to say can be of little interest to them. On the other hand, he may be very aware of his limitations in the foreign language and feel that, by expressing himself in it, he is laying himself open to criticize or ridicule. For these reasons, again, he remains silent.

3.2. Poor listening practice

Since speaking is essentially an interaction between two or more people, listening comprehension plays a major role. The student may have acquired skill in expressing himself in the foreign language, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The student therefore does not comprehend sufficient elements in the message to be able to make further contribution to the discussion. Students need much practice in listening to the target language functions which will provide them with the breathing space necessary for oral performance.

3.3. Deficient vocabulary

In attempting to use the foreign language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited. When students are learning a foreign language, they are unable to express their thoughts in orally mature vocabulary. Thus, finding themselves now limited to expressing themselves in childishly simple language, they feel frustrated and uncomfortable. The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching. He must be aware of the fact that, although they are limited in their powers of expression, they are limited in their powers of expression, they are not really the immature persons this deficiency might make them appear to be.

3.4. Lack of self confidence and the fear of making mistakes

In many classes, some students prefer to keep their ideas to themselves when their oral participation may cause unpleasantness and embarrassment, while others hesitate to participate in the discussion simply because they are afraid of being continually corrected by the teacher for every slip they make.

However, students' mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. Instead, the teacher should note one or two errors of pronunciation or grammar which would affect communication or be unacceptable to a native speaker, and brings these to the attention of the whole class for a later practice.

Developing oral proficiency in the foreign language can be done only in a relaxed and friendly atmosphere where students feel at ease with the teacher and with each other. The teacher must adopt a motivating attitude in such a way that all students are involved in the learning process (Nunan, 1999).

3.5. Teachers' Roles and Responsibilities

The majority of the students will not be engaged in any interaction by themselves, the teacher is one who creates first that kind of interaction first. Apparently, the role of the teacher is very crucial in inspiring and creating interest in the topics. The basis of the communicative approach is this capacity of the teacher to adapt himself, to change roles. Hedge Tricia identifies the main roles the which the teachers can play

> As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring

it, and organizing feedback; as promoter while students are working
together and as resource if students need help with words and structures
during the pairwork. (2000, p.26).

The teacher is the responsible for the teaching and learning processes at the classroom and especially learner-teacher interaction, he plays the role of the controller . The teacher job here is to transmit knowledge from himself to his students (Harmer,2001).

According to Harmer (2001), the most expected act from the teacher is to show the learners that their accuracy is being developed; that this is done through giving correction or by praising them; therefore the teacher plays the role of assessor. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to focus on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.

The teacher has to decide when and where to correct students' production as another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction ,the teacher should play the role of the corrector, he should work seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

According to Harmer (2001), when the teachers plays the role of the organizer, the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping the whole thing when the time is over. The teacher in such a role spends much time in engaging the entire class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each others too.

From time to time the learners do not find the words when they talk to each others or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher; therefore, he plays the role of the prompter. In such role, the teacher must prevent himself to help the students in order to help them to be creative in their learning (Ibid.).

Resource: The situation of the teacher here is to answer students' questions. for instance, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information.

Another role the teacher needs to adopt in a classroom interaction is the observer. The teacher here should distract the students" attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in achieving fluency, then the teacher tries to bring changes for the classroom in the future.(Harmer , 2001)

4. Teaching techniques for oral proficiency

Language teachers should use techniques-group work, role-play, problem solving and discussion-which encourage students to take communicative initiatives. Thus, they can provide them with a wide and richer experience of using the language as much as possible.

4.1. Group Work

Bright and McGregor(1970, p80) argued that regardless of the need for whole-class teaching and individual work, or "seat work" in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups.

The main goal is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing certain points of paragraph and proposing modifications. Indeed, it is through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed). (Ibid)

Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange.

For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination.

In addition to the benefits of group work activities, it has a number of additional advantages: It reduces the dominance of the teacher's talk (TT) over the class (Mackay & Tom, 1999, p.26).It increases the opportunities for students to practice and to use new features of the target language. And it increases also the opportunities for authentic negotiation. As well as, it promotes collaboration among students. They do not simply throw words to each other; they interact orally with a purpose. Group work does not only have advantages, it has also disadvantages, like: It may kill the spirit of self-reliance. From the student's point of view, the value of help from the colleagues is less than the teacher's. It may also bring potential risks, too, because some learners resent being corrected by other members of the group.

To conclude, group work involving communicative tasks is essential to develop oral proficiency because it demands maximum student"s participation in an orally purposeful activity.

4.2. Role-play

Several students gain a great benefit from role-play. It can be used either to encourage general oral proficiency or to train students for specific situations particularly where they are studying English for specific purpose (ESP). Role-play is an genuine technique because it involves language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication Forrest (1992, p.16) sees role-play as: "an individual's spontaneous behavior reacting to other in a hypothetical situation." This implies that role-play invites students to speak through a untrue identity in an imagined situation to present the view of a person without essentially sharing them. Role-play involves an element of "let's pretend"; it

can offer two main choices:

a) They can play themselves in an imaginary situation.

b) Or they can be asked to play imaginary people in an imaginary situation.

Students usually find role-playing enjoyable. Because role-play imitates real life, the range of language functions that might be used expands considerably. The role relationships among students call for practicing and increasing sociolinguistic competence to use the language skills that are appropriate to the situation and to the characters. Role play went through a period of relative unpopularity; yet this pity since it has a distinct advantages. In the first place, it can be a direct interactive method. It is an authentic technique for language use in interactive contexts to train students for specific interactive skills of arguing, information, persuading, discussing, or complaining, etc. It promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. Indeed, as Dickson (1981, p.382) puts it:"learners say what they want to say and not what someone has told them to say."

Second, role play allows hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to speak the responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, role play allow students to use a much wider set of language use. Role-play is an effective technique when it is open-ended so that different people would have different views of what the outcome should be and consensus has to be reached. There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-pay, the teacher has to give each student who does not play his role appropriately a card that describes the person or the role played. The teacher needs not only to identify the situation which will stimulate the discussion but also give

them the role that matches the requirements of their personalities. Topics for role play should be taken from students' current interest and anticipated experiences. This will contribute to increase the student's self-confidence as a speaker and his motivation to participate more.

4.3. Problem solving

A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings (Nunan, 1989)

The problem tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of realistic application in which the students become involved in an effort to achieve a goal. In problem solving, students are involved in pooling information to solve a problem through Oral Expression and negotiation of meaning (Nunan, 1989).

Apart from the activities focusing on the likes and dislikes of individual learners, which therefore need an initial phase where each student works on his own, most of the problem-solving tasks require pair or group work throughout. Thus, students can be asked to solve the problem individually or collectively. The latter is calling for cooperative negotiation. Problem solving activities demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others.

Problem solving can be divided into two types: short-term task and long-term task or project. The former can be done in course of one class session while the latter is more time consuming that may take many sessions and longer. An example of a short-term problem-solving task includes putting items in categories. For this kind of activities, the students have either to classify items according to categories giver by the teacher or to identify them by themselves. The

students are given a list of 10-15 items, such as occupations (bank clerk, truck driver, policeman teacher lawyer, etc …) and asked to locate them under heading according to different features. Like, physical / mental work, indoors / outdoors, with people / alone etc... Such short-term activities are task-centered and can be presented in a relatively simple way. It can be comfortably done in one class session of 20 -30 minutes.

However, some teachers regard any activity which involves individual or group research over a period of time as project work. Very often this kind of activity is topic-centered and results in the production of a piece of written oral report or both. For example, the teacher often asks students to develop a presentation on a particular historic period and to generate written products appropriate to the period. Students might conduct diagrams to support the project. This example shows that teachers attach more importance to activities which get the learners out of the classroom, particularly those that involve the collection of data through information search, information exchange and information synthesis. In some way, these activities provide a framework language use in a range of communicative function that is likely to occur. Learners also develop greater skills for managing the interaction, e.g. signaling disagreement or interrupting without offence.

4.4. Discussion

Discussion is any exchange of ideas and opinions either on a class basis with the teacher's role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson. It may be an end in itself; a technique for developing Oral Expression

through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student–directed and teacher–guided discussion. (Byrne, 1976).

While discussion has many benefits for second language learners include: increased comprehension levels; opportunities to improve listening skills and develop spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students learning.

Conclusion

Interaction is a crucial element in the communicative competence; it involves learners in face-to-face or teacher-learners encounters in the classroom. Pairs or groups interaction provides a basis for language learning in general; it gives the learners practice in community and negotiation of meanings through taking turns, in addition to learning other features that are inevitable in any interactive discourse such as how to initiate, respond and close conversations. At the same time, it allows learners to know how they can understand others and make themselves understood. Teachers' talking time must be reduced in classroom interactions as opposed to learners who should increase their talking time because their teachers need to take other roles.

Chapter Three: The Field Work

I-   Students' Questionnaire

Introduction

This chapter is devoted to the presentation and analysis of the data obtained from the research tools which are students' questionnaire and teachers' interview.

First, we introduce the population of each of the questionnaire and interview. Secondly, we describe, analyze and interpret the obtained results. Which in turn help us test our hypotheses about the feasibility of interaction in EFL classes, students' attitudes and preferences about it, and the influence of interaction on students' oral skills.

1. Aim of the Students' Questionnaire

The students' questionnaire aims at gathering information about the student's attitudes and preferences about interaction in and out of class, and their opinions about the validity of using interaction to improve their oral skills. That is to say this questionnaire is meant to test the second and third hypotheses.

2. Administration of the Students' Questionnaire

The questionnaire was distributed to the third year LMD students of English at the University Centre of Mila during May, 2013. The students were informed that this questionnaire is not an exam or any kind of tests and that their participation is voluntary. They were informed also that this questionnaire is anonymous; therefore they should not feel afraid about their privacy.

2.1. The Population and the Sample

The whole population of the study consists of 3rd year EFL students at the University Centre of Mila during the academic year 2013-2014. The total number of the students' population is around 90 students divided into 3 groups. The students are from different socio-economic and educational background and different genders, male and female, from which we have randomly select our representative sample that contains 20 students.

This population has been chosen for two reasons. The first reason is that 3rd year students have been studying a module of Oral Expression for three years at university, therefore, they would have experienced all forms and criteria of oral interactions, and even in other modules. Thus, they would have created some attitudes toward it in their minds. The second reason is that 3rd year students are supposed to be intermediate English as a Foreign Language Learners, and they should have had the basic knowledge of English grammar, phonology, and lexis. Hence, the main concern in teaching English would be acquiring skills rather than knowledge.

3. Description of the Students' Questionnaire

Students' questionnaire mainly aims at investigating the students' attitudes and preferences in oral interaction as it is applied and as it should be by teachers in the oral class, and whether they find it efficient in enhancing their oral proficiency. The questionnaire is altogether made up of 17 items classified under three sections each one focuses on a particular aspect.

Section One: Background Information

This section contains two questions for gathering basic information from the participants. In the first question (Q1), the students were required to identify their gender; the second one (Q2) was about the baccalaureate stream they formally have followed in the secondary school.

Section Two: The Oral Communication Skills

This section contains six questions investigating some aspects of the oral skills in reference to listening and, in particularly, speaking. In the first place, students are asked whether they are more interested in acquiring the oral skills or literacy skills (Q1), and are required to determine their level in the oral performance (Q2). The third question give more specification about the students' higher priority in the oral performance, that is whether their aim is to understand what they are listening to, or rather to perform in English (Q3). Then students are asked to determine whether they focus on accuracy or fluency when performing English, and they are required to justify their focus (Q4). The students in (Q5) are required to determine the frequency of their oral participation in the class. The last question in this section explores students' tendency and situations to speak English outside the classroom (Q6).

Section Three: The EFL Classroom Interaction

This is the most important part of the questionnaire because it reveals to us whether students like this technique and feels better when they work with it, which aims at gathering information on the way students' attitudes, preferences, and problems towards oral interaction. The first question (Q1) in this section seeks information about students' attitudes toward interacting with other people in general, and the reasons beyond their answers. Then, questions from two until five (Q2-Q5) seeks to gather information about the students' preferences and

choices of interaction from different criteria, that is concerning the number of students to involve in interactive activities, types of activities, chooser and types of topics. Then, students are asked about fear of talking in class, and their reasons if any (Q6). After that, students are asked about some potential problems in face-to-face interaction, which are problems in opening, maintaining, and ending a conversation (Q7). And finally, students are asked about oral class as an atmosphere and interaction as a technique to improve their oral communicative skills (Q8-Q9).

4. Analysis and Discussion of the Questionnaire

Section one: Background Information

The first section deals with background information about the students in order to provide us with perspectives on the learners' learning, so we can anticipate the way how the responses will be like and to get clear statistics.

Question One: Gender distribution

Gender	Number of participants	Percentage
Male	4	20%
Female	16	80%
Total	**20**	**100%**

Table 4 : The Participants' Gender Distribution

The table demonstrates that the majority of the population is females, which resembles 80% of the total sample; it is an inescapable fact in Algeria. Only (20%) of the participants are males. This can be explained by different factors, first of which is the democratic statistics which reveals that females are majority in the Algerian population. Secondly, for many reasons, most of male learners leave school at different levels before the university. And third, it is a common

truth that majority of male learners tend to choose scientific and technical branches, while females tend to choose literary branches, and English language is no exception.

Question Two: Baccalaureate stream:

BAC streaming	Participants	Percentage
1. Literature and Philosophy	5 Females	25%
2. Experimental Sciences	2 Males _ 1 Female	15%
3. Literature and Foreign languages	2 Male _ 10 Females	60%
Total	**20**	**100%**

Table 5 : The Participants' Baccalaureate Stream

The results which taken from the table indicate that the majority of students came from the foreign language stream; this result is pretty logic since study foreign language stream at the secondary leads to study one of the foreign languages at the university which is in this case English. However not all of the students studied foreign languages; there are others who studied Philosophy, and few students studied Experimental sciences. This indicates that third year students have different backgrounds, distinctive types of knowledge that has great influence on their interest in studying English and the way they deal with the different tasks and information given during the English course.

Section Two: The Oral Communication Skills

Question One: "Which of the English language skills are you most interested in?"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
1) The oral skills	12	60%
2) The literacy skills	8	40%
Total	**20**	**100%**

Table 6. Students' Interest in the Language Skills

The table demonstrates that the majority of our participants (60%) are most interested in acquiring the oral skills, which are listening and speaking.

The rest of the participants which represent a considerable number (40%) state that speaking and listening are not of first concern. The students' lack of interest in the oral skills may result in a problem in their oral interaction and therefore a problem in their communicative competence.

Question Two: "How do you describe your level in the oral performance?"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Very good	2	10%
b) Good	8	40%
c) Average	9	45%
d) Weak	1	5%
e) Very weak	0	0%
Total	**20**	**100%**

Table 7 : Students' Perceptions of their Oral Performance

This table demonstrates that the majority of the students believe that their level in oral performance is average (45%) or above average (40%), and this give an impression that students have a feeling of self-efficacy, and this is a positive aspect that probably helps them to get involved in different oral events. While there are some students that believe they have an advanced level (10%), and those probably represent the excellent students, there are some others who think they have a below average level (5%), and those represent the inferior extreme.

Question Three: "Which is of higher priority to acquire for you?**"**

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Listening Comprehension	5	25%
b) Speaking	15	75%
Total	**20**	**100%**

Table 8 : Students' Priorities between the Oral Reception and Production

The table above reveals that the majority of the students (75%) consider the oral production as a higher priority, while only (25%) consider the oral reception as such. This can be explained in the students' want to communicate their ideas rather than passively listen to others' ideas.

Question Four: "When you speak English, do you focus on accuracy or fluency? Please, justify"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Accuracy	8	40%
b) Fluency	8	40%
c) Accuracy + Fluency	4	20%
Total	**20**	**100%**

Table 9 : Students' Focus on Accuracy and Fluency

The table demonstrates that participants focus on fluency, likewise others focus on accuracy (40% either). However, some others (20%) focus on both accuracy and fluency.

Students who focus on accuracy claim that the correctness of grammar and the appropriateness of vocabulary are very important in language proficiency. However, those students who focus on fluency claim that the ease and quick delivery and continuity of speech without hesitating, and being like native speakers help them communicate better. On the other hand, students who focus on both accuracy and fluency claim that both are at an equal importance, and you cannot low esteem one of them.

Question Five: "How often do you orally participate inside the classroom?"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Frequently	5	25%
b) Sometimes	12	60%
c) Rarely	1	5%
d) Never	2	10%
Total	**20**	**100%**

Table 10 : Frequency of Students Oral Participation in Class

The table shows that the most of the participants (60%) sometimes participate orally inside the classroom, some (25%) frequently do, while few do not ever (10%) or rarely participate (5%).

This can be explained in the students' motivation to participate and attempts to develop their Oral English, or from another point of view, it can be explained in the teacher directed questions and pushing them to speak.

Question Six: "Do you usually speak English outside the classroom? If your answer is "Yes" please give a situation"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Yes	14	70%
b) No	6	30%
Total	**20**	**100%**

Table 11 : Students' Use of English Outside Class

The table indicates that while some participants (30%) do not usually speak English outside the classroom, most of the participants (70%) usually do, most of the cases, with an acquaintance, i.e., a friend, a brother or a sister, or a colleague, to test their English, or use it as a shared code, or for enjoyment; while in other cases they use it with a foreigner, either a native speaker or an ESL speaker, through chat via the internet.

This can be explained in the students' motivation to speak English and attempts to develop their oral performance.

Section Three: The EFL Classroom Interaction

Question One: "Do you like interacting with other people? Please justify."

The obtained results are demonstrated in the table below:

Responses	**Participants**	**Percentage**
a) Yes	14	70%
b) No	6	30%
Total	**20**	**100%**

Table 12 : Students' Attitudes towards Interaction

According to this table, most of the participants (70%) like interacting with other people, while few of them (30%) do not like that.

Although, this question aims at investigating the participants' personalities, more precisely their ability to interact with other people in real life, few participants (30%)

misunderstood the question, and limited it to interaction in English. The participants who like interaction claims that it helps them get feedback, and know their own mistakes; also they like to know about the other people, i.e., how they think and judge. Moreover, they claim that they like to exchange ideas and information, and to influence the others and be influenced. On the other side, participants who dislike interacting with other people claim that prefer to stay alone than to meet people who have low level of thinking and judgment, or they find difficulties in being understood, and they hate repeating or clarifying what they had said.

This can be explained in aspects of personality, the first group is sociable extrovert people and they represent a majority, while the second is introvert ones and they represent a minority.

Question Two: "In Oral Class, do you prefer activities that involve: "

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) No interaction	4	20%
b) Pair interaction	5	25%
c) Small groups interaction	5	25%
d) Whole class interaction	6	30%
Total	**20**	**100%**

Table 13 : Students' Preferences about the Number of Students to Be Involved in Interactive Activities

The table demonstrates that although the majority of participants (80%) prefer activities that involve interaction, their choices vary about the number of students to involve in an interaction, i.e., whether to interact in pairs, small groups, or whole class. However, some few participants (20%) choose activities that do not involve interaction.

Question Three: "In oral class, which activities do you most enjoy?"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Role play	2	10%
b) Problems solving	4	20%
c) Discussions	13	65%
d) Others	1	5%
Total	20	100%

Table 14 : Students' Preferences about The Type of Interactive Activities

The table shows that most of our participants (65%) choose discussions as their favourite type of interaction, while problems solving comes at a second place (20%), and role play at third place (10%). However, few participants (5%) suggest another choice which is presentations.

Question Four: "Do you prefer that the topic should be chosen by teacher or student(s)"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Teacher	5	25%
b) Student(s)	15	75%
Total	20	100%

Table 15 : Students' Preferences about Who Should Choose Topics of Interactive Activities

Most of the participants (75%) prefer that the topic of interaction should be chosen by themselves, however some of them prefer that the teacher should choose the topic for them.

Question Five: "What kinds of topics do most attract you?"

Responses	Participants	Percentage
Politics	1	5%
History	3	15%
Sports	4	20%
Cinema	1	5%
Sciences & Technology	1	5%
Sciences & Technology + History	3	15%
Sciences & Technology + Sports	2	10%
Sciences & Technology + Cinema	2	10%
History + Cinema	1	5%
Others (social & psychological problems)	2	10%
Total	20	100%

Table 16 : Students' Preferences about the Interactive Activities' Kinds of Topics

The participants' choices of topics vary, however we can notice that sciences and technology appears the most as an only choice, or among others, then history, and sports comes the third, etc. Nevertheless, some participants (10%) suggest other choices which are social and psychological problems.

Overall, we observe that though the participants disagree upon the number of students to be involved in an interaction and the types of topic to be chosen, they agree that activities should be interactive, and discussions are their favourite type of activities, and that topics of interaction should be chosen by themselves.

We can explain the results obtained from the second, third, fourth, and fifth question by the individual differences of the participants which are results of their personalities and previous experiences.

Question Six: "Do you feel afraid to talk in class? if your answer is "yes" please justify"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Yes	7	35%
b) No	13	65%
Total	**20**	100%

Table 17 : Students' Attitudes about Fear of Talk in Class

The participants' responses indicate that most of them (65%) do not fear of talking in the class, while some of them (35%) do fear of that. Those later justified their fear in loosing words in spontaneous speech, and making pronunciation and grammar mistakes. This implicate that they need more practice to improve their smoothness of speech and pronunciation.

Question Seven: "When interacting with other people, what difficulties do you face?"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
Opening a conversation	12	60%
Maintaining it	2	10%
Closing it	3	15%
Opening + Closing it	1	5%
None	2	10%
Total	**20**	100%

Table 18 : Students' Potential Problems in Taking a Conversation

The results which are shown on the table indicate that most of the participants (60%) have problems in opening a conversation, this implicate that teachers should focus on this point by giving them more instructions and practice on how to break the ice and open a conversation in order to solve this problem.

Question Eight: "Do you agree that oral class provides you with a good atmosphere to develop and improve your oral communication skills?"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Yes	17	85%
b) No	3	15%
Total	**20**	100%

Table 19 : Students' Attitudes about Oral Class as an Atmosphere to Develop their Oral Skills

The table shows that most of the participants (85%) agree that the Oral Expression class provides them a good atmosphere to develop their oral communication skills.

Question Nine: "Do you agree that interaction enhances your oral communication skills? Please justify"

The obtained results are demonstrated in the table below:

Responses	Participants	Percentage
a) Yes	19	95%
b) No	1	5%
Total	**20**	100%

Table 20 : Students' Attitudes towards Interaction as a Technique to Improve their Oral Skills

The table indicates that almost all of the participants (95%) agree that interaction enhances their oral communication skills. They justify their agreement, in terms of mutual influence and benefits from exchanging and negotiating ideas, and learning from each others new vocabulary grammar structures and right pronunciation of words, also they get feedback one from another about their mistakes, another point is that interaction provides them a simulation to the foreign language community, and an opportunity to practice their English, develop their fluency and self-confidence, and lower their hesitation, shyness, and fear of speech.

5. Discussion of the Results

This chapter sheds light on students' attitudes towards and preferences about the oral skills, and using interaction as a technique to improve them. The obtained results would help us to test the research hypotheses and provide us with a list of suggestions and recommendations to improve teaching methods of Oral Expression and English in general.

Through the analysis of students' questionnaire, the oral skills were found as more interesting than the literacy skills to the majority of the students, and most of them believe that their oral performance level is either in the average or above the average. Also, most of the students give a priority to the oral production than reception acquiring. Concerning accuracy and fluency, the results were equal between those who focus on accuracy, and those who focus on fluency; in addition to a third party who focus on both. Also, most of the students have the likelihood to orally participate inside the classroom, and test their English outside the classroom either with their acquaintances, or through virtual chat with foreigners.

On the other hand concerning interaction in the oral class, the results reveals that most of students like interacting with other people, because they are social extrovert and interactional

people. Hence, they like to meet other people, share, exchange, and negotiate ideas and opinions. Also, most of the enquired students prefer interactive activities than activities which do not involve interaction; however, they do not agree on how much students should be involved in an interactive activity. Most of the students prefer discussion as a type of interaction. Another point is that most of the students agree that the topic of interaction should be chosen by them; however, they disagree on the kind of topics. Concerning some potential problems in interaction, most of the students do not feel afraid to talk in the class; nevertheless, those who do, claim that they fear of losing words in spontaneous speech, and making grammar and pronunciation mistakes. Moreover, the student's questionnaire reveals that most of the students have problems in opening a conversation. Regarding the students attitudes towards the role of oral class and interaction in enhancing their oral communication skills, the majority agree that the former provides them a good atmosphere for that goal, and that interaction plays a significant role in enhancing their oral communicative skills, in terms of ideas and opinions, language skills and knowledge.

II- Teachers' Interview

Introduction

The present chapter deals with the analysis of the results obtained from the teachers' interview. We asked the respondents to answer eight open-ended questions to elicit specific information of their perception and attitudes of their students' oral performance and the use of interaction to improve their students' oral proficiency. The responses to the open-ended questions of the interview and their corresponding analysis will be presented in turns.

1. Aim of the Interview

The aim of teachers' interview is to consolidate the results obtained from the students' questionnaire concerning their attitudes and preferences about using interaction, and to verify the feasibility and validity of using interaction to improve the students' oral skills. That is to say, to test the first hypothesis in particular, and retest the second and third hypotheses to add more reliability to this research.

2. Description of the Interview

The interview was conducted with three English teachers during the first week of May 2013 in the teachers' room at the University Centre of Mila. Each interview took an average of 20 minutes. Teachers were free to speak their minds, and the interview was fully conducted in the English language, since the researcher is an English student and the respondents are teachers of Oral Expression.

During the interview, both the researcher and the respondents had the opportunity to ask for further information or clarification so as to ensure a full understanding and clear description. Using a structured interview would help the researcher to take control of the interview.

Three teachers were asked to answer eight open-ended questions related to their perception of their students' oral performance, and their attitudes towards using interaction and interactive activities to improve it. The interview was conducted with only three teachers because the other teachers had apologized for not taking part in the interview due to personal reasons. The interview questions are divided into three sections.

Section One: Background Information

Question One: "What diplomat do you hold?"

This question was asked to determine the efficiency associated with the scientific level of the teachers.

Question Two: "How long have you been teaching English and Oral Expression module in particular?"

This question is posed to know the teachers' experience because it helps to provide different opinions which are based on an experiment in the field.

Section Two: Oral Skills.

Question One: "Do you follow a particular approach in teaching oral English?

This question aims to know more about the teachers' teaching methods which may influence his or her students' involvement.

Question Two: "How do you describe your third year students' level in oral performance? and what deficiencies do they have?"

This question was asked to restate the problem in question, which is the students' difficulties in oral interaction.

Section Three: Interaction

Question One: "What inhibits and what motivates students to interact in the oral class?"

It was employed to explore the main reasons which interfere in the students involvement in the interactive activities

Question Two: "In the following criteria what do you find most effective in making students involve in interactive activities?

- Number of students involved in interaction

- Type of interaction

- Choice of topics

- Kinds of topics"

This question was asked in order to determine the favourable conditions to interaction.

Question Three: "Within the current conditions, do you find an interaction-based approach to teaching possible?"

This question intends to check the feasibility of interaction within the limits of the actual conditions.

Question Four: "Do you think that interaction is efficient and sufficient to improve students' oral communication skills?"

This question was asked to know about the efficiency and sufficiency of interaction to improve the oral communication skills, i.e., speaking and listening.

3. Analysis of Teachers' Responses

Section One: Background Information

Question One: "What diplomat do you hold?"

All the respondents hold a Master of Arts degree.

Question Two: "How long have you been teaching English, and Oral Expression module in particular?"

The respondents have different experiences in teaching English; however, they are all novice teacher of Oral Expression. Their answers were as follows:

One of teachers teaches English for 6 years, and Oral Expression for 2 years. Another one teaches English for 3 years, and Oral Expression for 3 years too. A third teaches English for 23 years, but Oral Expression for only 2 years.

Section Two: The Oral Skills

Question One: "Do you follow a particular approach in teaching oral English?"

Each of the respondents follow some particular approach in teaching Oral Expression, in which one follow a learner-centred approach, that is he ensures that the students' talking time is more than the teacher's talking time. Another teacher uses authentic materials such as BBC audio or visual records to teach his students about the right pronunciation, and the foreign community culture. The last one gives his students full freedom to talk or to stay silent, and do not impose any student to talk.

Overall, each respondent follows a particular approach in teaching Oral Expression, which leads to different results in the students' oral performance.

Question Two: "How do you describe your third year students' level in oral performance? and what deficiencies do they have?"

Some of the respondents find their students' level in the oral performance medium or at the expected level. However, other respondents find it below the expected level. They claims that their students have deficiencies in vocabulary, pronunciation and listening, and they need to read more to improve their vocabulary, to listen to native speakers and practice more to improve their listening skills and pronunciation.

Section Three: Interaction

Question One: "What inhibits and what motivates students to interact in the oral class?"

The respondents have different opinions about what encourage and discourage students' interaction. Some claims that the students' low level of English, low motivation about the subject because of lack of knowledge about or interest in it, and negative personal trait's such as introversion, shyness, lack of confidence, and anxiousness are what inhibit students from interaction. On the other side, the familiarity and good relationship between the teacher and his or her students, the good choice of topics which should be interesting, up-to-date, and related to the students' reality, besides the good governing of the class all lead to a large involvement of the class in the interactive activities.

Question Two: "In the following criteria what do you find most effective in making students involve in interactive activities?

- Number of students involved in interaction

- Type of interaction

- Choice of topics

- Kinds of topics"

The respondents agree upon the following criteria about interaction. They agree that students should choose the topics of interaction, and they agree that discussions about the learners' social and psychological life problems are the most interesting subjects which attract the majority of the students to get involved in interactive activities. Also, most of them tend to vary the number of students to involve in interaction, between pairs, small groups, and the whole class interaction.

Question Three: "Within the current conditions, do you find an interaction-based approach to teaching possible?"

All the respondents agree that an interaction-based approach to teaching, which includes the majority of the class, can be used despite of the disruptive and bad current conditions of large classes which contain 30-40 students as a mean, and lack of time allocated to Oral Expression in comparison, besides to some students' passive way of learning and negative personal traits such as introversion, shyness, lack of confidence, and anxiousness. However, at first it takes a period of time to get familiar with the students.

Question Four: "Do you think that interaction is efficient and sufficient to improve students' oral communication skills?"

All the respondents absolutely agree that interaction is efficient and plays a significant role in improving their students' oral communication skills, in that it provides them with an opportunity

to practice and be fluent speaker, and to test their English through getting feedback from their peers about their mistakes and learning new things one from another. However, the respondents do not find interaction sufficient to be skilful in oral interaction; students need to listen to native speakers, and read the English literature to learn about the foreign community culture, and get more knowledge about the language concerning pronunciation, vocabulary, and grammar structures.

4. Discussion of the Results

The teachers' interview was conducted with two main aims:

First, to get deeper insight into the teachers' perceptions of the oral performance, and their attitudes towards the implication of interaction in the oral class to improve the students oral proficiency. Secondly, to consolidate the results obtained previously from the students' questionnaire.

The analysis of the responses to the interview, supplied by teachers of English at the University Centre of Mila allowed to draw certain conclusions:

- Through the analyses if the teachers' responses, the students have problems in vocabulary and pronunciation.

- There are some criteria which are related to the teacher, the students, or the topics that decide the students' involvement in the interactive activities.

- Topics chosen by the students, and discussions about their social and psychological life are the most interesting subject that attract the majority of the students to interact.

- Despite the disruptive conditions of large classes, and lack of time allocated to Oral Expression module, interaction can be implicated in teaching.

- Interaction is efficient to enhance the student's oral communication skills, but it is not sufficient.

Conclusion

To conclude this chapter, three points worth mentioning. First the interview fulfilled its aim of providing further insight into teachers' views about their students' oral skills, and their attitudes towards interaction. Secondly, their responses confirm the students' questionnaire results about the preferable criteria about interaction, and the efficiency of using interaction to improve the oral communication skills. And finally, the respondents approve that interaction can be implicated successfully despites the disruptive conditions. Consequently, a confirmation of the hypothesis is obtained via the students' questionnaire and the teachers' interview.

General Conclusion

The present study aims at investigating the influence of interaction on the oral skills of the 3rd year LMD English as Foreign Language students at the University Centre of Mila. To test this, we suggest three hypotheses: the first one is that an interaction-based approach to teaching oral English can be implicated. The second one is that students have positive attitudes and common preference towards interaction. The third is that if we use interaction in the oral classe, students' oral skills will be improved.

In order to investigate these this idea and test the three hypotheses, we begun first by preparing a literature review about the problem in question and the suggested solution, that is to say, oral communicative skills and interaction in EFL classes. Then we proceeded in the practical part which is mainly about the analysis and discussion of a students' questionnaire and teachers' interview at the department of English in the University Centre of Mila.

The students' questionnaires and teachers' interview helped us in presenting some pedagogical suggestion and recommendations. And we end up to the conclusion that all the suggested hypotheses are confirmed. Through the analysis of the students' questionnaire, we found out that students have positive attitudes towards interaction, and they have common preferences about it; they prefer discussions about topics chosen by them which are mainly related to their social and psychological problems, which confirms the second hypothesis, and we found that they agree that interaction helps improve their oral skills, which confirm the third hypothesis. Throughout the analysis of the teachers' interview, responses confirm and consolidate the previous hypotheses. We also found out that the teachers have a positive attitude towards the use of interaction in the oral class, and they find it applicable in EFL oral classes, which confirm the firs hypotheses.

The results and discussion have indicated that our hypotheses which are supported; that is to say, using interaction in oral class would help students to develop their oral performance. Nevertheless, this study has some limitations.

The first limitation is time constraints. Longer time would help us to use different tools and a larger sample of students and teachers. This would present our results in very distinctive dimension.

The experimental method of research would be more helpful for the quantitative results than the descriptive one because it provides more reliable and valid outcomes, on the other hand, the questionnaire in which sometimes the answers may not reflect the students' real opinion or answer.

Another point is that we limit our study about the oral skills to the oral production i.e., speaking in particular, in order to be able to finish this work at time.

For the sake of improving teaching methods and taking into account the results yielded by this research, we recommend teachers of using interaction and interactive activities in oral classes, and in other EFL classes wherever it is possible and suitable, in order to improve their students' oral skills and communicative competence, also we suggest creating familiarity with their students and respecting their choices of topics and types of activities to ensure the best involvement.

We recommend students, in addition to involving into interaction and interactive activities, to read more about English literature and listen to authentic and realistic materials to get more knowledge about the foreign community culture, because EFL students' knowledge about English is, however, limited in comparison to native speakers'.

We also recommend of remedial work in vocabulary, pronunciation, and grammar for students those who have deficiencies in those fields.

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Appendix I: Students' Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes toward **the use of interaction to improve EFL students' oral communicative skills**. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please, tick (√) the choice that corresponds to your answer. Some questions may accept more than one answer. Thank you in advance.

Section I: Background Information

Please, specify your:

1) Gender:

a) Male ◯

b) Female ◯

2) Baccalaureate Stream: …………………………………………………………

Section II: The Oral Communication Skills

1) Which of the English language skills are you most interested in?

a) Oral skills ◯

b) Literacy skills ◯

2) How do you describe your English oral performance:

a) Very good ◯

b) Good ◯

c) Average ◯

d) Weak ◯

e) Very weak ◯

3) Which is of a higher priority to acquire for you:

a) Listening comprehension ◯

b) Speaking ◯

4) When you speak English, do you focus on:

a) Accuracy ◯

b) Fluency ◯

Please, justify

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……………………………………………………………………

5) How often do you orally participate inside the classroom

a) Frequently ◯

b) Sometimes ◯

c) Rarely ◯

d) Never ◯

6) Do you usually speak English outside the classroom?

a) Yes ◯

b) No ◯

If your answer is "yes", please give an example situation

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……………………………………………………………………

Section III: The EFL Classroom Interaction

1) Do you like interacting with other people?

a) Yes ◯

b) No ◯

Please, justify

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……………………………………………………………………………………………….

2) Do you prefer activities that involve:

a) No interaction ◯

b) Pair interaction ◯

c) Small groups' interaction ◯

d) Whole class interaction ◯

3) In oral class, which activities do you most enjoy?

a) Role-play ◯

b) Problem solving ◯

c) Discussion ◯

d) Others, please specify ◯

…………………………………………………………………………………………

4) Do you prefer that the topic should be chosen by:

a) Teacher ◯

b) Student(s) ◯

5) What kind of topics does most attract you?

Politics ☐   History ☐

Cinema ☐   Sports ☐

Sciences & Technology ☐   Others, please specify ☐

………………………………………………………………………………….

6) Do you feel afraid to talk in class?

a) Yes ◯

b) No ◯

If your answer is "yes", please justify

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7) *When interacting with other people (either inside or outside classroom), what difficulties do you face*

   a) Opening a conversation ☐

   b) Maintaining it ☐

   c) Closing it ☐

8) *Do you agree that the oral class provides you with a good atmosphere to develop and improve your oral communication skills (speaking & listening)*

   a) Yes ○

   b) No ○

9) *Do you agree that interaction enhances your oral communicative skills*

   a) Yes ○

   b) No ○

Please, justify

……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………..

Thank you very much for your participation!

Appendix II: Teacher's Interview

Dear teacher,

We would be so grateful if you could answer the following questions for the sake of gathering information about the role of interaction in improving students' oral communication skills.

Section One: Background Information

1- What diplomat do you hold?

2- How long have you been teaching English and Oral Expression module in particular?

Section Two: Oral Skills.

1- Do you follow a particular approach in teaching oral English?

2- How do you describe your third year students' level in oral performance? and what deficiencies do they have?

Section Three: Interaction

1- What inhibits and what motivates students to interact in the oral class?

2- In the following criteria what do you find most effective in making students involve in interactive activities?

- Number of students involved in interaction

- Type of interaction

- Choice of topics

- Kinds of topics"

3- Within the current conditions, do you find an interaction-based approach to teaching possible?

4- Do you think that interaction is efficient and sufficient to improve students' oral communication skills?"

Finally, I thank very much for your patience and participation